

# Bannister Creek Primary School



**School Report 2017**



# Bannister Creek Primary School

An Independent Public School since 2011

## 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 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.*

Dear Parents, Carers and School Community Members



Together with our leadership team, it gives me great pleasure to present our 2017 Annual Report. The Report articulates and demonstrates our commitment to excellence and our pursuit of improved outcomes for our students. Our teachers are reflective and responsive to student needs and there is commitment from our entire school community, as we work together to support our students to reach their full potential academically, socially and emotionally.

2017 marked a new planning phase as our Business Plan 2017-2019 was implemented. This Business Plan sets the School's strategic direction describing key focus areas of development which are intended to have maximum impact on overall school performance in both academic and non-academic contexts. The Business Plan also includes student achievement targets used to monitor and to make judgements about school performance in the focus areas.

We are proud to have exceeded our targets with a marked upward trend in all NAPLAN results. In all 10 test areas, our mean scores were above State, Australian and 'Like' schools. This is a significant achievement and a credit to the work of students, staff and our supportive community.

I trust that you find this report to be a practical and informative summary of our 2017 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.

Lynnette Macauley  
Principal

## School Board



The School Board plays an important governance role at Bannister Creek Primary School, as it helps the school shape and monitor its objectives and provides general policy direction to the school's leadership team. The School Board provides additional expertise to help the school achieve the best outcomes for all students.

The School Board would like to congratulate the staff and students at Bannister Creek Primary School on achieving Business Plan targets and NAPLAN average score results above that of State, Australian and 'Like' schools. All the members of the School Board feel lucky to be part of such a wonderful school community and we look forward to serving you again in 2017.

Mark Burgess  
Board Chair

## School Context

### ICSEA

Year	ICSEA
2017	1028 (4)
2016	1024 (4)
2015	1024 (4)
2014	1006 (5)
2013	1009 (4)
2012	986 (5)

The Index of Community Socio-Educational Advantage (ICSEA) was created by the Australian Curriculum, Assessment and Reporting Authority (ACARA) specifically to enable fair comparisons of National Assessment Program – Literacy and Numeracy (NAPLAN) test achievement by students in schools across Australia. As the BCPS ICSEA rises, so does the expected achievement of our students.

### Transiency

Year	Student Transiency
2017	13.9% (4)
2016	19.2% (5)
2015	15.2% (4)
2014	18.0% (5)
2013	20.4% (5)
2012	16.2% (4)

Transiency is the measure of student movement at a school during a calendar year, specifically student arrivals and departures. Transiency rates are determined by dividing the total number of students arriving and leaving a school during any one year by the average of that school's first and second semester census student numbers. The bracketed number in the display is a decile ranking of all WA Public Schools, the higher the number the higher the student transiency.

### Student Profile

Semester 2, 2017	Number	%
FT Student Numbers	542	
Students with a disability	12	2.2%
AB'L Students (Sem 1, 2017 )	37	6.7%
PT Student Numbers and FTE	63 (33)	

### 2017 Student numbers

Bannister Creek PS operates as a Local Intake School, ensuring priority for students who live in our school boundary to attend. Currently there is a slight decline in enrolments which we anticipate will rectify as housing density increases and the building on the old Lynwood Arms land is completed.

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(33)	68	81	71	65	70	59	65	512
Part Time	63								

Semester 1	2011	2012	2013	2014	2015	2016	2017
Primary	458	537	534	570	559	560	545

### Student Attendance

In 2017 Bannister Creek maintained an attendance level comparable to Like Schools. School processes involving regular attendance data reviews and attendance certificates at school assemblies were used. Regular information was shared with the school community throughout the year through newsletters.

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2015	94.1%	93.6%	93.8%	81.2%	88.5%	81.2%	93.2%	93.4%	92.7%
2016	94%	93.6%	93.7%	82%	89.9%	80.7%	93.2%	93.5%	92.6%
2017	94.3%	94%	93.8%	90%	89.6%	81.2%	94%	93.8%	92.7%

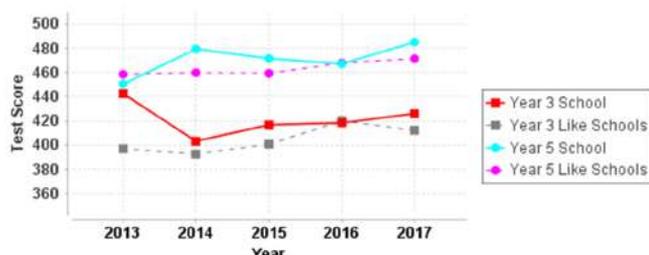
## 2017 Focus Areas + Targets

### Success for all Students High expectations for every student to succeed and achieve their best.

	Status	Issue
●	On schedule	No Issues
●	Behind schedule- low risk	Issue under control
●	Behind Schedule- high risk	Major issue

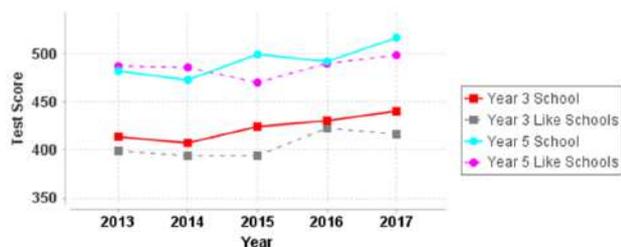
Target	Status	Issue	Comments
1.1 In all areas of NAPLAN, BCPS mean will be at or above Like School means.	●	●	We have exceeded this target in 2017 by not only being above the 'like schools' mean in all 10 test areas, but we also were above the Australian schools mean in all 10 test areas. This is a first for Bannister Creek.
1.2 Provide an integrated approach to STEM.	●	●	In 2017, BCPS participated as a partner school in the Digital Technologies and STEM innovation in schools project. In 2018 we will be a lead school and undertake our own projects associated with STEM learning and Digital Technologies.
1.3 In all areas of NAPLAN, BCPS will achieve high achievement and high progress against Like Schools.	●	●	In 2017, we achieved this target in Numeracy, Writing and Reading. Spelling and Grammar & Punctuation were in the low progress – high achievement quadrant.
1.4 70% of students will achieve moderate to high progress from On- Entry to Year 3.	●	●	We achieved this target in 2017 with 71% of students in Numeracy achieving above moderate progress and 70% of students in Reading being above moderate progress.

Average Writing Score



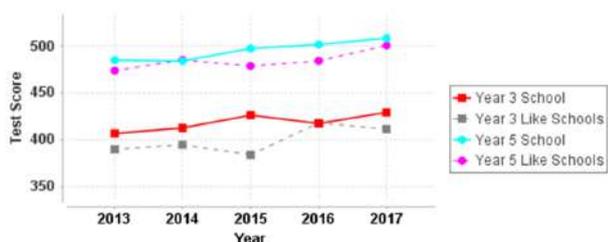
Year 3 and 5 NAPLAN data for 2017 has shown we achieved above the Like School and Australian mean. Introduction of Brightpath assessment and moderation will allow the school to make comparisons to support grade allocation judgements.

Average Reading Score



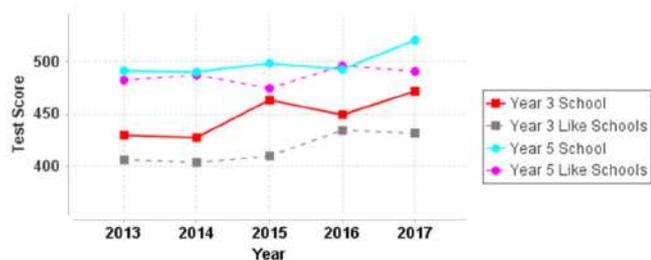
A continued focus on Guided Reading across the school has resulted in a sustained upward trend of achievement by Year 3 and 5 students in NAPLAN Reading. In 2017 we achieved above the Like School and Australian mean.

Average Spelling Score



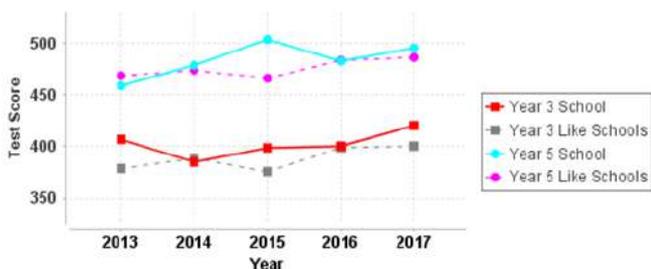
Year 3 and 5 NAPLAN targets were achieved in spelling with the BCPS mean above both Like Schools and Australian mean. An upward trend of achievement has been maintained over a five year period.

**Average Grammar & Punctuation Score**



Year 3 and 5 students achieved greater than 0.5 standard deviation above the expected achievement when compared against Like Schools and all Australian students. This was clearly the area of strength for BCPS in 2017. A continued focus on the use of Jolly Grammar resources will continue.

**Average Numeracy Score**



Year 3 and 5 mean score for Numeracy NAPLAN was above both Like School and Australian mean. A continued focus on basic facts and worded problem solving will continue in 2018

**Student Progress and Achievement Compared with Like Schools**

**NAPLAN Year 3 2015 to Year 5 2017**



In 3 of the 5 areas measured, BCPS reached the target of being in the High Achievement and High Progress quadrant—Reading, Writing and Numeracy. The two other area, Spelling and Punctuation & Grammar, had BCPS in the High Achievement and Low Progress achievement. In 2018 the school will review this target and determine if it is still a valid target and continue in the Business Plan.

The graphs look at both the achievement and the progress of students. Achievement is the average NAPLAN result for a cohort of students.

Progress is the difference between the average NAPLAN score for students tested at the school in two test cycles (stable cohort). Because there is no progress for Year 3 students, the graphs can only represent the achievement and progress of Year 5 students.

The two zero (0) lines represent the achievement (horizontal) and the progress (vertical) of the comparative group of students. The dots represent both the achievement and progress of the school's stable cohort in Year 5.

The scale is the difference in NAPLANs (the scale for the NAPLAN results) between the school and the comparative group. Negative numbers indicate performance below the comparative group. Positive numbers indicate performance above the comparative group. The quadrants identify whether the students are progressing and achieving at a lower or higher rate to the comparative group of students.

## Effective Leadership

Commitment to providing empowering leadership across the school.

Target		Status	Issue	Comments
2.1	An effective distributed leadership model is embedded	●	●	Leadership model clearly defined, with a focus on building distributed leadership through Curriculum, Student Services and Finance committee structure. A leadership steering team comprising of Admin team and 3 curriculum leaders meet weekly. Curriculum leaders released weekly to support teachers in classrooms. Collaborative teaching team structure established.
2.2	The well-being and mental health of students and staff underpin decision making.	●	●	The Student Services Operational Plan focussed on developing Protective Behaviours Scope and Sequence (Health curriculum) and facilitating Social and Emotional Learning Programs for all students, including Drumbeat, Zones of Regulation and Friendly Schools Plus. The Committee developed a Mental Health Policy for Students, utilising the Kidsmatter Program, and ten staff members collaborated to prepare a draft Mental Health Policy for staff using a Wellbeing Toolkit from the National Excellence in School Leaders Initiative.

### Staff Leadership



Every staff member contributes to our culture of high performance-high care. Teachers, Education Assistants, Administration staff, Cleaning and Ground staff work collaboratively to provide positive support and opportunities for our students to excel. Every day our staff members make a difference through their dedication and commitment.

We are proud of the many awards and accolades that our staff received in 2017.

- Mrs Prince and Miss Carey were awarded Level 3 Teacher Status. This is well deserved recognition of their curriculum expertise and leadership across the school.
- Mrs Edson and Mrs Macauley were honoured to be nominated for an WA Education Award.
- Mrs Macauley was shortlisted as one of 4 finalist in Principal of The Year Award. This is great public acknowledgement of collaborative staff team we have at Bannister Creek Primary School.

### Student Leadership

There are expectations of high standards from our school leaders. Our 2017, Year 6 cohort were great role models. They represented our school with distinction on the sporting field, in community events, at choral performances, and in academic competitions. Student Councillors, Faction and Music Captains established lunchtime clubs, conducted school charity fundraisers, provided support and input into whole school celebrations and maintained our recycling and sustainability programs. Our student Audio-Visual Technicians provided essential ‘behind the scenes’ support for class and whole school events.



## High Quality Teaching Reflection and focus on the best possible teaching practice.

Target	Status	Issue	Comments
3.1 WA Curriculum implemented according to system requirements			BCPS is up to date with the SCSA requirements in regards to phase 2 and 3 learning area teaching, assessment and reporting agreements. As prescribed in the Pre-primary to Year 10 Teaching, Assessing and Reporting Policy: BCPS has fully implemented the English, Maths Science, Health and Physical Education and Humanities and Social Sciences, (HASS) curriculum.
3.2 Develop and implement assessment/reporting policy in line with system requirements			The 2017—19 BCPS CAR policy was developed in consultation with staff and ratified by the School Board. The Policy includes details on the assessment and reporting strategies used in the school. A timetable on the data collection and reporting to parents is also included.
3.3 Develop and implement whole school connected practices			Connected practices are being developed across the phases of learning at BCPS to support students and guide the practice of teachers. Instructional practices such as Guided Reading, Jolly Phonics/Grammar and Maths problem solving techniques, Primary Connections Science. These are complemented by assessment and reporting strategies such as Brightpath, PAT and common assessment tasks.

### Students at Educational Risk (SaER)

The Student Services Team, comprising of a Deputy Principal, Learning Support Coordinator, School Psychologist, Chaplain, Aboriginal Islander Education Officer and the English as an Additional Language/Dialect Teacher, support Students at Educational Risk (SaER). This team was further supported by an extended Student Services Committee which included teaching staff across all year levels.

The initiatives implemented in 2017 included; a new data collection process to early identify SaER, the use of the Special Educational Needs (SEN) Planning and Reporting Platform by staff, an updated Behaviour Support Policy which included a new Mobile Phone and Electronic Devices Policy for students, a new Attendance Toolkit and Policy and extended Chaplaincy support to assist students and families.

In 2017 the highlights included:

- Occupation Therapy students providing support for SaER
- School volunteers assisting SaER students across the school
- Cultural events to celebrate our multicultural school community, Harmony Day Community Evening Picnic, NAIDOC celebrations including Aboriginal Awards
- Community notice board for upcoming parent/carer workshops and events
- Community Links parent workshops to strengthen the school community

### Students with English as Another Dialect or Language (EALD)

In 2017, there were approximately 107 students who needed assistance to access the curriculum. The EAL/D initiatives included; supporting teachers with literacy and numeracy adjustments using the EAL/D Progress Maps for planning and reporting, advising staff on cultural considerations, supporting parents and carers at case conferences and enrolment interviews, and coordinating parent workshops (Community Links) to develop stronger relationships. The highlight of year was the Harmony Evening Community Picnic which showcased the BCPS' multicultural community with traditional costumes and entertainment including Lion Dancing, Japanese Drumming and Harmony Day Kite flying.

## Strong Governance & Support Building a capable, inclusive and responsive school community.

Target		Status	Issue	Comments
4.1	Effective board processes are in place	●	●	<ul style="list-style-type: none"> <li>• Board induction and training processes in place for new Board members.</li> <li>• Pre-Board meeting and discussion of agenda between Board Chair and Principal. Overview of meeting minutes reported in school newsletters and on website.</li> <li>• Continued focus on raising the Board profile in the school community. Introduction of School Board Leadership Award—Board members present at assembly.</li> </ul>
4.2	Strategic allocation and use of resources	●	●	<ul style="list-style-type: none"> <li>• The Student Services team support students, staff and parents to ensure that strong individual case management processes are in place.</li> <li>• Clear guidelines and links between the Business Plan and Operation Plan ensure that resources are used strategically.</li> <li>• Finance Committee endorses all budgets and ensures purchase of resources are in line with strategic direction.</li> </ul>
4.3	Promoting and developing school/community partnerships	●	●	<ul style="list-style-type: none"> <li>• Ongoing parent consultation and P&amp;C partnership resulted in completion of ECE play area.</li> <li>• Participation in STEM Innovation partnership with Parkwood Primary School.</li> <li>• Growth of EALD Parent Community Links support group.</li> <li>• Partnership with Murdoch University and Calm &amp; Connected Occupational Therapist program saw pre-service teachers and OT students supporting students and teachers.</li> </ul>

### Aboriginal Cultural Framework



In 2017, Bannister Creek PS completed the school self-assessment against the Aboriginal Cultural Standards Framework. The Student Services Committee undertook workshops to review the school processes for Aboriginal students and their families against the five Standards. The staff identified that Bannister Creek PS is Culturally Competent across four Standards: *Learning Environment*, *Teaching*, *Leadership* and *Resources* and Culturally Responsive in one Standard; *Relationships*. Staff continue to meet regularly with the Aboriginal Parent Group, AIEO and Student Services team to discuss school concerns and organise whole school events such as NAIDOC celebrations and the Aboriginal Awards Night.

### Aboriginal Parent Partnership Group

The growth of the Aboriginal Parent group in the school has been a highlight in 2017. The group, led by Aboriginal Education Officer, Mr Wayne McNamara, met several times each term to plan family events. Highlights included BBQ evenings, family planting sessions in Moort Boodja, craft sessions making Sorry Day flowers, parent car trips to tour Noongar seasons trails at other schools and Piney Lakes. In order to raise funds for future NAIDOC events, the partnership group committed to running a sausage sizzle stall at the Canning Show. It was a credit to parent teamwork and organisation that the stall was stocked and manned for two days, raising over \$1000 profit. The year culminated with the Aboriginal Student Awards night where student attendance and academic achievement are publically recognised and celebrated with a family dinner evening.

### Moort Boodja



The Aboriginal Seasons and Bush-tucker Garden was officially renamed Moort Boodja (Family Garden), a whole school sustainable initiative. The naming of the school garden followed a consultative process which included the Aboriginal school community, school staff and school board.

During 2017, the following occurred; laying of the crushed limestone paths and seasons stations, parent and staff visits to sustainable gardens at Piney Lakes and Ardross PS for layout and signage ideas, support from SERCUL staff to assist students, teacher and parents to plant and care for a variety of bush tucker foods and shrubs throughout the year. The Moort Boodja Project, led by Mrs Lilly, was utilised by staff and students as an outdoor teaching area.

## Sustainability



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.

Maintaining our sustainable school garden is a responsibility shared by all classes and supported by our community. In Terms 3 & 4 Class STEM projects saw students identifying sustainability issues and using creative and critical thinking skills to find ways of problem solving. It has been exciting to see student initiative and enterprise influencing change in our school.

### 2017 Highlights

- January 2017 – the 6 Noongar seasons stations and the pathways around the Aboriginal Bush Tucker Trail were constructed.
- Eco Warriors, environmental group of students from Years 4-6, was established to assist in the BCPS Waste Wise program.
- Teachers attended Professional Development on Worm Farms and coordinated maintenance of the school worm farms.
- Student Garden Club held on Tuesdays after school produced a successful Sustainable Garden supervised in their own time by proactive Staff. The students planted, harvested, cooked and ate the garden produce.
- Parents attended a workshop ran by Waste Wise Schools Program on preparing healthy and waste-free lunches. They have become strong supporters of wrap-free initiatives at school.
- The school conducted waste audits during School Clean Up Day and other opportune times.
- In June, students, Staff, ATSI parents and some members of the community planted many tubes and seedlings at the bush garden which is now called Moort Boodja – Noongar for Family Garden.
- Year 5/6 students contributed 133 hours of voluntary work at Bannister Creek , planting 1073 native plants.
- In August, BCPS sponsored a Professional Learning and Workshop on Science and Aboriginal Education, ran by Sustainable Schools WA and the CREEC, held at the BCPS Staff Room and Moort Boodja. The attending teachers and community groups were very interested and awed by the development taking place at the school's Moort Boodja.
- Conservation Volunteers assisted in clearing and maintenance of plants in Moort Boodja.
- Eco Warriors and all classes are involved in the running of BCPS Sustainability initiatives, including recycling, gardening and looking after the chickens.
- The Year 5/6 Extension Clubs program gave students the opportunity to work with Mr Miller to re-establish our Aquaponics and Hydroponics sustainability program.



## Parent, Student, Staff Satisfaction Surveys

WA public schools are required to administer Parent, Staff and Student National School Opinion Surveys. Bannister Creek conducts the surveys biennially. In May 2016 :

- 127 parents responded.
- 29 Year 5, 6, and 7 students were randomly selected to complete the Student Satisfaction Survey.
- 37 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 School Board devised an Action Plan to address the issues identified: Community Issues-Action Plan 2016-2017

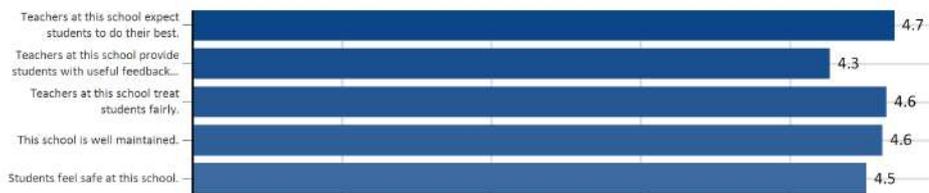
- Parking: The 'Kiss and Drop' zone has been successful, continue to promote safety issue in all school parent parking areas.
- Continue to promote the role of the School Board to the School Community.
- Provide more sports equipment for students at recess and lunch breaks.
- Increase provision for student extension activities.
- Develop more consistent parent/school communication strategies.

## Parent Satisfaction Survey Ratings



Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1

## Staff Survey Ratings



### Aspects of BCPS that Parents Most Like

- Teachers, relationships, student service support
- Kids love coming to school
- Sustainability focus
- Teachers and the positive learning environment

## Student Survey Ratings



## 2017 End of Year Student Survey Year 6

What has being at Bannister Creek meant to you? 98% of student responses used some of the following words:

'having friends...helpful caring teachers... caring... everyone safe and accepted...having fun learning...a happy place where students feel confident, achieve highly and care..'

### Two stars for Bannister Creek PS

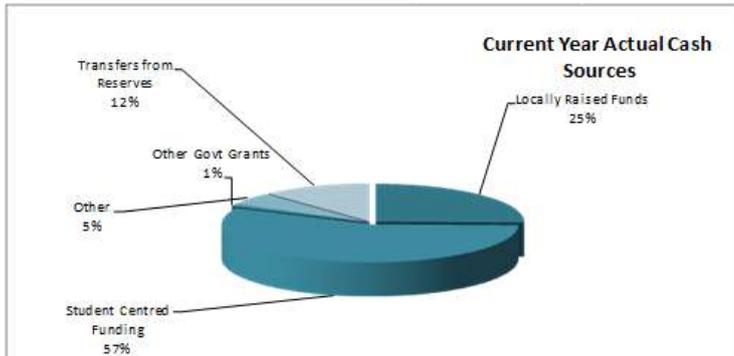
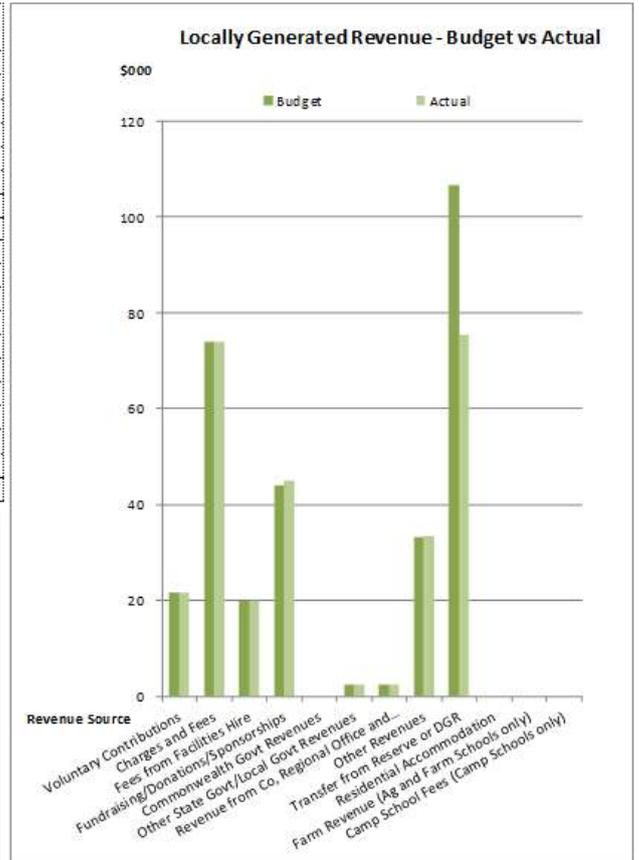
- \* clean, healthy environment- 75%
- \* teaches us about sustainability – 62%
- \* good, kind teachers- 78%
- \* friendly happy kids-80%
- \* fun learning- 76%
- \* no bullying- everyone joins in 40%



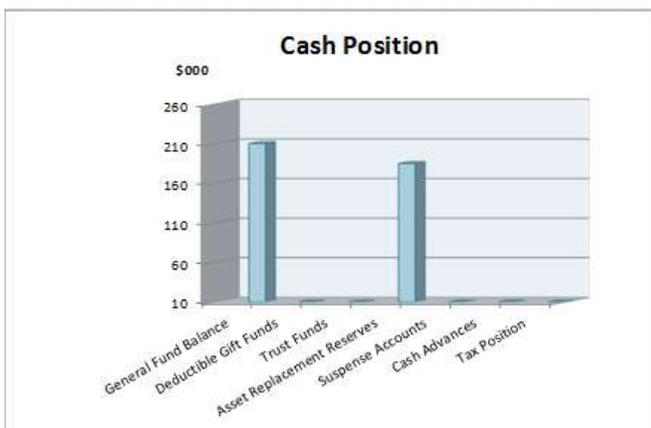
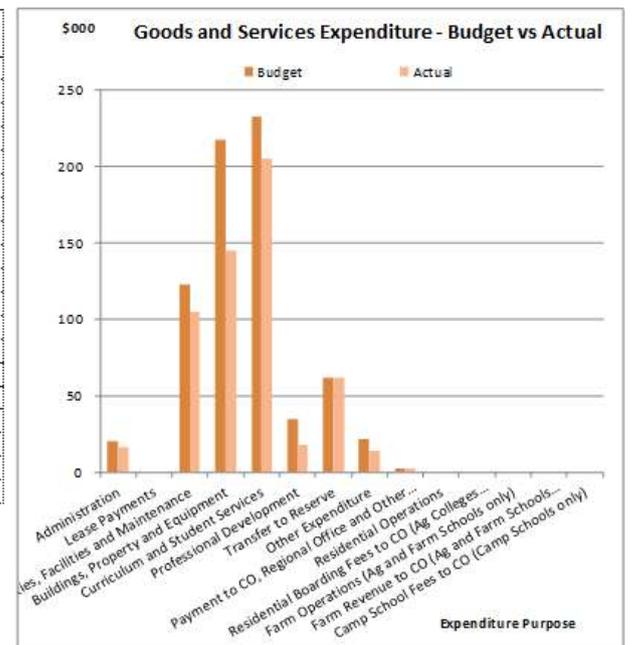
**BANNISTER CREEK**  
Primary School

**Bannister Creek Primary School**  
Financial Summary as at  
31st December 2017

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 21,616.00	\$ 21,695.50
2	Charges and Fees	\$ 73,869.00	\$ 73,937.75
3	Fees from Facilities Hire	\$ 20,000.00	\$ 20,000.00
4	Fundraising/Donations/Sponsorships	\$ 44,075.00	\$ 44,942.14
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 2,475.00	\$ 2,475.00
7	Revenue from Co, Regional Office and Other Schools	\$ 2,625.00	\$ 2,625.30
8	Other Revenues	\$ 33,200.00	\$ 33,342.81
9	Transfer from Reserve or DGR	\$ 106,575.00	\$ 75,351.20
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>\$ 304,435.00</b>	<b>\$ 274,369.70</b>
Opening Balance		\$ 144,876.00	\$ 144,875.91
Student Centred Funding		\$ 357,599.00	\$ 357,598.56
<b>Total Cash Funds Available</b>		<b>\$ 806,910.00</b>	<b>\$ 776,844.17</b>
Total Salary Allocation		\$ -	\$ -
<b>Total Funds Available</b>		<b>\$ 806,910.00</b>	<b>\$ 776,844.17</b>



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 19,618.00	\$ 15,911.65
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 122,056.00	\$ 104,804.25
4	Buildings, Property and Equipment	\$ 216,619.00	\$ 144,992.34
5	Curriculum and Student Services	\$ 232,246.00	\$ 204,865.00
6	Professional Development	\$ 34,314.00	\$ 18,071.63
7	Transfer to Reserve	\$ 61,471.00	\$ 61,471.00
8	Other Expenditure	\$ 21,518.00	\$ 14,079.68
9	Payment to CO, Regional Office and Other Schools	\$ 2,565.00	\$ 2,565.00
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>\$ 710,407.00</b>	<b>\$ 566,760.55</b>
Total Forecast Salary Expenditure		\$ -	\$ -
<b>Total Expenditure</b>		<b>\$ 710,407.00</b>	<b>\$ 566,760.55</b>
Cash Budget Variance		\$ 96,503.00	



Cash Position as at:	
Bank Balance	\$ 392,792.25
Made up of:	\$ -
1 General Fund Balance	\$ 210,083.62
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 184,864.76
5 Suspense Accounts	\$ 1,600.87
6 Cash Advances	\$ -
7 Tax Position	\$ 3,757.00
<b>Total Bank Balance</b>	<b>\$ 392,792.25</b>

# 2017 Highlights



Harmony Welcome Picnic - February



ANZAC Service - April



Cubby Project



P&C Easter Raffle - April



Naidoc Week - June



Moort Boodja Planting August



Conservation Planting at Bannister Creek - August



Year 6 Camp - July



Kindy Garden Project



Room T3 Mural and Garden Project



Basketball Success  
Kalamunda Cup - May  
Champions Cup - November



Faction Carnival - September



Interschool Champions - October