



# Annual Report 2016

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## Purpose

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

## School Ethos

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

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

### *LEARNING AND TEACHING*

Banksia Park Primary School will provide a learning environment where:

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

### *COMMUNITY LINKS*

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

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

## Principal's Report

On behalf of the School Council and Staff I am delighted to present the 2016 Banksia Park Primary School Annual Report. The highlight of the year saw Banksia Park achieve Independent Public School (IPS) status for 2017 - following an intensive evaluation process. Our special thanks to the School Council and especially its Chairperson, Mrs Sharne Elsbury, for the huge amount of time and effort she devoted to this endeavour. Banksia Park will enjoy greater autonomy (within the confines of the overall Department of Education) as a result of this selection. It is important to note that most things will remain "business as usual" and not change as a result of our IPS status.

The school was also selected to participate in a trial "School Performance Assessment" (SPA) that will be implemented in all non IPS schools. The thorough evaluation was conducted by educational experts and consisted of the interrogation of many data sets and interviews with staff, students, parents and our School Council. We performed well and extracts from the full report are included later in this Annual Report.

Banksia Park has continued to display excellence in many areas – as demonstrated in the following Learning Area reports. In particular, we continued the implementation of the *KidsMatter* initiative which aims to improve and support primary students' mental health and improve well-being. In line with Department of Education restructuring we continued building "network" links with other primary and secondary schools in the Leeming area and, as a school, we have continued to implement the Departmental Priorities and focused on ongoing improvements in Literacy and Numeracy. We also continued the implementation of the Western Australian Curriculum with a focus on Humanities and Social Sciences, Health and Physical Education. All students were involved in another mass planting of kangaroo paws to beautify the school and regenerate the native flora. It is planned to continue this over the next few years.

In order to enhance communication with parents the Department of Education's "*Connect*" system is in the process of being implemented and will hopefully be operational in early 2017.

The school staff has worked tirelessly to provide the best possible education for your children and you, the parents, have been very supportive of our endeavours. Our sincere appreciation to those who have assisted in the classrooms, library, canteen, on excursions or in any way during the year.

Of special mention is Mrs Jan Fitch who was a Banksia Park Foundation Staff member in 1989. Since that time she has made a fantastic contribution to many aspects of our school and we thank her sincerely for her wonderful efforts over many years. We wish her well in her retirement.

Our special thanks to the P&C Association, under the leadership of Giorgia Kloosterman and her Committee, for their wonderful efforts to support the school through fundraising, the uniform shop, canteen and the Band Committee. We also express our appreciation for the special social interactions provided at the Games Night and Student Discos that raised money to fund new iPads.

I would like to extend my thanks and appreciation to the whole school community for their support and dedication to our wonderful school throughout 2016.

*Martin Humphreys*

Principal



## School Council Report

During 2016 our School Council was heavily involved in reviewing our governance processes for our application for Independent Public School status. As everyone is aware we were successful with our presentation and we are now in the process of transitioning to a School Board. However, it is important to note that, under The Education Act (1999), the differences between a School Council and School Board is very small but we have a higher level of accountability.

We attended to many other issues including consideration of our School's Performance Assessment (SPA), met with the SPA assessors; ratified the timing of School Development Days within the Leeming Cell professional collaboration structure; the continued introduction of the Western Australian Curriculum; the NQS for Early Childhood education, ongoing review of the 2016 School Budget and financial protocols; discussion of Learning Area Assessments of student data including information from the My Schools website and NAPLAN; School Contributions, Charges and Personal Use Items for 2017; and this School Annual Report. At our last meeting the School's Operational Plan and Preliminary Budget for 2017 were discussed and ratified. Having viewed much data during 2016 the School Council has determined that the school is continuing to perform well and it is generally pleased with the progress being achieved at Banksia Park Primary School. This was also validated by the results of our School Performance Assessment earlier in the year. As a final point of business for 2016 the current School Council has discussed and agreed on a plan to Transition to a School Board with our 2017–19 IPS Business Plan to be completed early next year.

This year our School Council consisted of 6 parents (Tami Bird, Giorgia Kloosterman, Shauna Miller, Kerryl McShane, Anneke Wiesner and Sharne Elsbury); 4 staff members (Ann Andrews, Jane Di Sabato, Jan Fitch and Ingrid McNally) and our Principal (Martin Humphreys). On behalf of the whole school community we thank these people for their time, effort and expertise.

Special thanks to those retiring members of our School Council - Kerryl McShane, Shauna Miller and Jan Fitch (who has been a Staff Representative since 1989).

I encourage parents to consider nominating for School Board vacancies in early 2017.

*Sharne Elsbury*  
Chairperson



Presentation of IPS Certificate to Banksia Park PS by Ms Sharyn O'Neill (Director General of Education) and the Hon Peter Collier MLC (Minister for Education).

## Learning Area Reports

### English

The staff has continued to develop the whole school language strategy with ongoing professional learning, with particular emphasis on the Western Australian curriculum and National Quality Standards in the Junior Primary. This year the staff undertook professional learning in the area of reading difficulties and how to diagnose, plan intervention and resource these learning difficulties. The online learning course entitled OLT Dyslexia and Other Significant Reading Difficulties was delivered over three face to face sessions on professional learning days by our SAER Coordinator. Staff completed over 20 hours of online learning and interaction on the course in their own time. Feedback from the staff indicates that they found the course content informative and that it provided them with very useful resources.

Classroom teachers continued to implement the Literacy Net for whole class and individual profiles for students at risk. The Student Literacy Profile continued to be used to analyse early childhood student literacy progress. The Pre-Primary On Entry Assessment was used at the beginning of the year and is now analysed in conjunction with NAPLAN data in Year 3 to show progress in the early years in Reading. Standardised Reading and Spelling Tests are implemented by class teachers in Year 1 to 6. This data supplements Literacy Net data and NAPLAN data for planning.

Class teachers continue to develop Individual Education Plans to assist students experiencing difficulties, in order that they continue to develop skills and strategies to meet their individual needs in the English Learning area. These plans are regularly reviewed by the classroom teacher in order that they continue to address individual needs.

The English Committee continues to develop the Grammar Scope and Sequence in alignment with the WA Curriculum. The Committee has implemented a revised focus for the whole school Comprehension and Vocabulary development in response to NAPLAN data and anecdotal observation from class teachers.

The 2016 NAPLAN data for Reading in Year 5 shows a reversal of the downward trend in student achievement. This is a result of Year 4 and 5 teachers working together on specific strategies, using specialised resources, to teach students improved skills in answering short answer questions and comprehending to the inferential level. The NAPLAN Writing data indicates no Year 3 children has limited progress with most children in the satisfactory to good range with 25% in the excellent progress range. Results for Writing in Year 5 show a small number of students maintaining excellent progress, however the general cohort profile has moved from no students in the low range to 5% and the high range has reduced but this will be addressed as a school focus for 2017. NAPLAN Spelling results indicated only two students at the national average and the remainder of students above this in Year 3, with all students above the national average in Year 5. This indicates the ongoing strategies employed across the school to improve spelling are beginning to take effect. NAPLAN Grammar results continue to be strong in Year 3. In Year 5 there are three students at the national average with the remainder above.

The Banksia Park Early Literacy program continues to support teachers and parents in providing students at risk in extra practice in early phonics and sight word reading and writing. This program has now become a part of the whole school approach to the teaching of literacy in the early years.

### Mathematics

The West Australian Curriculum is the basis for all planning, teaching /learning and assessment in Numeracy at BPPS. Teachers also use the SCSA exemplars to allocate the grades across the strands Teachers collaborate and moderate with like year levels within Banksia Park and also other teachers within the Leeming Cell of schools. The Student Achievement and Information System is

used to monitor, evaluate and report on student progress in the contexts of the individual, the year level and the whole school in Mathematics. The Pre Primary students undertook the mandatory On Entry Testing in 2016 in early Numeracy skills, concepts and knowledge where the results were very positive across all strands of the testing.

The 2016 NAPLAN Numeracy results for Years 3 and 5 have demonstrated sound achievement in all aspects of the learning area. The BPPS Year 3 mean was 455 compared favourably with the Australian mean of 402. The Year 5 BPPS mean was 538 whereas the Australian mean was 493.

This indicates an improvement in the school mean from 2015 and BPPS is performing above the Australian Mean in Numeracy. Of particular relevance to us are the comparisons with schools of a similar socio- economic index. In 2016 students compared favourably in Numeracy with schools on the same Socio-Economic band. BPPS's results were above the mean for both year levels tested. For the first time the NAPLAN results have been correlated with data from the On Entry Testing and the Year 3 results to show individual student progress. Data can now be accessed to monitor individual progress from Pre Primary to Year 5. While there can always be improvements, the results are reflective of positive achievements.

Selected Year 4, 5 and 6 students participated in the annual Australian Maths Competition and achieved pleasing results with 1 High Distinction, 7 Distinctions and 16 Credit Certificates.

Class teachers also continue to develop Individual Education Plans to assist students experiencing difficulties, in order that they continue to develop skills and strategies to meet their individual needs in the Mathematics Learning area. These plans are regularly reviewed by the classroom teacher in order that they continue to address individual needs.

## **Science**

Banksia Park PS aims to provide a curriculum-based Science learning program that is varied and exciting and engages children with investigations and exploration. Our goals are to develop both scientific literacy and inquiry skills. The teaching of Science is underpinned by the Primary Connections program and this forms the basis for Science lessons but allows teachers the flexibility to integrate other learning opportunities generated by their own expertise, excursions, incursions, theme weeks (eg Science Week, Recycling Week) and student interests. Teachers continue to develop their skills through professional reading and professional development through providers such as Scitech, networking at Leeming cell staff meetings and membership to the STAWA.

Building connections with the Science education community is important and engaging in Science Week each year provides an opportunity for students to develop skills and understandings under the umbrella theme determined each year. This is an Australian Government initiative which provides many resources to schools across the country. It is a celebration of Science that aims to raise the profile and increase the understanding and appreciation of Science, innovation, engineering and technology. The theme for 2016 was 'Drones, Droids and Robots'.

Banksia Park assesses children for reporting based on the West Australian Curriculum and we perform equal to or above when compared with like schools. We will continue to ensure that students are provided with learning experiences that develop and assess the extent of knowledge, the depth of understanding and the sophistication of skills so they are well placed to commence the learning required at the next level of achievement.

## **Humanities and Social Sciences**

The school has now embedded the previously separate History and Geography learning areas into the West Australian Curriculum HaSS teaching and learning programs. Classes have supported their learning through a variety of excursions including; Wireless Hill, Kalamunda History Village, Azelia Ley Homestead, Kanyana Rehabilitation Centre and the Swan Valley Cuddly Animal Farm.

As part of WA Week all students were involved in planting Kangaroo Paws in a continuing program to enhance the natural bush setting of the school. Some classes combined with their “buddies” to encourage a supportive and collaborative learning environment. ANZAC Day was commemorated with a whole school assembly incorporating the School Band, Choir and an invited representative of the armed forces.

A highlight of this year’s HaSS program was the whole school excursion to the “Kalunga Katitjin Festival” at King’s Park in term three. The aim of the festival was to “promote an understanding of the importance of biodiversity and caring for the environment, to develop an appreciation of aboriginal culture and to foster positive attitudes for sustainable future”. The festival program included a full day of activities, hands on displays, presentations, performances and exhibitions. Each class invited parents to accompany them on the day, fostering the school’s ethos of parents as partners in education.

As a WasteWise School we continued to implement waste minimisation strategies. Some examples include the use of SITA bins and worm farms. A junior class is a collection point for used batteries, ring tabs, stamps and unwanted reading glasses. Energy saving practices are also encouraged.

## **Health and Physical Education**

The Health and Physical Education Committee continued to support teachers and students as this year the focus was on staff professional learning that outlined the core principals of the new West Australian Health & Physical Education curriculum. As part of the implementation there was a comparison between the new curriculum and the previous one to review and adjust all programs.

The Student Councillors reinforced appropriate social behaviour through “Hilly” the little, blue bear. This supported the continued emphasis on Social and Emotional Learning (SEL) through the KidsMatter initiative. Fortnightly tips are being included for parents in the School Newsletter.

The school provides a minimum of 2 hours for physical activity each week and the focus was on the development of physical skills across all years. The Physical Education specialist plans for the development of hand-eye coordination in throwing, catching and hitting small balls for games such as cricket, tennis and hockey. It also develops game awareness and the skills of catching, throwing, bouncing and kicking of large balls for games such as AFL, soccer, basketball, cricket, flag belt rugby, Athletics carnival team games and netball.

Overall, the skills of the Year 1 to 6 students are good. With continued focus the skills will continue to be enhanced in the years to come. 2016 saw the Pre-Primary students included in the Faction Athletics Carnival programme for the first time. Feedback from the parents, teachers and students indicated that it was a successful addition. Participation in Intra and Inter-School Carnivals allow all students to put the skills practised in Physical Education lessons into realistic, competitive and enjoyable practical situations. This year Green won the Inter Faction Athletics Carnival for the first time in 20 years!

2016 has not been as successful as past years for Banksia Park teams participating in Interschool Competitions. However, our students always compete extremely well with outstanding sportsmanship. The school achieved pleasing results in Swimming (we won our second SCISA Swimming Carnival Meritorious Shield in 3 years); won the C Team Tag carnival with the A and B Teams also participating well; we came third in the PFT Girls Cup Regional Championship and won the Fair Play Award for the second time; we came third on goal difference in the PFT Open Regional Cup and won the Fair Play Award for the first time; won the Hockey Carnival by being undefeated; and participated in the Willetton Basketball. Boys, girls and mixed teams; participated in the SCISA Cricket carnival with a boys and girls team; and we came sixth in the SCISA Athletics carnival. The support of the parents sharing their expertise by coaching the students has

been invaluable and greatly appreciated by the school. Their enthusiasm has developed exceptional team work and sportsmanship.

Edu-Dance was again very successful with students from Pre-Primary to Year 6. The culmination was another enjoyable end-of-term 2 concert that many parents and family members attended. Yoga classes for K to Year 3 continued in Term 2 and the school continues to participate in the School Drug Education Program.

## **The Arts**

### **MUSIC**

This year all students have shown increased confidence in oral, written and practical responses in reading and listening to music from an eclectic developmental music programme. Through songs, performances and music games, students have applied the elements of music in a natural way as they listen and respond to live and recorded music performances and make their own music.

Through independent and collaborative Class Music, Choir and Band performances students have had the opportunity to perform in ensembles, as soloists and comperes. Instrumental tutors have enabled our students the opportunity to learn the ukulele and other instruments. Performances by our Senior and Junior bands have included special days, interschool Band Bashes, school concerts and at the West Australian Government Schools Music Society Concert at Crown Theatre. The Choir of Years 5 and 6 students has similarly taken part in special days and the WA Massed Choir Festival with collaborative efforts for Anzac Day and the annual Music Assembly. The 10th Anniversary of the national music initiative, Music Count Us In, was also celebrated.

Repertoire from the Choir has been a springboard for the international and Australian themes of our music program this year including a brief history of Rock 'n' Roll and encouraging us, as individuals, to know we belong in society, with reminders we all have something positive to contribute and to 'have a go'. Years 5 and 6 have learned how to play the 12 Bar Blues using smart instruments on an iPad application and have made an album cover of The Beatles. Year 3 and 4 students have expanded their recorder learning to embrace other classroom percussion instruments when performing their recorder repertoire. They learnt to play a version of Pachelbel's Canon in D. Kindy to Year 2 have enjoyed adding drama and instrumental effects as they identified lyrics from the verse and chorus in different songs. Students have all enjoyed learning the technique of African "call and response" drumming and other hand held African percussion, exposure to Japanese "Taiko" bin drums, a Maori stick game and Australian bush band instruments. A whole school music incursion was a fitting tribute to students' study and application of world percussion.

### **VISUAL ARTS**

2016 has involved all classes in a varied and challenging art program. Students have encountered new art skills and processes. They have enjoyed opportunities to consolidate and develop techniques on an ongoing basis. This year has been an exciting year with an energetic, dynamic focus on language in art. Students have embraced oral language discussions about artists, art history and the everyday language of art processes as they engaged in them. Side by side with this they have linked written work with their visual art.

For example Year 1 students wrote descriptions of a painting by Roy Lichtenstein. Year 2 created an arm 'reaching for the stars' incorporating their personal goals. Our Year 6 students have brought visual art, art vocabulary and contextual understanding to our younger students through a life size reproduction of "The Flower Thrower" by Banksy. Various year levels offered their personal interpretation, resulting in a collection of written notations for one another to read and discuss. This integration, shared effort and enormous multi-year level enjoyment and appreciation of visual art have been a highlight of the year and a motivation for future similar activities.

With an emphasis on Science and Maths our Year 6 students also created a shared large scale example of the Fibonacci number sequence. The spiral it creates enabled multiple classes to explore these Maths concepts and enjoy the discussion generated from the work. Taking art beyond the individual lesson, to a wider audience, providing shared experiences and lots of art talk is an extremely exciting process.

## **Languages (Japanese)**

Japanese has been taught across the school from Years 1 to 6. Each class has a 60 minute lesson per week focusing on listening and speaking, viewing, reading, writing and cultural understandings. Students have been introduced to the basic hiragana characters, kanji numbers, and basic theme based vocabulary, integrated with traditional culture, celebrations, folktales and popular anime characters and current events. Junior students enjoy activity based lessons with many crafts and games. Senior students have explored the history and uses of the different writing systems used within the Japanese language and using very large numbers in real life situations. The Olympics was another popular theme, with a close look at Japan's performance in the Rio 2016 Games plus what is planned for Tokyo in 2020.

Year 3 to 6 students competed in the JLTAWA Calligraphy competition. Several calligraphy samples from each class were selected as semi-finalists and one finalist from each Year level was entered into this interschool competition. Calligraphy samples have been displayed in classrooms and the Japanese room. Year 6 students performed an item based on the Olympics at the Japanese Assembly in Term 3. They also spoke in Japanese for each component of the assembly. An origami incursion occurred in Term 4 for students in Year 1 to 6. A Teddy Bear's picnic was held for Year 1 and 2 students where they taught their teddy bear many Japanese words learnt during the year. The Japanese Room was open for Parent Night and had a range of student work samples and games used for language learning were on display. Student work on the iPad was also demonstrated.

There has been a continued focus on student use of technology during Japanese lessons. Use of four iPads and access to the computer lab in the library was extremely effective in motivating student learning and improving student outcomes. Apps to practise Japanese handwriting, recognition of hiragana characters, numbers and words, recording speeches and a dictionary app were well used. Students were able to log into the Language Perfect website for vocabulary revision at school as well as at home, especially for the World Championships in May, where we earned 3 awards. There has been continued use of IWB and digital resources in general lessons.

## **Technologies**

Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies. We are currently in early implementation stage of new WA Curriculum Digital Technologies that aims to do this. It empowers students to create solutions through the efficient use of current and emerging information systems and practices that are applied to meet current and future needs. A knowledge and understanding of information systems enables students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to create solutions. This helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems. Staff at Banksia Park PS are involved in introducing new methods and practices to their teaching so that students can access the best of current technological materials. Additional professional learning will be provided to staff in 2017.

In 2016 we continued to utilise the current ICT technology available in the school and also introduced a bank of twenty iPads with great success. Whilst not directly apparent to students the school network system and servers were also upgraded with additional data and wireless access points to allow for the implementation of the Department of Education's new SOE4.5 system.

## Improvement Intent for 2017

The staff will continue Professional Learning associated with implementation of the Western Australian Curriculum. During the next several years Phase 2 and 3 Learning Areas will be fully embedded into the school's teaching and learning programme. This includes Technologies, The Arts and Languages Learning Areas. As areas are progressively implemented it will be reflected in changes in the Semester Reporting of student achievement.

Banksia Park Primary School will also continue to focus its efforts on the improvement of the Literacy and Numeracy skills of all students. This is related to the continued improvement of NAPLAN results.

The school will continue implementing the National Quality Standards for Kindergarten to Year 2. Additionally, we will continue the implementation of the KidsMatter initiative to promote and develop Social and Emotional Learning and mental health and well being in our students. Banksia Park will also continue its work in developing a "Thinking Culture" to empower students with the language, tools and strategies to engage in a wide range of analytical, critical, caring and creative thinking tasks. This will involve the explicit teaching of thinking skills to all students.

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

These intents and specific targets will be fully documented in the 2017-19 Banksia Park Business Plan that will be developed as part of our transition to becoming an Independent Public School.

## NAPLAN – National Literacy & Numeracy Assessment

The National Assessment Program Literacy and Numeracy (NAPLAN) is an assessment of all students in all Australian States and Territories for Years 3, 5, 7 and 9. These assessments are marked by an external body and give student performance in relation to other students in Australia and a National Minimum Standard.

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

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

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

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

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

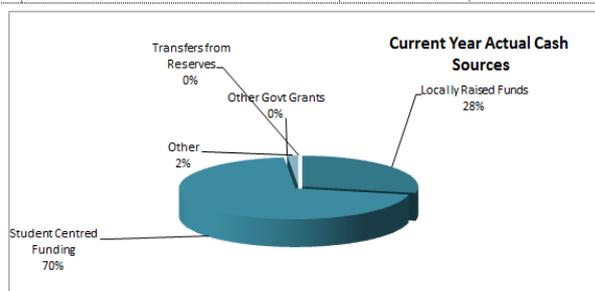
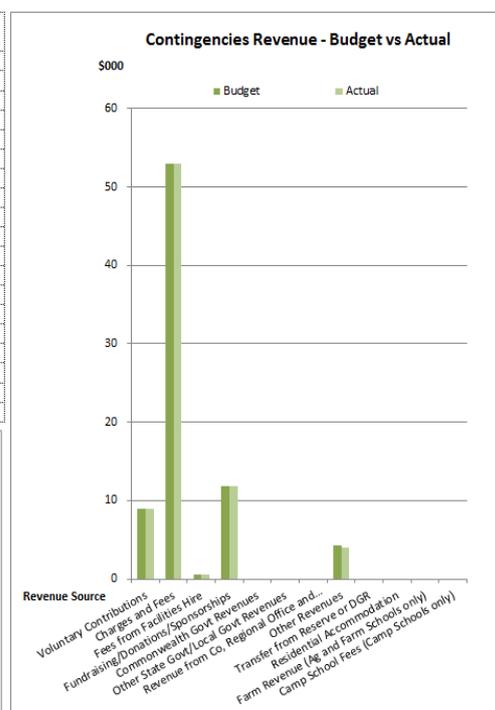
## School Finances

Banksia Park Primary School operates under the Department of Education Student Centred Funding Model (or One Line Budget). The total funding allocated to the school in 2016 was \$2 796 221.

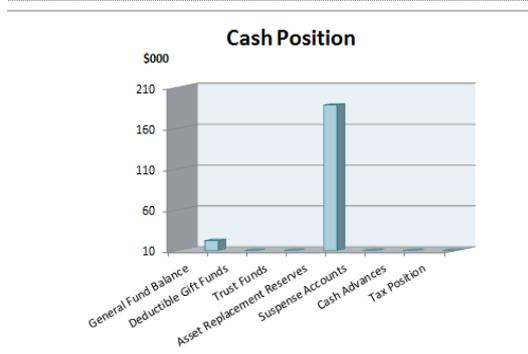
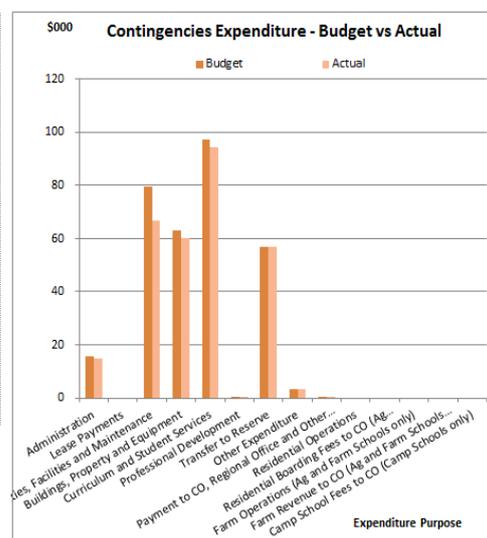
Of this \$184 079 was taken as 'Cash' with the remainder utilised for Salary costs.

The Banksia Park Primary School Financial Summary as at 31 December 2016 was:

Revenue - Cash		Budget	Actual
1	Voluntary Contributions	\$ 8,929.00	\$ 8,929.00
2	Charges and Fees	\$ 52,893.00	\$ 52,892.57
3	Fees from Facilities Hire	\$ 613.00	\$ 613.65
4	Fundraising/Donations/Sponsorships	\$ 11,869.55	\$ 11,869.45
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 4,296.00	\$ 4,006.09
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>		<b>\$ 78,600.55</b>	<b>\$ 78,310.76</b>
Opening Balance		\$ 57,011.00	\$ 57,010.63
Student Centred Funding		\$ 184,079.00	\$ 184,079.50
<b>Total Cash Funds Available</b>		<b>\$ 319,690.55</b>	<b>\$ 319,400.89</b>
Total Salary Allocation		\$ -	\$ -
<b>Total Funds Available</b>		<b>\$ 319,690.55</b>	<b>\$ 319,400.89</b>



Expenditure		Budget	Actual
1	Administration	\$ 15,650.00	\$ 14,821.96
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 79,359.00	\$ 66,569.10
4	Buildings, Property and Equipment	\$ 63,095.00	\$ 60,310.54
5	Curriculum and Student Services	\$ 97,134.40	\$ 94,288.63
6	Professional Development	\$ 545.00	\$ 545.46
7	Transfer to Reserve	\$ 56,800.00	\$ 56,800.00
8	Other Expenditure	\$ 3,502.00	\$ 3,501.58
9	Payment to CO, Regional Office and Other Schools	\$ 475.00	\$ 475.00
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)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>		<b>\$ 316,560.40</b>	<b>\$ 297,312.27</b>
Total Forecast Salary Expenditure		\$ -	\$ -
<b>Total Expenditure</b>		<b>\$ 316,560.40</b>	<b>\$ 297,312.27</b>
Cash Budget Variance		\$ 3,130.15	



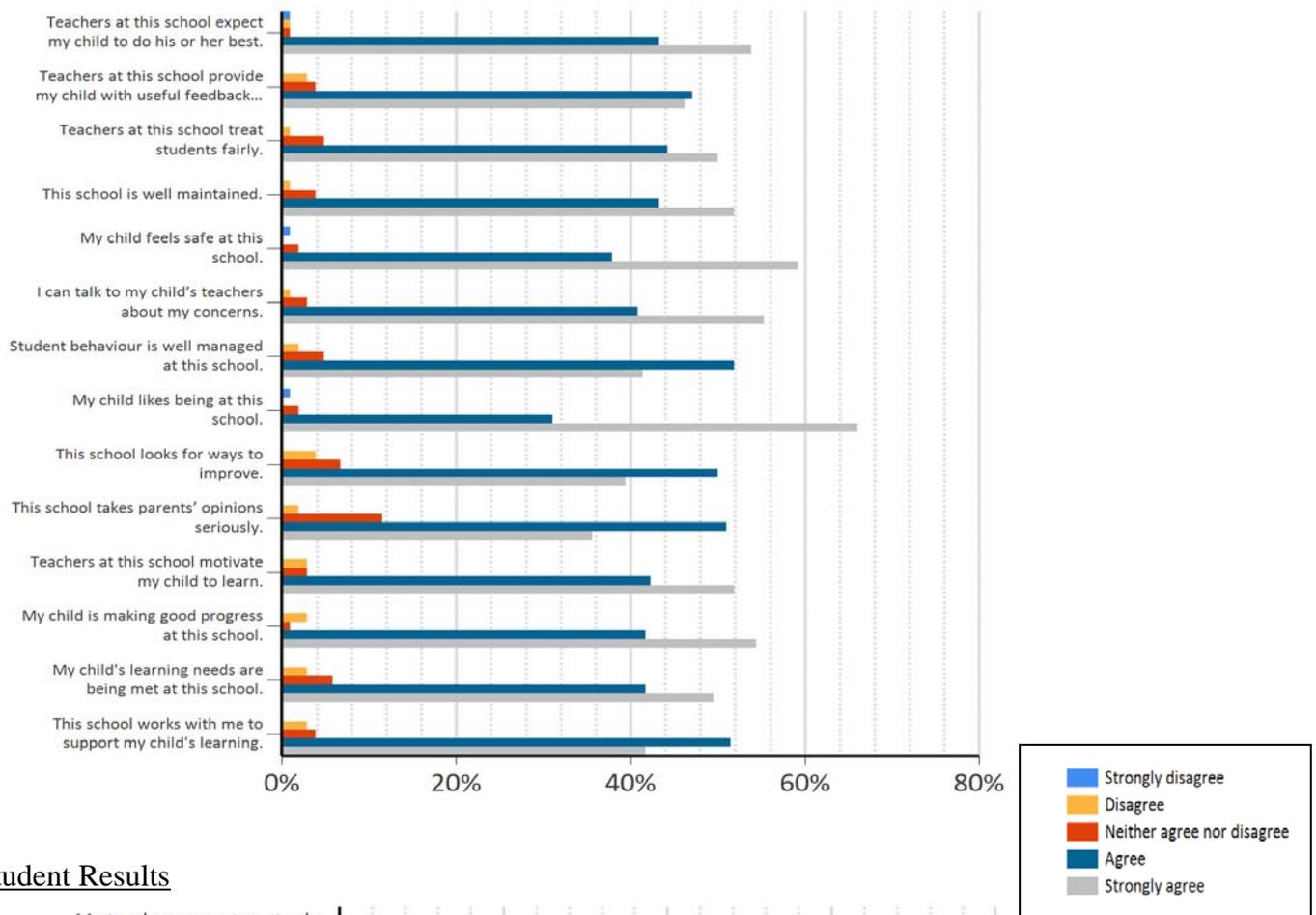
Cash Position as at:	
Bank Balance	\$ 206,120.69
Made up of:	\$ -
1 General Fund Balance	\$ 22,088.62
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 187,991.18
5 Suspense Accounts	\$ 410.08
6 Cash Advances	\$ 450.00
7 Tax Position	\$ 3,099.03
<b>Total Bank Balance</b>	<b>\$ 206,120.69</b>

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

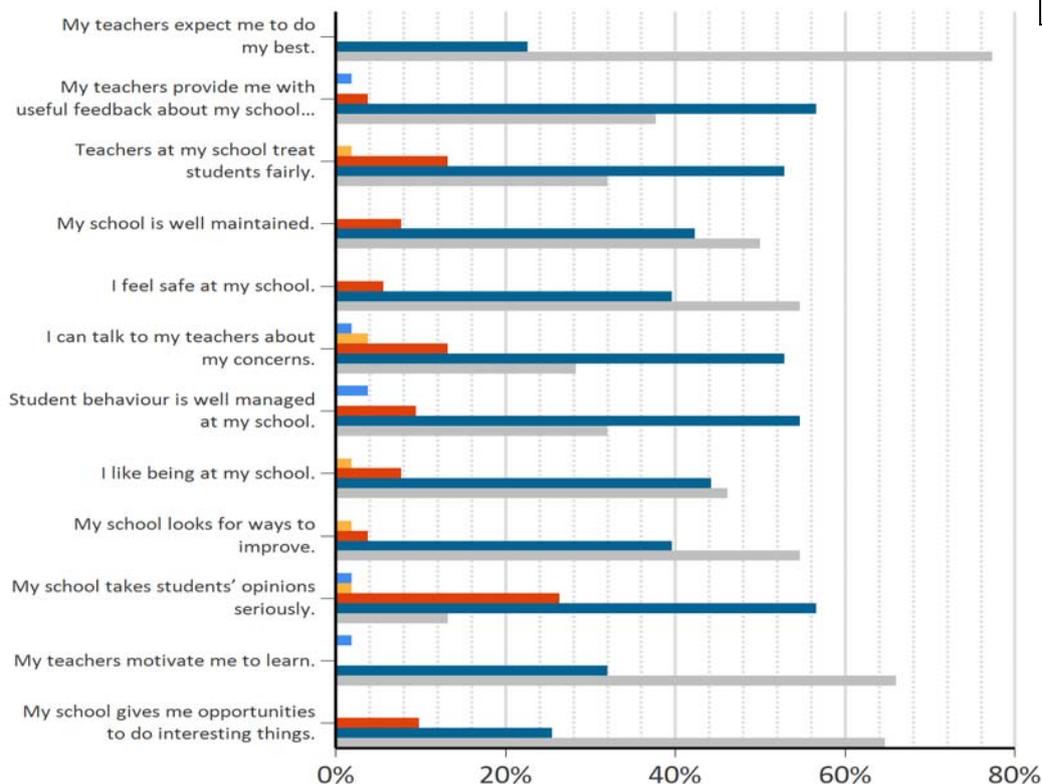
## Parent, Student and Staff Satisfaction

The National School Opinion Survey for parents, students and staff was utilised again in 2016. The results indicate an average rating between agree and strongly agree for all items. The specifics are:

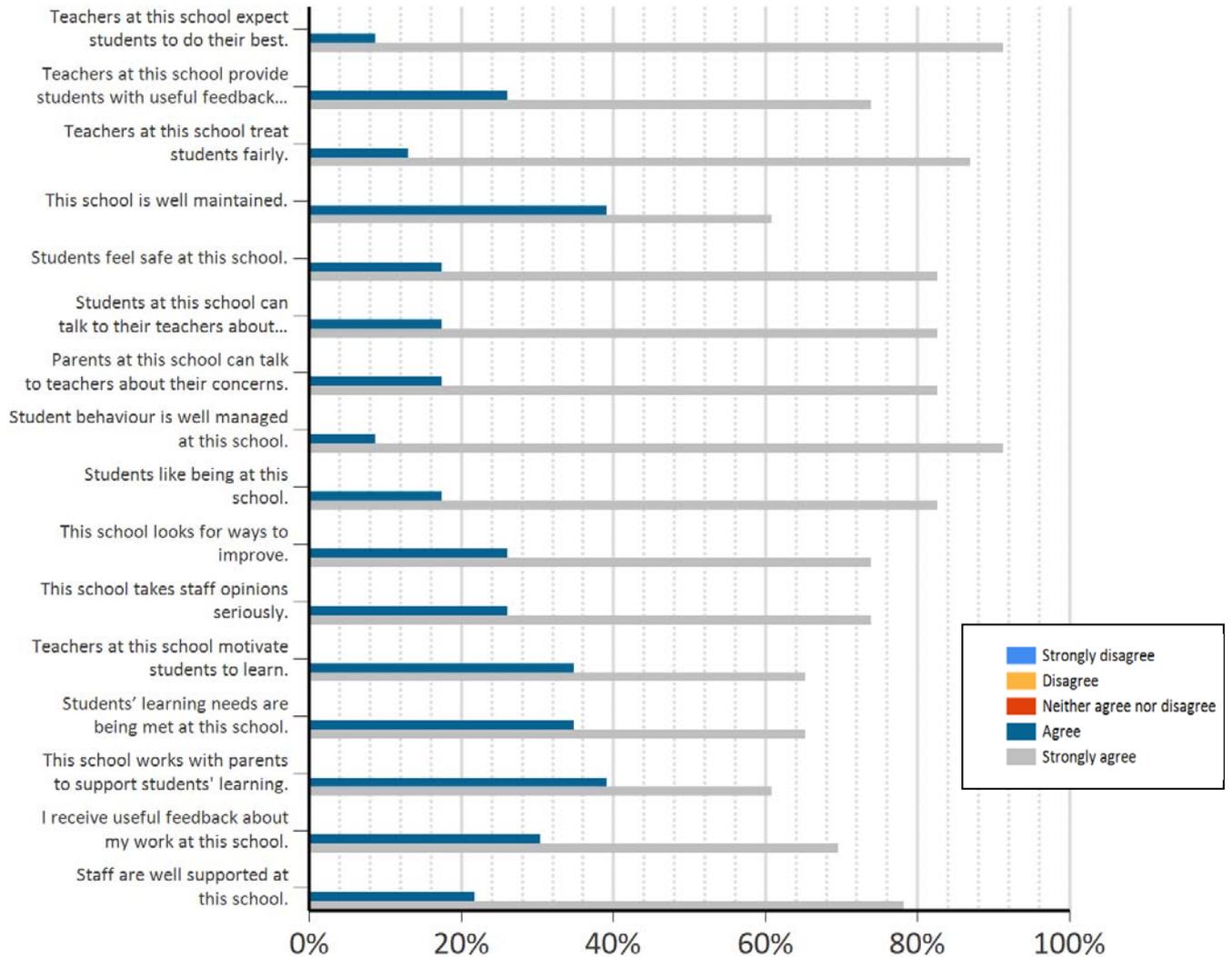
### Parent Results



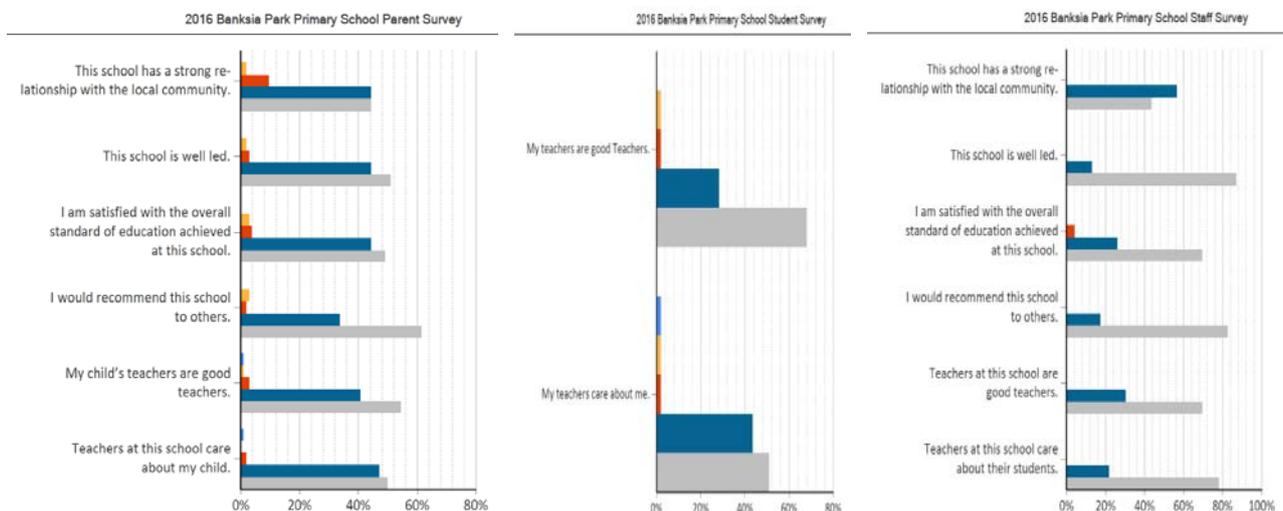
### Student Results



## Staff Results



At this time the parents were also surveyed about their opinion whether Banksia Park Primary School should apply for IPS status in 2016. The results showed 87 % agreed or strongly agreed with the proposal, 10% were undecided and 3% disagreed or strongly disagreed the initiative.



## School Performance Assessment

During 2016 Banksia Park Primary School was selected to undertake a School Performance Assessment (SPA) as part of a trial process to review all non-Independent Public Schools in Western Australia. It found that we are performing well and the two independent educational experts who visited our school decided that we were “achieving above the expected standard”. The following are excerpts from their report.

### School Performance Assessment Process

#### School assessment submission

Claims regarding school performance are evidence-based with the school referencing systemic data and school-based assessment sources. Assessment of evidence is deemed as accurate. Judgements made by the school are conservative yet acceptable. Strategies to respond to areas of concern show consistent alignment.

School performance judgements and actions/sustainability comments are clear. High expectations of student achievement and progress are evident.

The standard of the school’s self-assessment submission is comparable to effective schools with evidence-based strategies to target improvement in the identified areas of need. There is a well-developed self-reflective ethos evident in the school self-assessment submission.

There was a high level of comparability between the judgements of the members of the assessment team.

#### School-based validation

A schedule of meetings with most key school stakeholders was prepared for the assessment team. This included the leaders, staff, School Council representatives, parents with children in each phase of learning and student councillors.

Staff remarked positively about the self-assessment process, acknowledging the inclusive, reflective, supportive and professionally respectful culture of school operations. Those involved not only endorsed, but expanded upon the information and proposed actions outlined.

The School Council Chair spoke positively about the Council’s involvement in the process and the clarity of communication from the school throughout the year. The Chair was confident that the self-assessment submission was a fair and accurate account of the school’s performance.

During the school validation process, staff and parents were positive regarding the quality of leadership, teaching and the range of opportunities for students within the school.

The high standard of strategic intent and organisation of school processes were evident.

School Performance Assessment Validation		
Key Determinants of School Assessment	Confirmed	Not confirmed
Knowledge of comparative performance		
Sound evidence base on which judgements are made		
Appropriate planning/intervention for improvement		

There was a full review of the following areas (with the resultant assessment):

### Student achievement and progress

Unsatisfactory	Satisfactory	Highly Satisfactory
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### Positive Learning Environment

Unsatisfactory	Satisfactory	Highly Satisfactory
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### Strategic Resourcing

Unsatisfactory	Satisfactory	Highly Satisfactory
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### Quality Teaching

Not confirmed	Confirmed
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### Effective Leadership

Not confirmed	Confirmed
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### Productive Relationships

Not confirmed	Confirmed
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### School Performance Assessment Summary

Banksia Park Primary School presented a broad self-assessment providing alignment between evidence, commentary and judgments of performance standards. There was evidence of a genuine staff commitment to improved standards of student achievement through ongoing professional learning.

The leaders' strategic alignment of planning and operations has ensured that student achievement and wellbeing has remained the core focus.

The School Performance Assessment team notes the following areas of effectiveness as identified by the school:

- Improved Year 3 performance as a result of the Early Literacy Program.
- Strong comparative performance in numeracy in Year 3 and 5.
- Management processes for attendance, behaviour and students at educational risk.
- Informative and professional communication processes.
- Staff commitment to establishing and building productive relationships with all stakeholders.
- Resource management and deployment processes.

There is a strong degree of cohesion among staff regarding school performance and their future direction.

### Validation Endorsement

The School Performance Assessment team has carefully considered the self-assessment submission together with the school-based validation process.

The school has developed a strong reputation for its positive learning environment, effective leadership and productive relationships founded on a strong evidence base, collaborative decision making and efficient communication.

The figure below illustrates the relationship between the school's performance and the quality of alignment between the evidence and judgements as determined by the school performance assessment team.

Well below expected	Below expected	As expected but below average	As expected but above average	Above expected	Well above expected
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## School Profile

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

As the catchment area for Banksia Park is compact and completely built out, enrolment figures are fairly stable. Over the years a real community spirit has evolved, with parents / caregivers and staff working together to provide the best possible facilities and educational programmes for the students at the school. Students are well behaved and motivated to learn, parents are extremely supportive and the experienced teaching staff is committed and enthusiastic.

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

## Enrolment Trends

The school population has been relatively stable over a long time but there has been a slight drop in enrolments in recent years. Our current population of 292 students consists of 32 Kindergarten, 29 Pre Primary, 33 year 1, 28 year 2, 49 year 3, 40 year 4, 45 year 5, and 36 year 6 students.

## Student Attendance

Banksia Park Primary School had an attendance rate of 94.3% in 2016. This has also remained stable over many years and is comparable with similar schools in the South Metropolitan Education Region and other schools from similar socio-economic areas across Western Australia.

## Student Behaviour

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



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

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

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