Bannister Creek Primary School
School Report
2013

♦ Courage
♦ Wisdom
♦ Happiness
Dear Parents, Carers and School Community Members

The Bannister Creek Primary School Leadership Team and all staff have pleasure in presenting for your perusal the 2013 School Report.

Ours is a ‘Team’ effort and therefore, as you read, be mindful of the contributions made by all to ensure our Vision and Values are shared and we have worked together to build our priorities of Numeracy, Science and Student attendance as identified in our Independent Public School Review early in the year. We continue to build our Vision around the notion of ‘Contemporary Excellence’ and at the time of our review published the following data.

School Context

- 41 teaching staff and 30 school support staff.
- An enrolment of 540 students with -
- 35 Indigenous students
- 144 LBOTE students (Language background other than English)
- 28 different languages spoken at home
- 11 children engaged with the Department of Child Protection and
- 7 Special Needs children funded by Schools Plus.

We had cause for numerous celebrations throughout the year and we strive to develop not only the academic performance of our students but also their social and emotional skills. Our School Community along with our Learning Support Coordinator, School Chaplain and Aboriginal Education Officer ensure this aspect of our students' growth and development is met.

The School Board met twice a term to discuss our performance and guide and endorse directions. Our School Board has ensured that we meet the needs of all stakeholders as they bring diversity and experiences across many areas to the Board (School) and its input.

This Report will provide you with a summary of our performance in 2013. It is only an overview but the most important feature is that our students’ results guide future directions, priorities and planning for our School.

I trust that you will find the information informative and that you can clearly see that the Bannister Creek Primary School student performance for 2013 notes our strengths as well as our areas of concern and that it is this information that will guide our priorities in the future.

Marie Hand

PRINCIPAL

Our Vision

Bannister Creek Primary School is dedicated to providing:

- Excellence in education through a range of inclusive and contemporary programs across all learning areas.
- A learning environment that is safe, positive and stimulating. A place where everyone is encouraged to develop resilience and reach their full potential.
- Opportunities for open communication by all members of the school community that supports an environment where COURAGE, WISDOM and HAPPINESS are embraced.
English

Reading

Bannister Creek Primary school continued to have levelled reading groups for Years 1-7 classes. Students were explicitly taught First Steps reading strategies and teachers were able to better cater for a range of reading abilities. The School once again subscribed to Reading Eggs to allow all students access at school and at home. A significant amount of the English budget was allocated to purchasing new reading books for Pre Primary, Middle and Upper Primary students.

Writing

During the 2013 school year, a range of writing genres were explicitly taught, with teachers following a Genre Scope and Sequence to ensure consistency across the school. A focus on developing students’ dictation skills was also a priority in the English learning area with teachers having access to new Diana Rigg dictation resources.

Later in the year, Staff met on numerous occasions to develop a whole school editing process for all teachers to implement in classrooms. As a result of successful collaboration a BCPS Editor’s Code along with student editing prompt cards were developed for implementation in 2014.

Spelling and Grammar

Bannister Creek Primary School teachers continued to implement a whole school focus on grammar and sentence structure within their classrooms. Students were explicitly taught different sentence types and word grammar to assist with enhancing their writing skills. A range of highly recognised programs were used throughout the school including Jolly Phonics and Diana Rigg to improve students’ English spelling and grammar skills.

Highlights 2013

Bannister Creek Primary students continued to perform well against like schools in the NAPLAN testing in Years 3, 5, 7. In particular our writing results were significantly higher than our like schools. Our teachers have been dedicated to providing explicit instruction of Australian Curriculum English content and the students have made good progress as a result.

Directions for 2014

Staff will continue to implement various whole school approaches in the areas of the Australian Curriculum English. Our English priorities for 2014 include a focus on explicit instruction of First Steps Reading strategies as well as an emphasis on teaching sentence structure.
In 2013 Numeracy continued to be a priority area to improve student’s understanding and standards in this area. A whole school approach was adopted in the delivery and implementation of the first phase of the Australian Curriculum in the Mathematics Learning Area and integrated into all other learning areas of the curriculum.

Achievements in Planning

At the start of the year three teachers attended Professional Development known as the Leadership for Numeracy Learning Project (LfNL) conducted by Dr Paul Swan. These teachers then presented professional development to all teachers with the aim of building a cohesive and consistent school wide approach to the teaching and learning of Numeracy. As a whole school a vision statement was created regarding teacher’s beliefs about ‘How’ and ‘Why’ we teach mathematics at Bannister Creek Primary School. Next, we defined the goals of mathematics teaching after examining the way that students enjoy learning. This gave us a rational and the encouragement for Primary School teachers to integrate mathematical learning across a wide range of subject areas as they became familiar with the Australian Curriculum layout, content and purpose.

Student achievement

The assessment of student’s achievement across the school was focussed on student’s level of achievement in every content strand of mathematics and their development in the proficiency strands of the Australian Curriculum (understanding, fluency, problem solving and reasoning).

The progress of student’s achievement can be gained through the examination of student results from a range of different types of assessment. The examination of NAPLAN, EARS and First Cut data to identify school, year level, group (boys, LBOTE, ATSI and special needs) and individual student performances indicates that students performed at or above expectations when compared to results in other WA public schools.

Directions for 2014 (Where are we going?)

The next phase of the Bannister Creek Mathematics Vision Statement is to develop a whole school numeracy plan that includes an assessment schedule and specific assessment tasks. Teachers will continue to participate in ongoing professional learning in mathematics. This will ensure a consistent and cohesive school wide approach to the teaching and learning of mathematics. Participation in Lynwood Cell moderation of students work will improve accuracy of teacher judgments with reference to student’s achievements in line with SCSA Judging Standards.

The aims for 2014 are to develop the Literacy of Mathematics to ensure developmentally appropriate vocabulary is adopted across the school. Increase student’s understanding and fluency to enhance their efficiency and recall of basic facts. A whole of school tabloids day is also planned.
Science

In 2013, Science was taught by Mr Andrew McCarthy from Years 1-7. The Australian Curriculum was used to structure lessons and two areas of scientific understanding were delivered through these activities (biological and physical sciences). The school’s ‘Green Fingers’ sustainable garden, added to our school in 2012, continued to be developed last year and utilised as a crucial part of the Science program.

In 2014, Science will be developed and delivered by Mr Daniel Stanley from (Years 1-7). A greater emphasis will be placed on providing our students with engaging, ‘hands on’ activities, such as scientific experiments, and during meaningful events, such as celebrating National Science Week across the school. Science will also be integrated in every classroom and during community events, such as assemblies to promote and develop a whole school approach to this crucial learning area.

The directions for Science in 2014 and onward include:

♦ Science lessons will be planned, taught and reported through the Australian Curriculum from Years 1 to 7. Three areas of scientific understanding will be completed this year: earth and space, chemical and biological sciences.

♦ Full implementation of Primary Connections from Years 1 to 7 as the primary curriculum program, including the purchase of all necessary resources for students to participate in the associated experiments and tasks.

♦ Establish various partnerships with the community through various Science events, parent volunteer programs and the presentation of a ‘Scientist of the Month’ award at assemblies.

♦ Continued use and development of the school’s Green Fingers sustainable garden, which promotes community involvement and supports the teaching of biological sciences.

♦ A particular emphasis on experiments and ‘hands on’ tasks in the Science room, providing meaningful and engaging scientific experiences for our students.

♦ Promotion and development of our school’s commitment to the Water Wise and Waste Wise program, incorporating these initiatives into Science lessons where possible.

♦ Increased use of various ICT to support the Science program, including laptops, iPads and a plasma display screen.

♦ The development of an engaging and exciting Science room which will be designed to provide various teaching opportunities and to motivate our students.

<table>
<thead>
<tr>
<th>State</th>
<th>Year 5 Science</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
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<tr>
<td>Top 20%</td>
<td>19 %</td>
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<tr>
<td>Middle 60%</td>
<td>67 %</td>
</tr>
<tr>
<td>Bottom 20%</td>
<td>14 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State</th>
<th>Year 7 Science</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td>Top 20%</td>
<td>10 %</td>
</tr>
<tr>
<td>Middle 60%</td>
<td>71 %</td>
</tr>
<tr>
<td>Bottom 20%</td>
<td>19 %</td>
</tr>
</tbody>
</table>
In 2013, students in Pre-Primary through to Year 7 engaged in an exceptional Mandarin language program, under the specialist instruction of Mrs Priscilla Prince. The school recognises that the key to a successful LOTE program involves stimulating student interest with an emphasis on the importance of respect and acceptance. Furthermore, students are provided with opportunities outside the school environment to utilise skills learnt and to help them see the value of learning an additional language.

Highlights in 2013 included:

♦ Whole school participation in the Chinese New Year (Year of the Snake) Art Competition. Conducted at the beginning of the year to capture student’s interest in learning all things Chinese.

♦ Participation in various events organised by the Chinese Language Teachers’ Association of Western Australia. Main events were Year 6 Pandas’ Picnic excursion, Mandarin Speech Competitions and the Chinese Writing Competition.

♦ The Engaging China Project incursion for upper school students. This involved doing cultural activities and having the opportunity to listen to university student volunteers share their stories and experiences of China.

♦ The Mid-Autumn Festival event is jointly organised by Bannister Creek and Stocklands Riverton. This event has proven to be highly successful, showcasing student’s LOTE work to the wider community and allowing our students to be the teachers and engage the general public in Chinese culture.

Mrs Priscilla Prince continues expanding the Mandarin program in 2014 with the introduction of Ms Deborah Deng, Chinese Language Assistant to Bannister Creek. Ms Deng is visiting for the year and will work closely with Mrs Priscilla Prince to ensure all students in Bannister Creek from K-7 have access to learning Chinese culture and language.

In 2013, Bannister Creek primary moved away from teaching of Society and Environment to focus in on the Australian Curriculum and the teaching of History. Teachers continued to build on their understanding of the curriculum and utilised a number of new teaching resources. Checklists for each year level detailing the Scope and Sequence continued to be refined and utilised by class teachers.

Work continued on embedding the teaching of History across the learning areas as teachers plan for the implementation of other Social Science subjects; Geography and Civics & Citizenship.

Highlights in History for 2013 included:

• NAIDOC celebrations
• Harmony Day
• Class Excursions
• School Camp

<table>
<thead>
<tr>
<th>State</th>
<th>Year 5 Society &amp; Environment</th>
<th>Year 7 Society &amp; Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Like Schools</td>
</tr>
<tr>
<td>Top 20%</td>
<td>19 %</td>
<td>12 %</td>
</tr>
<tr>
<td>Middle 60%</td>
<td>58 %</td>
<td>63 %</td>
</tr>
<tr>
<td>Bottom 20%</td>
<td>23 %</td>
<td>26 %</td>
</tr>
</tbody>
</table>
Health and Physical Education

Physical Education continued to be a specialist subject in 2013, taught three days a week by Mrs Prue Rowlands and 1 day a week by Ms Ronnae Beehag. All students in Years 1—7 participated in the appropriate level of physical activity each week, in line with the Public School’s policy.

Health Education was delivered by classroom teachers, and students continued to participate in the Crunch & Sip program on a daily basis.

Highlights for the year included;
- Participation in summer, winter, cross country and athletics interschool carnivals.
- Faction carnivals.
- Specialist clinics in AFL, cricket and golf.
- In term swimming lessons.
- Social dance for senior students.
- Jump Rope for Heart.

The Arts

Visual Arts

In 2013, Visual Arts was taught by classroom teachers with a focus on Arts Ideas and Arts Skills and Processes for Years 1 to 7 students. Art supplies were purchased on a communal basis with special orders submitted for event activities. A highlight of the Visual arts program was the design and construction of a large banner that was displayed along St Georges Terrace.

Performing Arts

Ms Jennifer Clarke delivered a music program 5 days a week to our PP—7 students. Students were delivered a music program that focused on music skills and appreciation, with singing and recorder playing being key parts of the program.

Highlights of the year included:
- Participation in the Wakakirri Dance Program.
- Continuation of the Black Belt recorder program.
- Continuation of the Music Captains as part of the school leadership program.
- Development of the school choir.

A number of students in Years 6 and 7 participated in the Instrumental Music program which provided an opportunity to learn flute, guitar and the clarinet.
2012 HIGHLIGHTS/MAJOR INITIATIVES

Harmony Day: The idea for Harmony Week came from the United Nation’s International Day for the Elimination of Racial Discrimination, recognised annually on the 21st of March. Given our geographic location and demographics, we felt that the philosophy behind Harmony Day and Cultural Diversity Week complemented our social and cultural teaching and learning programs.

2013: A Taste of Harmony was the theme we chose and coordinated for Harmony Day Celebration. It is about recognising and celebrating the rich cultural diversity that exists in Bannister Creek PS. And what better way to do it than through food!

All parents were encouraged to participate by providing a delicious multicultural lunch made up of foods from different lands. We felt a strong sense of achievement, that as a learning community we planned and worked together to celebrate our social and cultural diversity.

Parents Programme: Parents Programme were offered at BCPS in collaboration with Chaplain, Kaye Mould, who has done an excellent job. The Programme ran for 2 hours a fortnight. The Programme was important for not only helping the parents communicate more effectively, but it helped their confidence too. EAL parents felt more valued within this school community. We acknowledge their cultures background/s and celebrate their festivals in order to make them secure within their “new country”. We have forged strong community links including “Parents Programs” which we use these to instil in students and families a sense of belonging and responsibility to others. Our program is an opportunity to meet parents, develop friendships and share skills. We are very pleased with how the program is going and we have a core group of people who attend regularly and others who attend when topics of interest are presented.

The program has been operating for almost 3 years and we are looking forward to continuing as long as parents are interested. This is our challenge!! We want to continue this program and therefore, we need to ensure we offer presentations and guest speakers that “value add” for our community.

We continue to listen and respond; this is our greatest asset!!!

Welcome Packs: These packs were created for new families from overseas and interstate. These packs are important because information provided to the parents include: details of the EAL Program and Team, local extra-curricular activities, English classes and outside agencies for support.

Parent Information Meetings: At the start of Term 1, 2, 3 & 4, the EAL Team arranged a special meeting for EAL parents

RECOMMENDATIONS FOR 2014

★ Extend the use of the iPads
★ Working in collaboration with other specialist teachers to create diversity awareness in our school and the wider community
★ Alter the EAL support timetable to best address the needs of the students and teachers
★ Continue to update the Parent Welcome Packs.
★ Continue to be flexible in the EAL approach to ensure EAL students’ needs are being met.
★ Continue to expand the resources for newly arrived students.
★ Continue to allocate /liaise time with the Registrar and the Education officer.
Student Services

The students at Bannister Creek Primary School along with their parents and or carers utilise the services offered by the members of the Student Services Team. This team is a highly organised and motivated body within the School. The Learning Support Coordinator works closely with the School Psychologist in delivering interventions for students and guidance and support with teaching and learning programs for classroom teachers.

Profile

7 Special Needs / Schools Plus funded students.

- 3 = Autism
- 1 = CP, hearing and vision impaired
- 1 = Hearing impaired
- 1 = Hearing and vision impaired
- 1 = Anaphylaxis

These students receive interventions at BCPS and also from and at outside agencies.

Transitions were completed at the end of 2012 for the 2013 year. A great deal of care was taken with PLANS for the autistic students.

3 Special Needs Education Assistants support these students.

Attendance

Every attempt is made to foster a belief in the students and their parents / carers that attending school is something we want you to do on a daily basis.

Enrolment Trends

In 2013 Bannister Creek Primary School continued to experience growth, with the total school population growing to approximately 550 students. This amount includes our Kindergarten and Pre Primary students where the school is currently experiencing strong growth.
### School Finances

#### Revenue

<table>
<thead>
<tr>
<th>Source</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voluntary Contributions</td>
<td>$13,829.00</td>
<td>$13,829.00</td>
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<tr>
<td>Charges and Fees</td>
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<td>$67,741.17</td>
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<tr>
<td>Government Allowances</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>P&amp;C Contributions</td>
<td>$1,300.00</td>
<td>$1,300.00</td>
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<tr>
<td>Fundraising/Donations/Sponsorships</td>
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<td>DoE Grants</td>
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<tr>
<td>Other State Govt Grants</td>
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<td>$17,905.72</td>
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<tr>
<td>Commonwealth Govt Grants</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>Trading Activities</td>
<td>$11,000.00</td>
<td>$10,642.92</td>
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<tr>
<td>Other</td>
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<tr>
<td>Internal Transfers</td>
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<td>$104,000.00</td>
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<td><strong>Total</strong></td>
<td><strong>$489,494.00</strong></td>
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<td>Opening Balance</td>
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<td><strong>Total Contingency Funds Available</strong></td>
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<tr>
<td><strong>Total Salary Allocation</strong></td>
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<td>$1,115,000.00</td>
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<tr>
<td><strong>Total Funds Available</strong></td>
<td>$1,679,673.00</td>
<td>$1,677,537.97</td>
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#### Expenditure

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<th>Category</th>
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<th>Actual</th>
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<td>Administration</td>
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<td>Leases</td>
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<td>Utilities</td>
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<td>Repairs/Maintenance/Grounds</td>
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<td>Building Fabric and Infrastructure</td>
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<td>Assets and Resources</td>
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<td>Other Specific Programs</td>
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<tr>
<td>Trading Activities</td>
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<td>Salary Payments to Central Office</td>
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<tr>
<td>Other</td>
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<td>Transfers to Reserves</td>
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<td>$7,000.00</td>
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<td><strong>Total Contingencies Expenditure</strong></td>
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<td><strong>Total Salary Expenditure</strong></td>
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<tr>
<td><strong>Total Expenditure</strong></td>
<td>$1,657,712.00</td>
<td>$1,439,494.22</td>
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</table>

#### Cash Position as at: 31/12/2013

**Bank Balance**
- **$178,233.71**

**Made up of:**
1. **General Fund Balance**: $115,111.75
2. **Deductible Gift Funds**: $-
3. **Asset Replacement Reserves**: $64,231.96
4. **Suspense Accounts**: $1,218.00
5. **Cash Advances**: $-
6. **Tax Position**: $2,328.00

**Total Bank Balance**: $178,233.71

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**Current Year Actual Contingencies Revenue Sources**
- **DoE Grants**: 52%
- Other Govt Grants: 4%
- Transfers: 21%
- Other: 3%

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**Contingencies Revenue - Budget vs Actual**
- **Voluntary Contributions**
- **Charges and Fees**
- **Government Allowances**
- **P&C Contributions**
- **Fundraising/Donations/Sponsorships**
- **DoE Grants**
- **Other State Govt Grants**
- **Commonwealth Govt Grants**
- **Trading Activities**
- **Other**

**Contingencies Expenditure - Budget vs Actual**
- **Administration**
- **Leases**
- **Utilities**
- **Repairs/Maintenance/Grounds**
- **Building Fabric and Infrastructure**
- **Assets and Resources**
- **Education Services**
- **Other Specific Programs**
- **Trading Activities**
- **Salary Payments to Central Office**
- **Other**
- **Transfers to Reserves**

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**Bank Balance**
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