Dear Parents, Carers and School Community Members

Together with our leadership team, it gives me great pleasure to present our 2015 Annual Report. It provides details of student performance in academic and non-academic areas as well as school performance in the focus areas of the school’s Business Plan. Additional information has been provided to the school community throughout the year in newsletters, through the school website and Facebook page, in reports to the Board and P&C, as well as regular communication through student communication books, reports to parents, assemblies and special events.

The 2015 Bannister Creek Primary School Annual Report articulates and demonstrates our commitment to excellence and our pursuit of achieving improved outcomes for our students. Our teachers are reflective and responsive to student needs and there is quality commitment from our entire school community, as we work together to embrace Courage, Wisdom and Happiness.

I trust that you find this report to be a practical and informative summary of our 2015 school year. Additional information can be found on our school website http://www.bannistercreekps.wa.edu.au/ and the Department of Education’s ‘Schools Online’ website at http://www.det.wa.edu.au/schoolsonline

I look forward to continuing to work with you as we strive to provide the best possible education for each student enabling them to take responsibility for their own direction and to adapt to a changing world.

Our Vision

The Vision for Bannister Creek Primary School is embedded in every aspect of the day to day operations of the school. It drives all decisions, policies and processes and the shared goals of both the school and community.

Through teamwork and community support, 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.

Lyn Macauley
PRINCIPAL
Our P&C are active partners in setting school direction and in 2015, provided $11400 for resources to enhance school programs. Our P&C manages the operation of the school canteen and maintains an effective communication network for parents. In 2015 the P&C was capably led by presidents; Mrs Helen Steed and Mrs Natalie Lindquist.

The P&C generously funded and supporting the following projects:
- our Mother’s and Father’s Day stalls
- running the School Discos
- funding our Term 1 Chaplaincy program
- subsidising choir risers
- funding ribbons and medallions for the Faction Athletics Carnival
- organising the Parent School Garden Busy Bee
- supporting parent parking changes
- organised the highly successful Christmas Markets
- organised the Year 6 Graduation Dinner/Dance
- providing ‘hands-on’ support for all school community initiatives

Bannister Creek Primary School is in the South Metropolitan Education Region of Western Australia. It is located 14km southeast of Perth and caters for approximately 560 children from Kindergarten to Year 6. The school is in a middle-range income belt with an ICSEA of 1009. The school was formed in 2008 when three smaller schools, Kinlock, Ferndale and Lynwood Primary Schools, were amalgamated on the Ferndale school site until a new school was constructed. The new Bannister Creek Primary School opened in 2010. Staff from the three schools were melded together to staff the new school.

In 2011 the school became an Independent Public School under the governance of a School Board. The school is focused on school improvement and has targets and priorities detailed in our School Business Plan.

Student Profile- a multicultural, diverse school community
- 37 students are Aboriginal
- 84 students have English as an additional language
- 40 different languages spoken at home
- 11 students have a diagnosed disability with Schools Resourcing funding
- 54 students are listed as having a disability
- 9 students are under the care of the Department of Child Protection and Family Support
- Student behaviour is well managed and families are given strong support resulting in minimal student suspensions - less than 1%.

School Board

Our Board members bring their experiences and expertise to represent the school community on setting the strategic direction of our school. They are committed to ensuring that we continue to promote excellence and maximize educational opportunity and potential for our students.

The Bannister Creek Primary School Board is responsible for the shaping and monitoring of the school’s objectives, priorities and general policy direction. In order to inform our community about the functions of the Board, profiles of members and a role overview is included on our school website. Led by our Board Chair, Tanja Pope, achievements and decisions for 2015 include the School Board having a significant role in:
- reviewing school student stationery suppliers and endorsed change to Nextra
- reviewing annual NAPLAN and school performance data
- endorsing the annual budget and throughout the year, reviewing revenue and expenditure
- approving and endorsing the 2015 fees, charges and voluntary contributions
- reviewing Business Plan progress and student improvement targets
- introducing more opportunities for parent/teacher feedback and communication
- participating in the review of our Behaviour Management Policy
- regular reviewing of Helping Hands, Out of School Care provider’s, on-site service
- input into strategies to manage parent parking issues focusing on student safety

P & C Association

Our P&C are active partners in setting school direction and in 2015, provided $11400 for resources to enhance school programs. Our P&C manages the operation of the school canteen and maintains an effective communication network for parents. In 2015 the P&C was capably led by presidents; Mrs Helen Steed and Mrs Natalie Lindquist.
Student Leadership

There are expectations of high standards from our school leaders. Our 2015 Year 6 cohort proved to be great role models, leading new initiatives.

Year 6 Survey comments:
“the behaviour in this school is awesome”… “the school should be proud of the way we accept other cultures”… “I’ve had a lot of fun at this school. Made heaps of friends and quite frankly the teachers here are better too”… “Being at Bannister Creek has helped me shape my future and become the person I am today”… “Year 6 camp was the best!”… “Bannister Creek means a happy environment and we all help and care for each other”… “Being at BCPS means being part of a community and having a chance at learning”… “Bannister Creek should be proud of all the sustainability initiatives”.

Our Student leaders play an important role in the school and are great ambassadors for Bannister Creek Primary School in the community. Student Councillors, Faction and Science Captains established lunchtime clubs, conducted school charity fundraisers, provided support and input into whole school celebrations and maintained our recycling and sustainability programs.

Student Enrolments

Bannister Creek Primary operates as a Local Intake Area School, ensuring there is provision for local students to attend. With our Year 7’s moving to high school in 2015, and increasing Kindergarten enrolments, we anticipate that student numbers will start to stabilise.

### 2016 Destinations of our 2015 Year 6 Student Cohort

The majority of our students moved to Lynwood Senior High School. We are proud to acknowledge that 10 of our Year 6 students received offers for entrance into Gifted and Talented specialist programs.
Attendance

Attendance continued to be an area of focus in 2015, with the implementation of an ‘Unexplained Absences Policy’ and an ‘At Risk Attendance Policy’. Specific strategies to encourage parental awareness of the importance of attending school included; SMS messaging to parents of absent students, phone calls, letters to parents of students with unexplained absences indicating a pattern of non-attendance, regular updates in the newsletter of attendance rates and rewarding students with 99%+ attendance each term. As a staff, we made reducing the unauthorised absences the key focus of attendance strategies.

The table below shows our attendance rate in 2015 for Non-Aboriginal and Aboriginal students compared to like schools and WA public schools.

### Attendance Overall

<table>
<thead>
<tr>
<th></th>
<th>Non-Aboriginal</th>
<th>Aboriginal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Like Schools</td>
<td>WA Public Schools</td>
</tr>
<tr>
<td>2013</td>
<td>93.3%</td>
<td>93.2%</td>
<td>93.7%</td>
</tr>
<tr>
<td>2014</td>
<td>93.1%</td>
<td>93.0%</td>
<td>93.2%</td>
</tr>
<tr>
<td>2015</td>
<td>94.1%</td>
<td>93.6%</td>
<td>93.8%</td>
</tr>
</tbody>
</table>

The second table shows the number of students in each of the attendance categories: Indicated (between 80-90% attendance), Moderate (between 70-80% attendance) and Severe (below 70% attendance).

### Attendance Category

<table>
<thead>
<tr>
<th></th>
<th>Regular</th>
<th>At Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Indicated</td>
</tr>
<tr>
<td>2013</td>
<td>75.1%</td>
<td>17.4%</td>
</tr>
<tr>
<td>2014</td>
<td>77.0%</td>
<td>14.7%</td>
</tr>
<tr>
<td>2015</td>
<td>80.2%</td>
<td>12.4%</td>
</tr>
<tr>
<td>WA Public Schools 2015</td>
<td>78.0%</td>
<td>15.0%</td>
</tr>
</tbody>
</table>

The targets in our Business Plan 2014-2016 were to:
- Remain above the state average attendance for the whole school.
- Remain above the state average attendance for Aboriginal students.

The 2015 whole school attendance of 93.2%, is higher than the attendance rate at WA public schools. The Aboriginal student attendance of 81.2% is in line with WA public schools. We have made significant improvements in our unauthorised attendance rates, halving unexplained absences from 32% to 16% in Semester 2. In 2016, we will focus on raising the percentage of students attending school regularly to better than the state average, by reducing the percentage of students in Indicated and Moderate attendance risk categories.
Our priority is always our children – the students of Bannister Creek. It has been fantastic to see our students taking on challenges and striving to do their best. Staff and Parents are inspired by the confidence, joy and energy our children display.

- School and class assemblies, special events such as the ANZAC service and Harmony Day celebrations
- Student leadership initiatives – School Councillors, Faction Captains, Science and Music Captains
- End of term rewards - Who could forget the Pet Parade, Climbing Wall and the Super Slip and Slide!
- The whole school joining together for the faction athletics carnival
- Sustainability initiatives - our school garden and chooks, Wastewise, Waterwise, Crunch and Sip School.
- Year 6 Camps
- Graduation ceremony and the amazing Graduation Dinner/Dance organised by the Parent Graduation Committee.
- Years 1 to 6 Dance Sport Concert
- Class and School Community Events - Science Tabloid Day, Mother’s Pamper Day, Fathers Breakfast
- NAIDOC celebrations with the whole school community
- Our inaugural Aboriginal Students Awards evening
Reading and Viewing

Bannister Creek continued to focus on increasing student reading achievement in 2015. Guided Reading was introduced and implemented as a whole school reading strategy from Years K-6. Teachers used a range of assessments including the PM Benchmarks to formulate reading groups that catered to individual needs.

Teachers attended a reading comprehension strategies workshop presented by Alison Davis. These strategies along with First Steps were incorporated to enhance comprehension skills with a focus on inferring from Years 2-6. Parent workshops were held to explain the process of Guided Reading and parents were encouraged to support within the classroom and at home.

Extra support was also provided to classroom programs by Support Teachers and Educational Assistants with the aim of supporting the whole school Guided Reading strategy. The English Budget focused on resourcing highly engaging reading material. To cater for all levels of reading Jill Eggleton’s guided reading series was purchased.

Bannister Creek continued to provide students with access to Reading Eggs. The students have access at school and home to this program and it is used to engage students and cater for all ability levels.

<table>
<thead>
<tr>
<th>Business Plan Targets</th>
<th>Achieved</th>
<th>Actual achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>65% of students will display a 2 band NAPLAN growth.</td>
<td>No</td>
<td>38%</td>
</tr>
<tr>
<td>25% of students will display more than 2 band NAPLAN growth.</td>
<td>No</td>
<td>20%</td>
</tr>
<tr>
<td>Less than 10% of students will display less than 2 band NAPLAN growth.</td>
<td>No</td>
<td>42%</td>
</tr>
</tbody>
</table>

Despite achieving results well above the expected level when compared to “like school” results. None of the 3 challenging Business Plan targets relating to cohort growth in NAPLAN achievement between testing periods were achieved.

Spelling

In 2015, Bannister Creek focused on developing a whole school approach to Spelling. Staff attended professional learning to identify best practice for planning and teaching spelling and grammar within the classroom. Jolly Phonics, a highly recognised spelling and grammar program, was established as the spelling program in Years K-2. The synthetic phonetics approach to spelling continued in Years 3-6 with the use of the school’s Spelling Scope and Sequence and Diana Hope’s, ‘My Phonics Handbook’. Teachers continued to develop spelling programs that catered to specific student needs.

<table>
<thead>
<tr>
<th>Business Plan Targets</th>
<th>Achieved</th>
<th>Actual achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>65% of students will display a 2 band NAPLAN growth.</td>
<td>No</td>
<td>47%</td>
</tr>
<tr>
<td>25% of students will display more than 2 band NAPLAN growth.</td>
<td>No</td>
<td>19%</td>
</tr>
<tr>
<td>Less than 10% of students will display less than 2 band NAPLAN growth.</td>
<td>No</td>
<td>34%</td>
</tr>
</tbody>
</table>

Average NAPLAN scores for Years 3 and 5 students in the Spelling and Grammar & Punctuation tests were all well above the “like school” average. Despite this, none of the 3 challenging Business Plan targets relating to cohort growth in NAPLAN achievement between testing periods were achieved.
Writing

A range of writing genres continued to be explicitly taught, with teachers following a Genre Scope and Sequence, to ensure consistency across the school. A focus on developing student’s handwriting skills was a priority in the English learning area. Teachers continued to use the whole school editing strategy (CHIMPS).

The Business Plan targets set for writing were not achieved in the 2015 NAPLAN data. The school has identified the lack of planned NAPLAN growth from Year 3 to Year 5 as a concern that needs to be addressed at a whole school level.

Business Plan Targets

<table>
<thead>
<tr>
<th>Achieved</th>
<th>Actual achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10% of students below NAPLAN band 5</td>
<td>No</td>
</tr>
<tr>
<td>30% of students at NAPLAN band 8.</td>
<td>No</td>
</tr>
</tbody>
</table>

English Directions for 2016

- 0.6 FTE Writing support teacher to work in Year 3—6 classes, to support teachers in the identification of high achieving students in writing and provide extension opportunities for targeted students. Focus on sentence structure, vocabulary and expanding on ideas.
- Staff will continue to implement whole school approaches in the areas of the Australian Curriculum English.
- A priority will be on providing additional educational assistant support in Years 3-6 reading programs with the aim of increasing student NAPLAN progress from Years 3-5.
- Continue to purchase guided readers to support the whole school Guided Reading program.
- Supporting oral language in the early years through the use of ‘The Language Express’ resource.
- Years K-1 to continue to work with Katrina Bonetti in the development of school connected practice for literacy blocks.
Mathematics

In 2015, Numeracy continued to be a priority area to improve students' understanding and standards in this area. A whole school approach continues to be 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.

Highlights of the Year

Staff once again engaged in excellent professional learning conducted by Dr Paul Swan, focusing on Number and the Calculate strand. Teachers were supported in their implementation of their learning through the purchase of Dr Swan’s concrete and digital resources. Teachers also met with their colleagues in the Lynwood Cell groups to discuss and moderate common assessment tasks focusing on Number concepts and vocabulary.

Key Programmes and Initiatives

In 2015, Bannister Creek Primary School implemented a number of key programs and initiatives in Mathematics. Through the purchase of strategic resources, extension opportunities have been provided to our talented and gifted students in Maths. Teachers across the school supported their numeracy learning programs with online resources such as Study Ladder, MTS Online, Sum Dog and Zoo Whiz. Many of these online resources feature useful monitoring options which allow teachers to identify key strengths and areas of need for each student. The resources also monitor student success and adjust the level of content to suit the user. The school’s bank of iPads and notebook computers has allowed us to make these resources readily available to all students.

The teaching staff also examined the use of a plenary session at the conclusion of their maths lessons. Research has demonstrated that plenary sessions can lead to improved student engagement and retention of lesson content.

Student Achievement

Bannister Creek Primary students continued to perform well against Like schools in the NAPLAN testing in Years 3 and 5. Significant growth was noted in our Year 5 students, when comparing this year's results to their results two years ago. An upward positive trend is pleasing.

Concerns and Weaknesses

Information gathered through NAPLAN testing, school data collection and teacher observation identified two key focus areas of concern: mental maths and multistep word problems.

Business Plan Targets

<table>
<thead>
<tr>
<th>Achieved</th>
<th>Actual achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>65% of students will display a 2 band NAPLAN growth.</td>
<td>No</td>
</tr>
<tr>
<td>25% of students will display more than 2 band NAPLAN growth.</td>
<td>No</td>
</tr>
<tr>
<td>Less than 10% of students will display less than 2 band NAPLAN growth.</td>
<td>No</td>
</tr>
</tbody>
</table>

The school did not achieve the 3 NAPLAN targets set in the Business Plan. The 2015 NAPLAN results show that the School is achieving above the average of ‘like schools”, however in 2015 we did not reach our level of planned NAPLAN growth between testing periods for the Year 5 cohort of students. The Curriculum Committee unanimously agreed to retain the challenging Business Targets for 2016 and to focus on targeted extension and support to ensure we continue to value add.

2016 Directions

- Continue to engage staff in Professional Development with Dr Paul Swan, with a focus on Number and Algebra.
- Support teachers in the implementation of Dr Swan’s strategies, through the purchase of resources, such as Number Card Games, Place Value Spinners and Tens Frames.
- Utilise the Maths Online web based resource Years 1 – 6. This will provide an opportunity to differentiate lessons to cater for student needs.
- Continue to meet with the Lynwood Cell to moderate tasks.
- Appoint a Maths Curriculum Leader on staff to work 0.1 FTE in supporting teachers to implement the Western Australian Curriculum.
2015 was an eventful year for the development of our school’s Science program and the promotion of this key learning area throughout the school. Still using Primary Connections as a core focus, the Science program was built upon, with a much greater emphasis on engaging the students in a variety of experiments and ‘hands on’ learning experiences. Some activities of particular interest included the creation of a solar system model, a home-made lava lamp and the launching of water bottle rockets.

A significant highlight of 2015 was the Science Tabloid Reward Day, which allowed participating students from Year 1 to 6 to engage in a variety of novelty Science experiments, such as a volcano model eruption, blowing table top bubbles, balloon rockets and many more. It was terrific to see all students working cooperatively together with mixed year levels, as well as the whole staff getting involved and teaching Science throughout the school.

2015 also included the establishment of the Canning Science Network, inviting Science specialists in the local region to meet together to share their knowledge and work together to create meaningful opportunities for all students across the participating schools. The network has generated significant interest, involving the specialist from Brookman, Willetton, Parkwood, Leeming and Campbell Primary Schools. Of particular interest was an invitation from Damla College to attend their STEM Fest event, which allowed participating students to experience some highly unique Science activities, such as a SciTech space dome, interact with a variety of robotics and to view the sun through a special telescope. It was a terrific opportunity for our students and has been a very positive link between our two school communities.

In 2016 a greater focus will be placed on the quality integration of the STEM principle in the Science room, utilising a greater variety of technologies to enrich and support the already strong Science program, as well as building positive and key links with the local community and network schools.

### Business Plan Targets

<table>
<thead>
<tr>
<th>Achieved</th>
<th>Actual achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greater than 70% of students in Years 1 – 6 will be judged by teacher determination to be working at the appropriate level of the Australian Curriculum.</td>
<td>Yes</td>
</tr>
</tbody>
</table>
In 2015 Bannister Creek Primary reported against the Geography strand of HaSS in the West Australian Curriculum for the first time. This was in addition to the History Strand that has been reported against the Australian Curriculum for a number of years.

All students in Years 1 - 6 were reported against the History strand in Semester 1 and the Geography strand in Semester 2. Class teachers collaborated in Year level groups to work through the assessment pointers for the new Geography strand and developed common assessment tasks that they moderated to help in the grade allocation process. School funding allowed for the purchase of a number of different Geography teaching resources as well as updating the quality and number of atlases and maps available for student use in the library.

### History Semester 1 Grade Allocation

<table>
<thead>
<tr>
<th>Code</th>
<th>Learning Area</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>n/a</th>
<th>Total Grades</th>
<th>No Grade</th>
<th>Grade Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACH</td>
<td><strong>Humanities and Social Sciences</strong></td>
<td>10</td>
<td>105</td>
<td>275</td>
<td>72</td>
<td>12</td>
<td>0</td>
<td>474</td>
<td>11</td>
<td>3.06</td>
</tr>
</tbody>
</table>

**Totals**

| Percentage | 2.1 | 22.2 | 58.0 | 15.2 | 2.5 | 0.0 |

### Geography Semester 2 Grade Allocation

<table>
<thead>
<tr>
<th>Code</th>
<th>Learning Area</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>n/a</th>
<th>Total Grades</th>
<th>No Grade</th>
<th>Grade Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACH</td>
<td><strong>Humanities and Social Sciences</strong></td>
<td>13</td>
<td>108</td>
<td>260</td>
<td>59</td>
<td>9</td>
<td>0</td>
<td>449</td>
<td>480</td>
<td>3.13</td>
</tr>
</tbody>
</table>

**Totals**

| Percentage | 2.9 | 24.1 | 57.9 | 13.1 | 2.0 | 0.0 |

---

### L.O.T.E - Chinese Language Mandarin

In 2015, the Chinese Language Program continued to flourish under the direction of Mrs Priscilla Prince, Chinese Specialist Teacher. 2015 also marked the first year that Chinese lessons were conducted in a dedicated Chinese classroom. Mrs Prince was a participant in the Key Language Leaders Initiative through the W.A Department of Education and used this opportunity to research and explore innovative ways to teach and learn Mandarin. Having the Chinese classroom meant students were able to take ownership of their learning utilising resources such as posters, word wall, dictionaries and Ipads to individualise their learning needs. Students continued to be provided with opportunities to engage in Chinese language and culture both in and outside of the school setting.

#### 2015 Highlights

- Whole school participation in the Chinese New Year (Year of the Goat) Art Competition.
- Participation in various events organised by the Chinese Language Teachers’ Association of Western Australia: Year 5 Pandas’ Picnic excursion, Chinese Background Story Telling Competition, State Chinese Speaking Competition for second language learners, and Chinese Writing Competition
- The Chinese classroom layout and visuals around the room encouraged a cooperative learning environment that reinforces language learning through communication
- Access to Connect Classroom for Years 3 - 6 allowing students to access Chinese language and culture learning content through the Internet, anywhere and at anytime.
- Chinese Club – an additional one hour lesson after school available to students in Year 3.

#### Directions for 2016

Mrs Priscilla Prince will continue to work towards a student centred learning approach to Chinese language acquisition. In addition, cultivating the skills and mind set in students to become self-motivated in their Chinese language learning journey.
Performing Arts

Overview
In 2015, classroom music was taught to all students from Pre Primary to Year 6 by music specialist teacher Kailee Marshall. Students were assessed against all 4 Arts Outcomes in line with the WA Curriculum.

Choral Program
One of the Music Program’s greatest successes in 2015 was the establishing of a Senior and Junior Choir. Just over 100 students made the commitment to the choral program and enjoyed the opportunity to represent the school to the wider community at a number of performances. These included participation in the WAGSMS Concert Series hosted at the Crown Theatre, Sing Fest, City of Canning Remembrance Day Service and other school and P&C events. The choir was also lucky enough to be granted funds from the school and P&C to purchase choral raisers, which will be a great asset to the program.

Instrumental Program
In 2015, 15 students from Year 6 were selected to participate in the SIM program. Students were offered tuition on the Clarinet, Flute and Guitar. The hard work of these selected students was showcased at the end of year Presentation Assembly.

Classroom Program
Where possible musical content for years PP-6 is presented to students using the Orff Approach, a developmental process using imitation, exploration, improvisation, creation and literature. The approach encourages creativity and allows students to engage in music making that in meaning and authentic to them.

2016
In 2016, we hope to further develop the Choral Program as seek further performance opportunities for both choirs. It is also hoped that in 2016 we will be able to look into ways to grow a more sustainable and varied instrumental program with the prospect of establishing a school concert band.
During 2015, the Student Services Team, which comprised of the Student Services Deputy Principal, Natalie Oddy (Terms 1, 2, 3), Howard Christie (Term 4), Learning Support Coordinator, School Psychologist, EAL/D Specialist Teacher, School Chaplain and Aboriginal Islander Education Worker, that provided support to students and families in a wide range of areas. The team was further supported by the Student Services Committee, with representatives from the teaching staff across the year levels.

**Highlights and initiatives in this area include:**

- Continual cycle of review of the current approaches that fall within the Student Services area across the school, to work towards whole school approaches.
- Flexibility in Student Service staff roles to effectively and efficiently case manage student support for special needs students and students at educational risk.
- On-going utilisation of the expertise of the Learning Support Coordinator, School Psychologist, School Chaplain and Aboriginal Indigenous Education Worker across the school.
- Extensive use of school staff to support children with Individual and Group Education plans, including a reading specialist teacher.
- The provision of specialised support for English as an Additional Language students.
- Review and formulation of an attendance policy and focused individual attendance plans to improve unexplained absences and at risk absences.
- Continual participation in the ‘Preventing Anxiety and Victimisation through education’ (PAVe) research project, to trial a whole of school program designed to enhance students’ social and emotional learning and foster the prevention of bullying behaviours through the ‘Friendly Schools Plus’ program, and a strengths-based targeted program designed to build resilience in those children who have been targeted by bullying behaviours in the ‘Cool Kids: Taking Control’ program.
- Continual refinement of Student registers completed to provide handover from current to future teaching staff, to accommodate seamless transitions.
- As a ‘KidsMatter’ school, we successfully applied for a Variety grant to purchase the drums necessary for the implementation of the DRUMBEAT program to support the development of social connection in students.
- Enhanced our status as an ‘Act, Belong, Commit’ school, through coordinating an excellent ‘School Volunteer Program’.
- “Behaviour Management Policy” was reviewed and endorsed by the School Board.
- The Student Services Team coordinated the Term 2 School Development Day held in May. The “Student Services Showcase” allowed staff to engage in a variety of sessions focusing in on the social and emotional needs of Bannister Creek Primary students. Kids Matter, Friendly Schools Plus, Mindfulness, Behaviour and Engagement were some of the topics covered. A highlight of the day was the sharing sessions from our EALD teacher and AIEO, who recounted their personal stories and related this to the work they do at Bannister Creek.

**2016 areas of focus include:**

- Development and implementation of a ‘Student Services Operational Plan’.
- Implementation of Special Education Needs (SEN) planning, to create individual and group education plans that can be linked to SEN Reporting.
- Conduct a further review and development of our ‘Student Behaviour Policy’.
- Develop the role of the ‘Aboriginal Parent Partnership Group’ in our school.
- Development of a whole school health curriculum implementation plan.

---

**Students Services**

---

---

---

---
As one of the school’s cross-curriculum strategies, the focus is to embed sustainability in the curriculum and provide opportunities for the whole school community to learn positive strategies to meet environmental challenges.

Developing knowledge, skills, values and world views of the BCPS whole school community will enable them to act in ways that contribute to more sustainable patterns of living. In 2015, the achievable targets include:

- 100% of the student population is involved throughout the year in most activities related to Sustainability.
- 100% of BCPS Staff & students demonstrate a good knowledge and understanding about EFS (Education for Sustainability).
- 50% of students can share examples of their knowledge and skills influencing behaviour change in sustainability practices at home and community.

Highlights

- Participated in an action research project designed to provide opportunities to explore interconnections between the Western Australian Curriculum Cross Curriculum Priorities of sustainability and Aboriginal and Torres Strait Islander histories and cultures resulting to the establishment of the project BCPS Aboriginal Seasons and Bush Tucker Garden.
- Egret Block Waste-Free Wednesdays, random school wide waste-free days where children bring reusable food containers to school and waste audits to keep track and reduce waste going to landfill
- Participated in whole school clean-up and other environmental projects like revegetation of the banks of Bannister Creek during Schools Clean Up Day, World Environment Day, National Tree Day, Keep Australia Beautiful and Enviroweek.
- Participated in the Great Aussie Crunch and Fruit & Veg Month
- Besides being actively involved in Waterwise Schools, Waste Wise, Clean Schools, Sustainable Schools WA, Act Belong Commit, Healthy Schools and Crunch & Sip, BCPS is now also Sun Smart.
- To reduce use of Scheme Water, the school’s sustainable garden has been installed with ground water reticulation, lawns were removed & replaced by wood chips and efficiently managed by the Students Garden Club and the Science Captains with the supervision of devoted Staff Members
- BCPS hosted the Term 4 South Metro Regional Network which showcased the planning and implementation of BCPS ‘whole school approach’ in addressing the cross-curricular priorities. The event was attended by many representatives from other schools and community agencies who expressed their awe and appreciation of an event where the school hosting showed active involvement of the whole school from the ‘Principal, teaching and non-teaching staff right down to the grounds’ person’.
- Plants in some garden areas were removed and replaced by native and Waterwise plants creating two Nature Gardens in the school.
- Featured in Cool Australia’s website during 2015 Enviroweek celebration as a Case Study school showcasing the BCPS ‘whole school approach’ sustainability program.
Commencing in 2014, WA public schools were required to administer Parent, Staff and Student National School Opinion Surveys. At Bannister Creek we will administer the surveys biennially.

In July 2014, ninety one parents responded to our electronic Parent Satisfaction Survey. Thirty Year 5, 6, and 7 students were randomly selected to complete the Student Satisfaction Survey and thirty one staff completed the Staff Satisfaction Survey. Our School Board, Student Councillors and staff spent time analysing feedback from all surveys. The School Board reviewed all the responses and found that overall the feedback was extremely positive and endorses the direction and well established processes run in the school. The Board formed an Action Plan to address the issues identified:

Identified Community Issues - Action Plan 2015

- **Parking:** Continue to focus on improving safety for students entering and exiting the school site. Promote parking areas available. Road Safety committee to work with City of Canning. Promote ‘walk/ride to school’ initiatives.
- **Parent communication:** More opportunities for parent/teacher interviews, parent open night.
- **After School Care:** Monitor parent support and viability of our on site Outside School Hours Care provider, Helping Hands program.
- **More shade in Early Childhood play area:** Pursue for 2015/16.
- **Involve students in more decision making:** Review Student Council role.
- **Provide more academic extension for students:** 2015/16 programs to be conducted.

**Parent Satisfaction Survey - Average Ratings for Each Question**

![Average Ratings Chart](chart.png)
## School Finances

### Bannister Creek Primary School

**Financial Summary as at 31 December 2015**

### Revenue + Cash

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Voluntary Contributions</td>
<td>$25,272.00</td>
<td>$24,840.00</td>
</tr>
<tr>
<td>2. Charges and Fees</td>
<td>$67,468.24</td>
<td>$68,702.04</td>
</tr>
<tr>
<td>3. Fees from Facilities Hire</td>
<td>$16,966.95</td>
<td>$16,966.95</td>
</tr>
<tr>
<td>4. Fundraising Donations/Sponsorship</td>
<td>$23,752.70</td>
<td>$23,866.70</td>
</tr>
<tr>
<td>5. Community Sport Revenues</td>
<td>$2,463.30</td>
<td>$2,463.30</td>
</tr>
<tr>
<td>6. Other State Govt/Loc Govt Revenues</td>
<td>$5,933.79</td>
<td>$5,933.79</td>
</tr>
<tr>
<td>7. Revenue from Co, Regional Office and Other Schools</td>
<td>$2,578.48</td>
<td>$2,991.96</td>
</tr>
<tr>
<td>8. Other Revenues</td>
<td>$22,378.43</td>
<td>$24,412.28</td>
</tr>
<tr>
<td>9. Transfer from Reserve of DEE</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>10. Residential Accommodation</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>11. Farm Revenue (Ag and Farm Schools only)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>12. Camp School Fees (Camp Schools only)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Locally Raised Funds</strong></td>
<td>$168,513.64</td>
<td>$168,428.35</td>
</tr>
<tr>
<td><strong>Opening Balance</strong></td>
<td>$51,482.00</td>
<td>$91,481.52</td>
</tr>
<tr>
<td><strong>Student Centred Funding</strong></td>
<td>$465,750.00</td>
<td>$466,750.00</td>
</tr>
<tr>
<td><strong>Total Cash Funds Available</strong></td>
<td>$726,765.64</td>
<td>$728,650.27</td>
</tr>
<tr>
<td><strong>Total Salary Allocation</strong></td>
<td>$4,342,800.00</td>
<td>$4,662,460.00</td>
</tr>
<tr>
<td><strong>Total Transfers Available</strong></td>
<td>$5,078,025.00</td>
<td>$5,078,955.07</td>
</tr>
</tbody>
</table>

### Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Administration</td>
<td>$21,800.00</td>
<td>$17,542.87</td>
</tr>
<tr>
<td>2. Lease Payments</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3. Utilities, Facilities and Maintenance</td>
<td>$158,700.00</td>
<td>$126,672.40</td>
</tr>
<tr>
<td>4. Buildings, Property and Equipment</td>
<td>$327,703.62</td>
<td>$343,928.36</td>
</tr>
<tr>
<td>5. Curriculum and Student Services</td>
<td>$552,766.48</td>
<td>$559,904.62</td>
</tr>
<tr>
<td>6. Professional Development</td>
<td>$18,395.52</td>
<td>$16,712.48</td>
</tr>
<tr>
<td>7. Transfer to Reserve</td>
<td>$318,000.00</td>
<td>$318,000.00</td>
</tr>
<tr>
<td>8. Other Expenditure</td>
<td>$26,083.08</td>
<td>$15,767.62</td>
</tr>
<tr>
<td>9. Payment to Co, Regional Office and Other Schools</td>
<td>$560.00</td>
<td>$560.00</td>
</tr>
<tr>
<td>10. Residential Operations</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>11. Residential Boarding Fees to Co (Ag Colleges only)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>12. Farm Operations (Ag and Farm Schools only)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>13. Farm Revenue to Co (Ag and Farm Schools only)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>14. Camp School Fees to Co (Camp Schools only)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>15. Unallocated</td>
<td>$63,051.01</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Goods and Services Expenditure</strong></td>
<td>$726,765.64</td>
<td>$1,018,488.09</td>
</tr>
<tr>
<td><strong>Total Forecast Salary Expenditure</strong></td>
<td>$5,078,025.00</td>
<td>$5,078,955.07</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td>$5,804,790.64</td>
<td>$5,117,443.06</td>
</tr>
</tbody>
</table>

### Contingencies Revenue - Budget vs Actual

### Contingencies Expenditure - Budget vs Actual

### Cash Position

### Voluntary Contributions and Charges Collection Rates for Calendar Year 2015

<table>
<thead>
<tr>
<th>Category</th>
<th>Received</th>
<th>Requested</th>
<th>Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combined Voluntary Contributions</td>
<td>$24,264</td>
<td>$33,240</td>
<td>73.00%</td>
</tr>
<tr>
<td>Total Extra Cost Optional Charges</td>
<td>$57,226</td>
<td>$59,991</td>
<td>95.39%</td>
</tr>
</tbody>
</table>