

# Bannister Creek Primary School



**School Report 2018**



# 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 2018 Annual Report. The Report articulates 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.

2018 has been a year of growth as we have successfully strived to embed Business Plan strategies into school and classroom practice. The ongoing focus and development of a distributed leadership model has seen staff collaboration, build a culture of professional growth supporting connected practice across the school. Our NAPLAN results continue to be impressive reflecting the culture of high performance and high care that is valued and supported by our entire school community.

I trust that you find this report to be a practical and informative summary of our 2018 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



2018 has been another successful and enriching year for the entire Bannister Creek School community. The staff have undertaken rigorous professional learning opportunities to continue the high standard of teaching and new curriculum leaders have proven to be extremely beneficial to developing collaborative learning programs. The introduction of upgrades in technology have also further encouraged efficient, mature use of devices in the classroom and provided greater resources for the teaching and administration teams.

Leadership opportunities continue to be a high priority with both staff and students being given opportunities to develop their skills for the future and build their self-confidence.

Our community programs of inclusion continue to be a vital component of our school plan with many community workshops and in school multicultural celebrations occurring during the year. Bannister Creek Primary School continues to demonstrate a strong ethos of pride and culture of inclusion which is evident in all we do. In particular this is highlighted in the governance role of the school board and the outstanding outcomes achieved by the senior leadership team and the community working together.

The 2018 School Board members join me in congratulating the staff and students at Bannister Creek Primary School on another very productive and successful year. Congratulations.

Linda Ross  
School Board Chair

## School Context

### ICSEA

| Year | ICSEA    |
|------|----------|
| 2018 | 1028 (3) |
| 2017 | 1028 (3) |
| 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. The school ICSEA is determined from parent enrolment data, specifically parent level of education and occupation. Band 1 is the highest. Since 2013 BCPS has been in medium band range. As the BCPS ICSEA rises, so does the expected levels of achievement of our students.

### Transiency

| Year | Student Transiency |
|------|--------------------|
| 2018 | 12.0% (4)          |
| 2017 | 13.9% (4)          |
| 2016 | 19.2% (5)          |
| 2015 | 15.2% (4)          |
| 2014 | 18.0% (5)          |
| 2013 | 20.4% (5)          |

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 - 2018 Student numbers

| Semester 2, 2018             | Number  | %    |
|------------------------------|---------|------|
| FT Student Numbers           | 542     |      |
| Students with a disability   | 15      | 2.8% |
| AB'L Students (Sem 1, 2018 ) | 28      | 5.1% |
| PT Student Numbers and FTE   | 64 (32) |      |

Bannister Creek PS operates as a Local Intake School, ensuring priority for students who live in our school boundary to attend. In 2018 there was a slight decline in enrolments due to lower student numbers enrolling in Kindergarten. We anticipate enrolments will increase as housing density increases and the building on the old Lynwood Arms land is completed. The multi-cultural diversity of our school community continues to

grow with English as an Additional Language Dialect (EALD) student numbers at 21%.

| Primary   | Kin  | PPR | Y01 | Y02 | Y03 | Y04 | Y05 | Y06 | Total |
|-----------|------|-----|-----|-----|-----|-----|-----|-----|-------|
| Full Time | (32) | 69  | 63  | 81  | 71  | 68  | 67  | 59  | 510   |
| Part Time | 64   |     |     |     |     |     |     |     |       |

### Student Attendance

In 2018, Bannister Creek's student attendance continued to be above Like Schools and WA State School averages. School processes involving regular attendance data reviews, follow-up letter and parent meetings and attendance certificates at school assemblies were used. The high attendance rate of Aboriginal students is pleasing. Regular information was shared with the school community throughout the year at School Board meetings and through school newsletters.

|      | Non - Aboriginal |              |                   | Aboriginal |              |                   | Total  |              |                   |
|------|------------------|--------------|-------------------|------------|--------------|-------------------|--------|--------------|-------------------|
|      | School           | Like Schools | WA Public Schools | School     | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools |
| 2016 | 94.0%            | 93.6%        | 93.7%             | 82.0%      | 89.9%        | 80.7%             | 93.2%  | 93.5%        | 92.6%             |
| 2017 | 94.3%            | 94.0%        | 93.8%             | 90.0%      | 89.6%        | 81.2%             | 94.0%  | 93.8%        | 92.7%             |
| 2018 | 94.4%            | 93.8%        | 93.7%             | 93.8%      | 87.0%        | 80.8%             | 94.3%  | 93.6%        | 92.6%             |

## 2018 Focus Areas + Targets

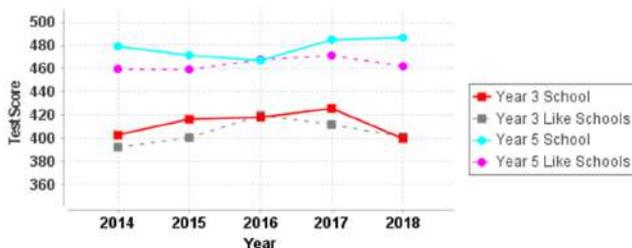
### Success for all Students

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         |

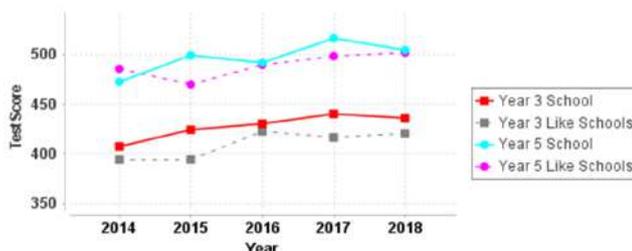
| Target   | Status  | Issue   | Comments  |
|--|---|---|---|
| 1.1 In all areas of NAPLAN, BCPS mean will be at or above Like School means.         |    |    | Bannister Creek was above like school achievement in 9 of the 10 areas tested. Year 3 Writing was the only exception, being 2 points below the Like School average.   |
| 1.2 Provide an integrated approach to STEM.  |    |    | In 2018 Bannister Creek is a lead school in the Digital Technologies Innovation project. This Project focuses on building the capacity of our teachers to engage in STEM pedagogy and build the schools ability to effectively resource a STEM capable environment. |
| 1.3 In all areas of NAPLAN, BCPS will achieve high achievement against Like Schools. |    |    | In 2018, we achieved this target in Numeracy, Writing Grammar and punctuation and Reading. In Spelling we achieved the expected achievement.  |
| 1.4 70% of students will achieve moderate to high progress from On- Entry to Year 3. |  |  | We partly achieved this target in 2018 with 75% of students in Reading achieving above moderate progress. 67% of students in Numeracy achieved above moderate progress.   |

Average Writing Score



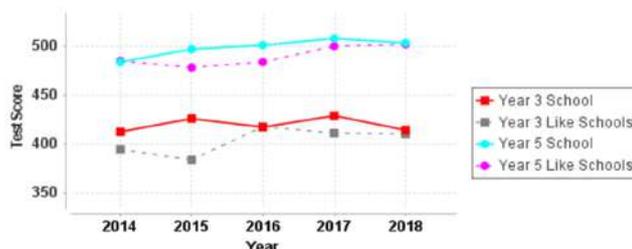
Year 3 and 5 NAPLAN data for writing in 2018 has shown we continue to achieve at or above the Like School average. Introduction of Brightpath assessment and moderation will allow the school to make comparisons to support grade allocation judgements. The school plans to include a moderation process for writing including schools within our network in 2019.

Average Reading Score



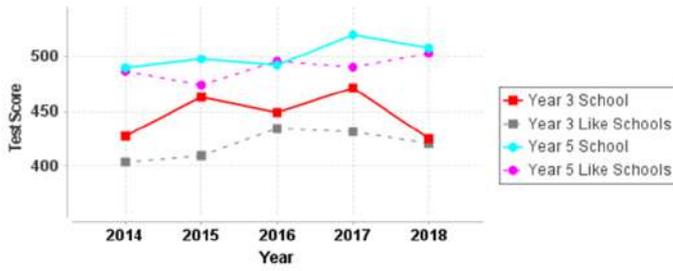
A continued focus on Guided Reading across the school has resulted in a sustained upward trend of achievement by Year 3 and 5 students in NAPLAN Reading. In 2018 we achieved above the Like School and Australian mean. In 2019, the school plans to focus on consistent Guided Reading practice across the school and provide professional learning for all of our teaching staff in the latest trends with Guided Reading.

Average Spelling Score



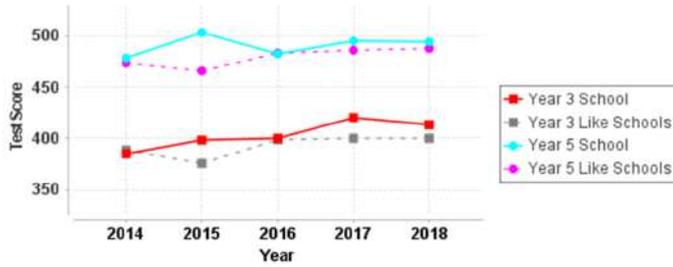
Year 3 and 5 NAPLAN targets were achieved in spelling with the BCPS mean above both Like Schools and Australian mean. An upward trend of achievement has been maintained over a five year period. A whole school review of the spelling scope and sequence will be conducted in 2019.

**Average Grammar & Punctuation Score**



Despite a significant drop in Year 3 achievement in the Grammar and Punctuation results, we continue to achieve above the expected average when compared against Like Schools and all Australian students. 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 staff professional learning, basic facts and worded problem solving will continue in 2019.

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

**NAPLAN Year 3 2016 to Year 5 2018**



In 2018, the School Board reviewed the original target (1.3) and adjusted it to “In all areas of NAPLAN, BCPS will achieve high achievement against Like Schools.” This decision was made in consultation with Central Office staff and is believed to be a more valid target, especially with the phasing in of NAPLAN online.

In 4 of the 5 areas measured, BCPS reached the target of being in the High Achievement half of the quadrant graph — Reading, Writing, Numeracy and Punctuation & Grammar. Spelling was at the expected level of achievement.

**NAPLAN**

|                                     | 2017<br>(2016 - 2017) | 2018<br>(2017 - 2018) |
|-------------------------------------|-----------------------|-----------------------|
| <b>Overall Absolute Achievement</b> | 0.7                   | 0.5                   |
| - Trend                             |                       | ↑                     |
| - Change                            |                       | ↔                     |
| <b>Overall Relative Achievement</b> | 0.57                  | 0.83                  |
| - Year 3                            | 0.70                  | 0.28                  |
| - Year 5                            | 0.61                  | 0.42                  |

Despite a slight dip in the 2018 NAPLAN achievement across the year levels and test areas, overall the relative achievement remains positive and above the expected level.

**Student Academic Achievement**

**Teacher Judgement**

| Grade Allocation (A - E)          | 2017 (1) | 2018 (1) |
|-----------------------------------|----------|----------|
| <b>Overall Relative Judgement</b> | -0.02    | 0.28     |
| - English                         | 0.11     | 0.67     |
| - Mathematics                     | 0.57     | 0.32     |
| - Science                         | -0.30    | -0.03    |
| - Humanities & Social Sciences    | -0.48    | 0.17     |

BCPS has maintained a strong correlation between teacher judgement grade allocations and the expected allocations based on like school data. Ongoing moderation processes at a school and regional level as well as the use of tools such as Brightpath should help to continue this trend.

| Target |  | Status | Issue | Comments   |
|--------|--|--------|-------|--|
| 2.1    | An effective distributed leadership model is embedded                            | ●      | ●     | The leadership model was refined to continue a focus on building distributed leadership. Cohort and Curriculum leaders established formal processes and structures to address a lack of consistency and embed the model within the school. A commitment to building the skills of these leaders has been made through booking future professional learning and committing to regular meetings to refine the leadership role. Student Services and Finance committee structures remained effective, providing support to staff and facilitating growth opportunities to become involved in budgeting and financial oversight. |
| 2.2    | The well-being and mental health of students and staff underpin decision making. | ●      | ●     | The Student Services Operational Plan focussed on implementing the previously developed Protective Behaviours Scope and Sequence (Health curriculum). Social and Emotional Learning Programs for all students continued to be implemented across the school, including Drumbeat, Zones of Regulation, Friendly Schools Plus and Seasons for Growth. The Student Services Team continued to focus on the health well-being of staff and students through planning to implement the Student Health and Well-being policy and Staff Health Well-being guidelines through professional learning in 2019.                         |

## Staff Leadership

Our focus is on student improvement and the health well-being of our school community. All our staff: teachers, Education Assistants, Administration staff, Cleaning and Ground staff contribute towards the academic, social and emotional health of the school. The school is committed to embedding a distributive model of leadership and through this provides opportunities for staff to lead teams and develop curriculum. We create opportunities for staff to provide professional learning presentations and workshops to the school community and during staff development days and staff meetings. This provides experience and professional learning in leadership skills. In 2018 Ms Marshall and Mrs Stewart were both awarded Level 3 Teacher Status, reflecting their significant contribution as leaders in pedagogy and curriculum development.

## Student Leadership

There are expectations of high standards from our school leaders. Our 2018 Year 6 cohort were great role models and a large number of students were recognised through their receipt of the School Board Leadership Award and 'Aussie of the Month' competition. Our students achieved distinction and demonstrated our school values on the sporting field, in community events, at choral and Eisteddfod performances, and in academic competitions. Student Councillors, Faction and Music Captains established lunchtime clubs, and conducted school charity fundraisers. Students took leadership roles in sustainability initiatives. The 'Bannister BUDS' (Brains Using Devices) program developed student expertise and leadership in information and communications technology.



## 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                         | ●      | ●     | In 2018 BCPS fulfilled the requirement to implement and report on Technologies, The Arts and Languages - Year 3. 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 - 2019 BCPS CAR policy was developed in consultation with staff and ratified by the School Board.<br>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. An iStar common Agreement for maths BCPS will continue to work on school based scope and sequence documents in 2019. |

### Students at Educational Risk (SaER)

The Student Services Team, comprising of a Deputy Principal, Learning Support Coordinator, School Psychologist, Chaplain and Aboriginal Islander Education Officer, support Students at Educational Risk across the school (SaER). This team meets regularly to discuss the needs of the school, in particular the SaER students and implement strategies to best support these students.

The initiatives implemented in 2018 included; continued used of the Special Educational Needs (SEN) Planning and Reporting Platform by staff to ensure student progress and achievements were regularly monitored and reported to parents, continued use of the updated Behaviour Support Policy which and new BCPS Attendance Toolkit and Policy.

In 2018 the highlights included:

- Implementation of the MultiLit programs MiniLit and MacqLit to provide reading intervention for students at risk in Reading across the school
- The Calm and Connected program provided Occupational Therapy support and intervention for SAeR students.
- Ed Connect 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 Links parent workshops to strengthen relationships within the school community

### Students with English as Additional Dialect or Language ( EAL/D)

In 2018, 13% of students at Bannister Creek Primary School received funding through the Department of Educational Funding for EAL/D. Initiatives implemented to support these students included using the EAL/D Progress Maps for planning and reporting progress and achievement, supporting student in classroom through Educational Assistant support for literacy intervention, regular parent workshops (Community Links) to develop stronger relationships with the community and an opportunity for parents to showcase their culture and skills, and enrolment interviews, In celebration of Harmony Day the school celebrated our multicultural community with a family picnic evening showcasing traditional costumes and cultural performances 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 by Board Chair in 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> <li>• Staff Board Reps promote School Board role to staff</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 P&amp;C partnership fully funded staff Wish List and fundraising reduced camp costs by \$35 per Year 6 student.</li> <li>• Participation in STEM Innovation partnership.</li> <li>• Growth of EALD Parent Community Links group.</li> <li>• Student participation in Saturday Stocklands Chinese Mid Autumn Festival.</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



Staff continued to implement identified strategies from the Bannister Creek Primary School Aboriginal Cultural Framework 2018 Action plan. The staff identified from 2017 reflections that we were Culturally Competent in four of the five areas and Culturally Responsive in the area of Relationships. Key actions that continued in 2018 were growth of the Aboriginal Parent Partnership Group, involving the Aboriginal parents in decision making through the School Board, flexible use of the Aboriginal and Islander Educational Officer throughout the school to meet the needs of all Aboriginal student in the school, highlighting Aboriginal Cultural through Harmony and NAIDOC week and continuing the Aboriginal Awards Night to celebrate the achievements of the Aboriginal students at the end of each year.

### Aboriginal Parent Partnership Group

The growth of the Aboriginal Parent group in the school has continued to be a highlight for 2018. The group, led by Aboriginal Education Officer, Mr Wayne McNamara, met several times each term to plan family events including BBQ evenings, family weeding and planting sessions in Moort Boodja. These events provided an opportunity for staff, families and students to meet and build relationships in a fun-filled way. The Aboriginal Parent Partnership Group worked with the school staff and students to promote NAIDOC and assisted in classroom with NAIDOC activities. One activity involved each class creating their own damper and the Aboriginal Parent Partnership Group participated in taste testing each damper and awarded the winning classes by having their damper on sale at the canteen. This group continues to grow in size and influence across the school.

### Moort Boodja- a whole community sustainability initiative.



The Aboriginal Seasons and Bush-tucker Garden was officially renamed Moort Boodja (Family Garden), following a consultative process with the Aboriginal school community, school staff and School Board. During 2018, the Aboriginal Parent Partnership group worked with the school to design entry signage. Designs were finalised and grant applications to boost school funding applied for. Materials have been purchased, contractors contacted and work on signage will commence in Term 1, 2019. There has been ongoing support from SERCUL staff to assist students, teachers and parents to plant variety of bush tucker foods and shrubs throughout the year. Students, Parents and Staff were involved in the ongoing watering, weeding and maintenance of Moort Boodja. Classes enjoy participating in cross curricular lessons in Moort Boodja - our outdoor classroom.

## 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, aquaponics, worm farm and Moort Boodja, our Aboriginal Seasons bush garden are responsibilities shared by all classes and supported by our community.

### 2018 Highlights

- February – the hatching of 4 chicks excited the school community. Students enjoyed watching them grow ... and by October seeing them lay their own eggs!
- March - Students Garden Club every second Tuesdays commenced. Enthusiastic students from Pre-Primary to Year 2 met after school each fortnight to weed, plant, maintain BCPS sustainable veggie garden. They harvested and ate a healthy vegetable or fruit-based snack at most sessions using the produce from the garden.
- May – Walk/Ride to School – Students were thrilled to be met at school by City of Canning's Ranger Buddy. The eight Walking School Bus Stops were a popular initiative with many families taking the option to meet and enjoy a social walk to school. BCPS promoted walking/riding to school with weekly Walking Wednesday raffle draw for students who walk or ride to school
- Pop-Up Op Shop – students and families selling/buying beloved used objects
- July School Tree Day celebration included students planting trees and seedlings at Bannister Creek with their teachers and Staff of Banister Catchment Group. BCPS students have been helping for many years with revegetation and restoration projects along the banks of the creek. Their work has made a difference to the eco-systems along the creek and has been greatly valued.
- July – NAIDOC celebration – Kindy and Junior students visited Moort Boodja, conducted hands-on and interactive activities; older students weeded, watered and planted more bush tucker plants.
- Room 17 students launched a project to design, create and sell reusable lunch wraps made from cotton materials and beeswax. Proceeds will be used for Year 6 camp.
- In August, a great turnout of ATSI families, ex-students, and BCPS staff weeded and maintained Moort Boodja. At the end of the session, everyone enjoyed eating pizza and a social catch-up.
- In September, ZERO WASTE THURSDAY was launched by Year 6 students in Room 16. Students had to make an effort to use no disposable packaging (no zip lock bags, plastic wrap or disposable drink containers) in their lunch box. BCPS is committed to being as sustainable as possible in the war against rubbish.
- A Frog Pond was established by Kindy Staff and students as part of their STEM project
- The Pre-Primary students in Room 4 hosted an assembly item showcasing "Find your Treasure in Nature" and they sang 'Earth – We're in it Together'. The item showed how they can help the environment.
- To celebrate this year's National Water Week, teachers and students participated in activities about the properties, values and conservation of water. This event had been celebrated by the BCPS school community since 2008.



## 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 September 2018 :

- 92 parents responded.
- 31 Year 5, 6, and 7 students were randomly selected to complete the Student Satisfaction Survey.
- 26 staff completed the Staff Satisfaction Survey.

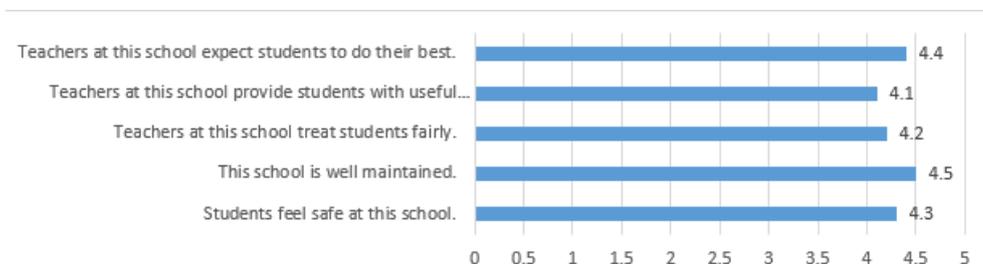
Student Councillors and Staff spent time analysing feedback from all surveys. The School Board reviewed all the responses and found that the feedback was extremely positive and endorses the direction and well established processes run in the school.

### The School Board devised an Action Plan to address the issues identified:

#### Community Issues-Action Plan 2018-19

- Behaviour management - promote consistent school processes with staff, parents and students
  - distribute an anti-bullying parent pamphlet, defining bullying and school policy
  - anti-bullying pamphlet to be used in classes as a Guided Reading resource
- Improve communication - promote school communication strategies within the community
  - use of communication books
  - use of SeeSaw
  - distribute homework policy to parents
- Continue to provide more sports/ play activities for students.

### Parent Satisfaction Survey Ratings

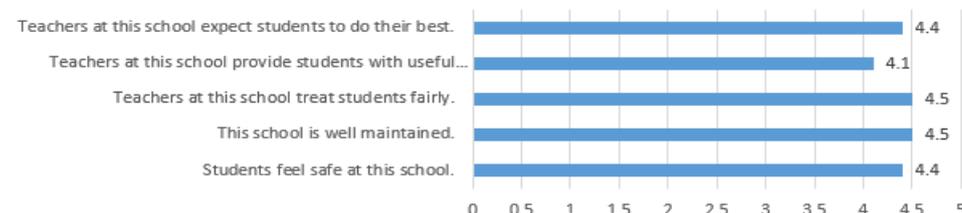


| Rating                     | Score |
|----------------------------|-------|
| Strongly agree             | 5     |
| Agree                      | 4     |
| Neither agree nor disagree | 3     |
| Disagree                   | 2     |
| Strongly disagree          | 1     |

#### Aspects that Parents Most Like:

- Positive atmosphere friendly, welcoming
- Good teachers- caring, approachable,
- Close knit school community- inclusive
- Promotes good values
- Well organized and well run
- Students love coming to school
- Curriculum is well balanced, choir/Music
- Great leadership
- Parent involvement opportunities
- Willing to try new technology
- Well maintained environment

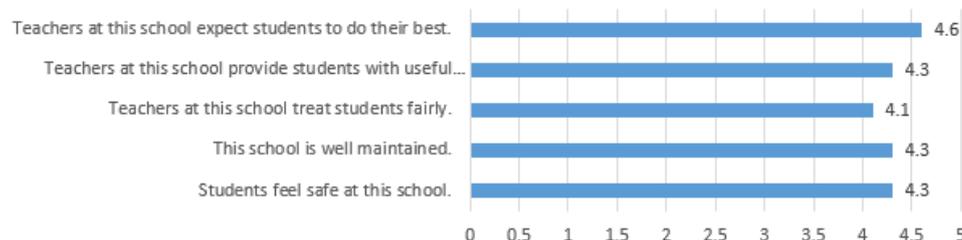
### Staff Survey Ratings



#### Aspects that Students Most Like:

- I care about my school and the school cares about everyone
- The teachers and principals all care
- The teachers help students to do their best
- I have a safe feeling at school
- The friendliness of staff and students - there is always someone to talk to.

### Student Survey Ratings



### 2018 End of Year Student Survey Year 6

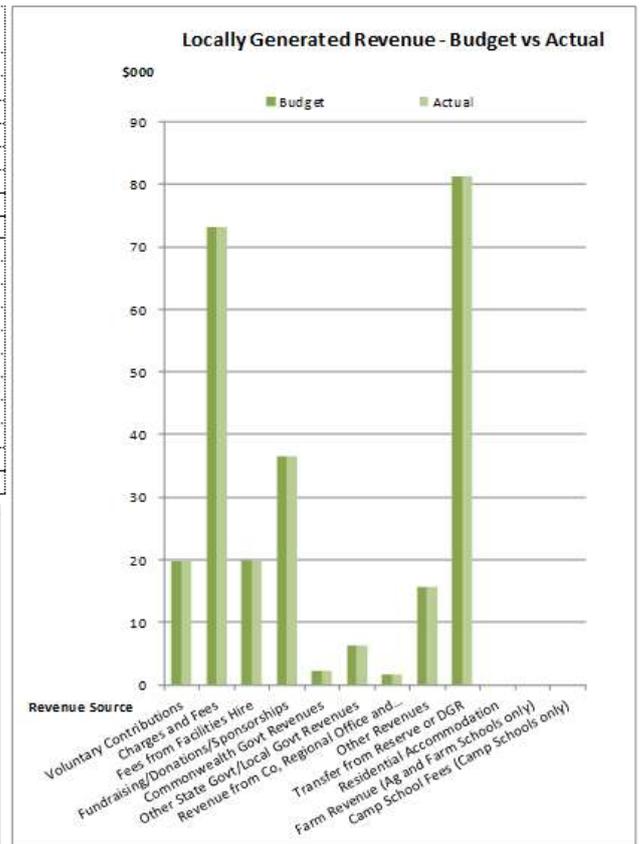
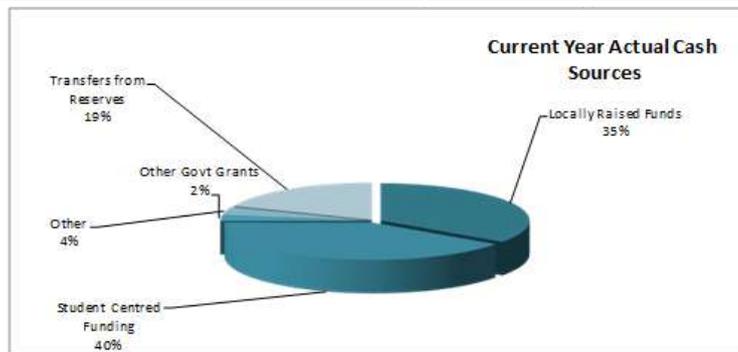
What has being at Bannister Creek meant to you? 99% of student responses used some of the following words:

Friends and fun...helpful caring teachers.... mix with different people and cultures.... everyone safe and accepted....having fun learning... 'anyone who comes here will feel like they belong.'

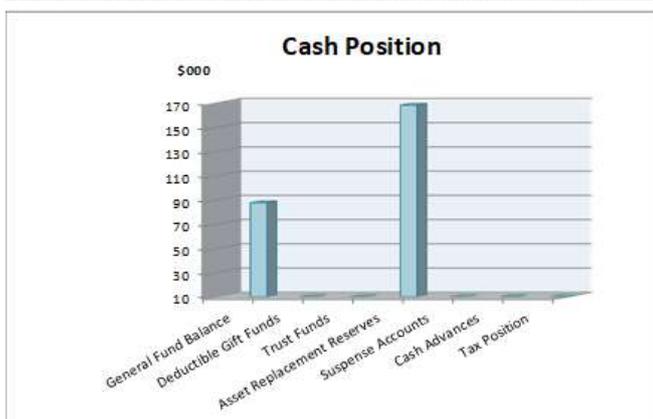
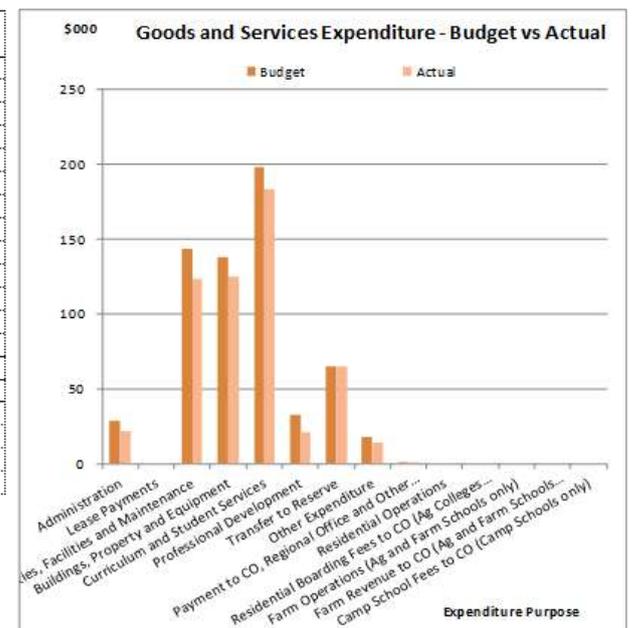
#### Stars for Bannister Creek PS

- \* clean, safe, healthy environment- 78%
- \* sustainability – 70%
- \* good, kind teachers – 80%
- \* friendly happy kids—80%
- \* fun learning - 76%
- \* great sports and lunchtime clubs and activities - 60%

| Revenue - Cash & Salary Allocation                   | Budget               | Actual               |
|--|----------------------|----------------------|
| 1 Voluntary Contributions                            | \$ 19,778.00         | \$ 19,778.00         |
| 2 Charges and Fees                                   | \$ 73,203.00         | \$ 73,104.09         |
| 3 Fees from Facilities Hire                          | \$ 20,000.00         | \$ 20,000.00         |
| 4 Fundraising/Donations/Sponsorships                 | \$ 36,549.00         | \$ 36,548.34         |
| 5 Commonwealth Govt Revenues                         | \$ 2,286.00          | \$ 2,286.42          |
| 6 Other State Govt/Local Govt Revenues               | \$ 6,298.00          | \$ 6,297.89          |
| 7 Revenue from Co, Regional Office and Other Schools | \$ 1,662.00          | \$ 1,661.88          |
| 8 Other Revenues                                     | \$ 15,697.00         | \$ 15,696.90         |
| 9 Transfer from Reserve or DGR                       | \$ 81,218.00         | \$ 81,217.90         |
| 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>\$ 256,691.00</b> | <b>\$ 256,591.42</b> |
| <b>Opening Balance</b>                               | <b>\$ 210,084.00</b> | <b>\$ 210,083.62</b> |
| <b>Student Centred Funding</b>                       | <b>\$ 172,831.50</b> | <b>\$ 172,831.77</b> |
| <b>Total Cash Funds Available</b>                    | <b>\$ 639,606.50</b> | <b>\$ 639,506.81</b> |
| <b>Total Salary Allocation</b>                       | <b>\$ -</b>          | <b>\$ -</b>          |
| <b>Total Funds Available</b>                         | <b>\$ 639,606.50</b> | <b>\$ 639,506.81</b> |



| Expenditure - Cash and Salary                         | Budget               | Actual               |
|---|----------------------|----------------------|
| 1 Administration                                      | \$ 28,382.00         | \$ 21,837.45         |
| 2 Lease Payments                                      | \$ -                 | \$ -                 |
| 3 Utilities, Facilities and Maintenance               | \$ 143,444.00        | \$ 122,784.58        |
| 4 Buildings, Property and Equipment                   | \$ 137,935.00        | \$ 124,280.55        |
| 5 Curriculum and Student Services                     | \$ 198,024.00        | \$ 183,025.20        |
| 6 Professional Development                            | \$ 32,401.00         | \$ 20,799.04         |
| 7 Transfer to Reserve                                 | \$ 64,600.00         | \$ 64,600.00         |
| 8 Other Expenditure                                   | \$ 17,568.00         | \$ 13,914.21         |
| 9 Payment to CO, Regional Office and Other Schools    | \$ 660.00            | \$ 660.00            |
| 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>\$ 623,014.00</b> | <b>\$ 551,901.03</b> |
| <b>Total Forecast Salary Expenditure</b>              | <b>\$ -</b>          | <b>\$ -</b>          |
| <b>Total Expenditure</b>                              | <b>\$ 623,014.00</b> | <b>\$ 551,901.03</b> |
| <b>Cash Budget Variance</b>                           | <b>\$ 16,592.50</b>  |                      |



| Cash Position as at:         |                      |
|------------------------------|----------------------|
| <b>Bank Balance</b>          | <b>\$ 256,210.86</b> |
| Made up of:                  | \$ -                 |
| 1 General Fund Balance       | \$ 87,605.78         |
| 2 Deductible Gift Funds      | \$ -                 |
| 3 Trust Funds                | \$ -                 |
| 4 Asset Replacement Reserves | \$ 168,246.86        |
| 5 Suspense Accounts          | \$ 3,482.22          |
| 6 Cash Advances              | \$ -                 |
| 7 Tax Position               | \$ 3,124.00          |
| <b>Total Bank Balance</b>    | <b>\$ 256,210.86</b> |

# 2018 Highlights



Harmony Welcome Picnic  
February

ANZAC Service - April



Colour Fun Run - April



P&C Easter Raffle - April



NAIDOC - July

Year 6 Camp - July



Dads & Kids Campout  
November



Schools Tree Day  
August



Faction Carnival - September



Australian Maths Competition Winners  
November

Book Week - September

