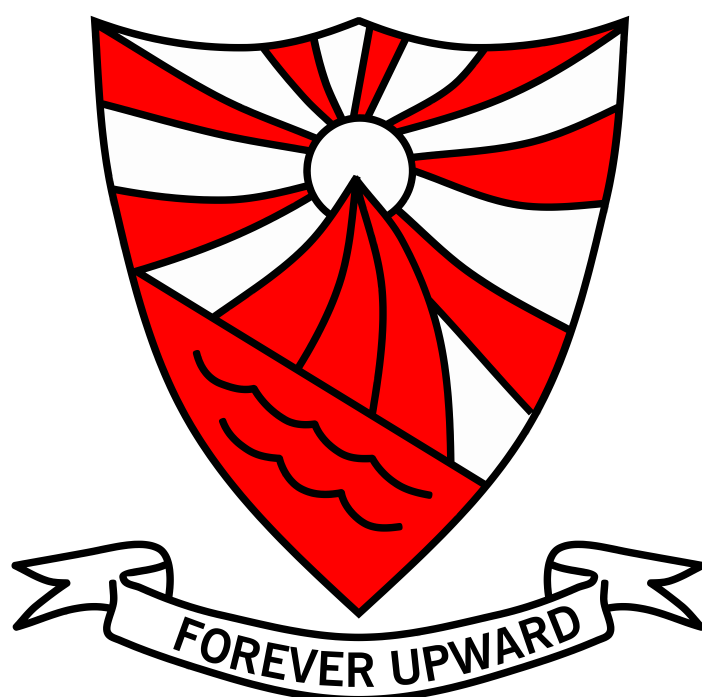


# **BALCATT PRIMARY SCHOOL**



## **ANNUAL REPORT 2023**

## FROM THE PRINCIPAL

It is with pleasure that I present the 2023 Annual Report. This report provides parents and the wider community with information about the school's activities and performance over the past year.

During 2023 the school continued to have many achievements, both inside and outside of the classroom. The growth in our students, both educationally and socially, has again been very pleasing. Of note are the amazing results achieved by our students in the Australia wide NAPLAN assessment (National Assessment Program for Literacy and Numeracy). Our students outperformed WA Public Schools in every area – an outstanding achievement. These results have been corroborated by our Progressive achievement Tests which demonstrate whole school growth that exceeds what is usually seen by students of the same age across Australia.

This is testament to our commitment to focus on things that research outlines makes an impact on a child's results. The pleasing educational outcomes of our students has been possible due to the hard work of a dedicated and professional teaching staff and the assistance of a supportive parent community. Our moral purpose is clear. Every child is capable of making excellent personal progress when they are engaged and motivated to make the required effort and provided with well targeted, challenging learning opportunities.

This report has been prepared by the Principal in consultation with the staff and school community.

## OUR SCHOOL COMMUNITY

Balcatta Primary School, situated ten kilometres North West of Perth in the suburb of Balcatta, first opened in 1964. The school, after reaching an enrolment of up to 800 students in the 1960s and 1970s, now has a very comfortable population of approximately 285 students (K to 6). The school is proud of its heritage, with its multicultural population of approximately 36 nationalities being represented (School of Many Nations). The students enjoy extra facilities such as Art/Craft, Music/Drama, Maths, Science Lab, Technologies and Computers.

The school also has a wonderful undercover assembly area with a very modern canteen. The school grounds are also very spacious, and this allows for student movement in a very productive and orderly manner. All our students enjoy refrigerated air conditioning in their classrooms thanks to the wonderful fundraising efforts of our P&C.

The school is staffed by a dedicated group of people with many years' experience, particularly with teaching students of multicultural backgrounds. The staffing profile includes the School Principal, Deputy Principals, Senior Teachers, Teachers, Manager Corporate Services, Library/School Officers, Education Assistants – Aboriginal Indigenous Educational Officer (AIEO) and School Chaplain – all committed to the school ethos of supporting the growth of each child to their fullest academic, social, cultural and physical potential.

"Decision Making" of the school is also enhanced through consultative processes, which involve both parents (School Board, P&C etc.) and staff. Parental involvement is very much encouraged in all aspects of school life.

## OUR SCHOOL ETHOS

Balcatta Primary School exists to support the growth of each child to his/her fullest academic, social, cultural and physical potential. Our **vision** is to develop independent learners who will have the necessary skills to cope with the furthering of their education and life within the community. The school is also strongly committed to the teaching of **values** across the curriculum so that everyone is treated with respect and fairness in a caring and supportive environment.

| Outcomes Sought for Students 2023                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Literacy                                                                                                                                                                                                                                     | Analysis                                                                                                                                                                                                                                                                                                                                 | Next Steps                                                                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>Increase the group median of each consistent cohort sitting on-entry testing (PP-Yr1, Yr 1 – Y2) in each literacy mode from 'at' the ICSEA median to 'at least 10 points above' the ICSEA.</li> </ul> | <b>P-1 (ICSEA)</b><br>R 523 (519)<br>W 430 (469)<br><b>1-2 (ICSEA)</b><br>R 545 (545)<br>W 572 (556)<br><b>Achieved in Reading P-1 and Writing 1-2.</b>                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Continue to embed early years synthetic phonics from K-2.</li> <li>Target teacher professional development in phonics and reading.</li> </ul>                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>Maintain 80% of students who have taken part in 6 months of intervention, to move from below 50%, to achieving at least 60% on their respective Sound Check Assessment.</li> </ul>                    | <b>Sound Check 1</b><br>50% achieved at least 60%<br><b>Target not achieved</b><br><br><b>Sound Check 2</b><br>33% achieved at least 60%<br><b>Target not achieved</b>                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Small group intervention using the explicit teaching model with embedded decodable readers is challenging with poor attendance and imputed disability.</li> <li>Continue with the Intervention Program for Years 1 to 3.</li> <li>Include decodable books for Years 4-6 where needed.</li> </ul> |
| <ul style="list-style-type: none"> <li>Achieve 60% of Stage 2 EALD students achieving a Level 4 or above on the EALD Progress Map in Speaking and Writing.</li> </ul>                                                                        | <b>Speaking</b><br>From 64% to 77%<br><b>Target Achieved</b><br><b>Writing</b><br>From 50% to 74%<br><b>Target Achieved</b>                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Continue to support teachers in using EALD strategies during oral and written tasks.</li> <li>Continue to use the EALD PM to monitor, assess and teach EALD students.</li> </ul>                                                                                                                 |
| <ul style="list-style-type: none"> <li>Increase the Group Mean of Reading and Writing NAPLAN testing (Yr 3 and Yr 5) to 'at' or 'above' Like School Means.</li> </ul>                                                                        | <b>Yr 3 Reading</b><br>Like School Mean – 401.75<br>School Mean – 418.37<br><b>Yr 3 Writing</b><br>Like School Mean – 417.53<br>School Mean – 453<br><b>Yr 5 Reading</b><br>Like School Mean – 496.13<br>School Mean – 517.23<br><b>Yr 5 Writing</b><br>Like School Mean – 488.54<br>School Mean – 490.42<br><b>All Targets Achieved</b> | <ul style="list-style-type: none"> <li>Use the updated NAPLAN Assessment Descriptors for the 2024 Targets.</li> </ul>                                                                                                                                                                                                                   |

| Numeracy                                                                                                                                                                                           | Analysis                                                                                                                                                                                                      | Next Steps                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Increase the group median of on-entry testing (PP - Yr 1, Yr1 – Yr 2) from 'at' or 'below' the ICSEA median to 'at' or 'above' the ICSEA median.</li> </ul> | <p><b>Not achieved</b><br/>P-1 (ICSEA)<br/>479 (508)<br/>(2022 PP below ICSEA mean and 2023 Yr1 below ICSEA mean)</p> <p><b>Achieved</b><br/>1-2 (2022 Yr 1 above ICSEA mean and 2023 Yr 2 at ICSEA mean)</p> | <ul style="list-style-type: none"> <li>Adapt Teaching For Impact Numeracy Structures with lesson design and daily warm-ups.</li> <li>Explicit instruction of Maths vocab</li> </ul>                                                                                                                      |
| <ul style="list-style-type: none"> <li>All teachers will incorporate hands on manipulatives in their classrooms while delivering numeracy lessons 80% of the time.</li> </ul>                      | <b>Ongoing</b>                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Focus on hands-on manipulative activities, problem solving&amp; collaborative learning strategies continues.</li> <li>Currently updating Maths resources with new purchases and improved resource management.</li> </ul>                                          |
| <ul style="list-style-type: none"> <li>Increase the Group Mean of NAPLAN testing (Yr 3 and Yr 5) to 'at' or 'above' Like School Means.</li> </ul>                                                  | <b>Achieved</b>                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Yr 3 Like School Mean – 407<br/>Balcatta School Mean – 450</li> <li>Yr 5 Like School Mean – 493<br/>Balcatta School Mean – 495</li> <li>2023 brought new changes to NAPLAN Proficiency Levels being measured as Exceeding, strong, Developing and NAS.</li> </ul> |
| STEAM                                                                                                                                                                                              | Analysis                                                                                                                                                                                                      | Next Steps                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>All teachers instigate one integrated Digital Technology design cycle each Semester and use an agreed rubric for moderation.</li> </ul>                     | <b>Achieved</b>                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Plan for moderation activities to support consistent judgements.</li> <li>Continue to use the STEM Contexts PAT Year 5-6 tests to monitor student progress.</li> </ul>                                                                                            |

Being the third year we have had SMART targets in a business plan with operational targets associated with them, we are honing our ability to set targets based on data evidence and research. As we move beyond 'minimum standard' targets and push into 'aspirational targets', it is to be expected that we will not always meet them. We have taken these skills into the targets set for 2023.

## **SPECIAL SCHOOL PROGRAMS**

### **Music**

All students from Year 4 to Year 6 had the opportunity to join our school choir which performs with great pride at assemblies, special occasions, music festivals and other outside agencies. The choir performed at the ANZAC service in term one and at the graduation ceremony at the end of the year.

### **Instrumental Music Program**

Balcatta PS has provided select year 5 and 6 students to participate in Classical Guitar lessons through the tuition of the School of Instrumental Music program. Students are required to attend weekly lessons to develop their performance skills and theoretical knowledge. This allows them to perform in school events such as assemblies and end-of-year concerts.

### **Italian Language**

Our Italian program ran across Year 3 to Year 6 and focused upon developing an appreciation and acceptance of other cultures, as well as an ability to communicate effectively in another language.

### **Dance**

All students from Pre-Primary to Year 6 had the opportunity to undertake dance lessons (Edu-Dance) which concluded with a performance at the end of the program.

### **Chaplaincy Program**

The school is provided with a part-time Chaplain who supports the well-being of staff, students and the wider community. Activities which are co-ordinated by the Chaplain include lunch-time activities, breakfast club, a playgroup for toddlers and the Values programs.

### **English as an Additional Language or Dialect Program (EAL/D)**

The school supports students from culturally and linguistically diverse backgrounds through the delivery of research-based whole school literacy programs and dedicated support staff. Harmony Day is celebrated each year to highlight our School of Many Nations.

### **Library**

Our school has a fully automated new library and students are provided with regular weekly library and research skill lessons. The P&C has also provided valuable funding to increase the Fiction and Non-Fiction books in the library over the past few years including the purchase of new book cases, furniture and colourful floor mats for our junior students.

# THE ARTS

## Performing Arts – (Music)

Music at Balcatta Primary School in 2023, involved a structure where students were exposed to a variety of musical experiences as performers and audience members, where they were given the opportunities to interpret and apply the elements of music in a way that developed their confidence to be creative and analytical musicians. The goal is for children to not only become musically literate, but to develop their abilities to express themselves musically in future years. Using a variety of movement, instrument-based activities and games allow for all students who learn differently to develop an understanding of the concepts being covered.

Students were given an opportunity to learn musical concepts through group activities with drumming, partner work and group work creating and inventing their own music, singing and performance. Music lessons used games and many movement activities to solidify musical concepts. Movement to music using the Eurythmics model gives students an opportunity to learn about musical concepts through movement. Use of drumming in drum circles gives students an opportunity to develop a sensitivity to others and an opportunity to create in the moment music.

Information is gathered in the following ways:

- Community feedback
- Anecdotal and formal evaluation of students' levels of achievement during music lessons
- School reports
- Student feedback
- Standardized testing in year four for the instrumental program in years 5 and 6
- Teacher feedback

## What We Found

### Performing Arts – (Music)

- The choir performed at the ANZAC service in term one and at the graduation ceremony at the end of the year.
- The choir participated in the Massed Choir Festival at the Perth Concert Hall with close to 90 students from Balcatta taking part in this concert.
- Junior primary students participated in developmental based lessons that used games to consolidate the concepts of beat, rhythm, pitch and the beginnings of musical literacy. There was a focus on responding to music with students examining how we change music to convey feelings and mood. They were able to use percussion instruments to improvise rhythms both in small groups and in the class drum circle. Children in junior primary began learning to play the ukulele.
- Students in middle primary continued this progression, using percussion to create their own music in group work. There was a focus on responding where students studied in greater detail how the elements of music are used to convey both feeling and mood. Both students in middle and senior years were involved in movement-based activities helping to solidify musical concepts..

## **Future Directions**

### **Performing Arts – Music**

- The music program continues in 2023 with an emphasis of students being exposed to a variety of musical experiences as performers and audience members. A continued focus on responding in terms of how we use the elements of music to convey mood and feeling.
- The school choir will be preparing songs from the Massed Choir Festival 2024 to perform in their own music concert at school later in the year. The choir will perform at the ANZAC ceremony and the year six's graduation at the end of the year.
- Students in year 4 will be tested and selected for the school's instrumental music guitar program which will continue for the current year fives and sixes.
- Students will participate in classroom group composition work using elements of music to create mood and feeling.
- Students will participate in drumming experiences that will include drum circle facilitation and Rhythm to Recovery activities.
- Students will build on their ukulele playing from the previous year by continuing to learn new chords and strumming techniques.

### **Visual Arts**

All students from year 1 to 6 participate in a Visual Art program that is based on the Western Australian Curriculum. Students reflect on the work of varying artists and explore how it influences society and their own artworks. They select from a range of elements, materials and mediums to create original artworks. Students learn a variety of techniques and forms such as sculpture, mixed media, media arts, clay, printing, textiles, drawing and painting.

The goal is for students to develop their critical and creative thinking through working collaboratively with others on whole school art projects as well as on independent artworks. Student's artwork will be displayed for parents in the in the art room, fortnightly newsletters and around the school.

Information about the student's progress is gathered in the following ways.

- School reports.
- Student feedback.
- Teacher feedback.
- Using SCSA for judging standards.
- Photographing artwork for assessing purposes.
- Moderating with other art teachers to assess student work.

## **What We Found**

### **Visual Arts**

- Each term students create an independent artwork and take part in a school collaboration artwork.
- Each year group created these in Semester 1.
  - Pre-Primary Painted Dot artworks discovering themselves as an artist.
  - Year 1 created colourful love hearts learning line and drawing skills.
  - Year 2 drew, then painted, large scale abstract portraits and were inspired by the young artist Andres Valencia.
  - Year 3 researched the Japanese artist Yayoi Kusama and drew pumpkins. Several art elements were covered in this sequence of lessons including line, shape and space.
  - Year 4 were inspired by the Impressionist artist Monet and painted waterlily bridges. Experimentation with colour mixing and creating depth in art was our focus.
  - Year 5 created landscape artworks of Rottnest Island with chalk/oil pastels. Their main focus was special awareness in art and creating texture using their mediums.
  - Year 6 drew dragon eyes. Their main learning intention was to create depth and a 3D effect using value in colour.
- Each Student from Pre-Primary - year 6 each created a poppy for the Anzac Day ceremony school wreaths.

## **Future Directions**

### **Visual Arts**

In Semester 2, 2024 the art department will focus on creating independence and confidence in every student to become the best artist they can be and let their imaginations flourish. Each term, all year groups will learn about and be inspired by an artist, which will then be integrated into lessons based on the Western Australian Curriculum and our Talk for Writing topics.

The Visual Arts Program will focus on encouraging students' critical and creative thinking, as well as improve their 'making then responding' skills and strive for their best through artistic self-expression and reflection.

Upcoming projects include:

- Incursion with a local artist teaching upper primary students' new skills in drawings and painting.
- NAIDOC week art activities with all year groups inspired by Indigenous artists.
- In Term 3, year 5/6's will be involved in the Balcatta High School community Primary School Art competition focusing on the theme, "Flora and Fauna".
- Term 3, all year groups will create a clay artwork creating unique sculptures.
- Art show during Open Night for parents and teachers showcasing all student work.
- Year 6 volunteer Art Lunch hub. Students are taught art techniques preparing them for Visual Arts in High School.
- Art awards to be continued in term 4.
- A school mural will be started in term 4 with the PALS grant funding for all year groups to participate in.

# ENGLISH

Monitoring of school performance in English is achieved through:

- NAPLAN (National Assessment Program)
- EAL/D Progress Maps
- Student reports
- Bright Path Assessment
- On-entry Testing and PAT Data

## NAPLAN results compared to WA Public School Average:

| NAPLAN                         | Writing |        |
|--------------------------------|---------|--------|
|                                | 2023    |        |
|                                | Year 3  | Year 5 |
| School Average Score           | 453     | 490    |
| WA Public School Average Score | 408     | 474    |

| NAPLAN                         | Spelling |        |
|--------------------------------|----------|--------|
|                                | 2023     |        |
|                                | Year 3   | Year 5 |
| School Average Score           | 453      | 511    |
| WA Public School Average Score | 396      | 485    |

| NAPLAN                         | Reading |        |
|--------------------------------|---------|--------|
|                                | 2023    |        |
|                                | Year 3  | Year 5 |
| School Average Score           | 418     | 517    |
| WA Public School Average Score | 390     | 484    |

| NAPLAN                         | Grammar & Punctuation |        |
|--------------------------------|-----------------------|--------|
|                                | 2023                  |        |
|                                | Year 3                | Year 5 |
| School Average Score           | 454                   | 497    |
| WA Public School Average Score | 397                   | 487    |

## What We Found

- Focus on effective pedagogical practice has demonstrated continued high achievement in both Reading and Writing in Yr 3 and Yr 5, where we are achieving above the WA Public School average.
- The T4W Program continues to support students' writing goals, resulting in students being more accountable for their learning.
- The K - 1 Synthetic Phonics Program supports quality teaching practice in the early years which is reflective in on-entry data.
- The Soundwaves Spelling Program (Yrs 2 – 6) in conjunction with explicit teaching of Grammar and Punctuation, continues to give a whole
- The Early Intervention Program in the Junior Primary area supports students at educational risk and is reflective in the small percentage of students who achieve below the school average.

## Future Directions

- English to remain a priority area - focus to be on Synthetic Phonics and Reading.
- Continue Language and Literacy support across the curriculum (support provided where necessary).
- Intervention and phonological awareness programs to assist with spelling, language and speech development to be continued in the Junior Primary area.
- Collaborative planning as needed to adjust and modify programming to meet the needs of all students.
- Continued use of EAL/D Progress Maps for monitoring and reporting on eligible EAL/D students (support provided where necessary).
- Individual and Group Education Plans to be continued for students at educational risk.
- Explicit teaching pedagogical model to be applied to classroom practice.
- Extend the synthetic phonics program from K-1 to Year 2.
- Continue to follow Talk 4 Writing and assessment schedules.
- Additional reading resources have been purchased to cater for students who struggle in reading e.g. Springboard & Decodable Readers.
- Review reading resources and programs to develop a consistent whole school approach.

# MATHEMATICS

Monitoring of school performance in Mathematics is achieved through:

- NAPLAN (National Assessment Program in Numeracy)
- Teachers' anecdotal records
- Student reports
- Whole school PAT testing (Term 4)
- On entry assessment PP - Yr. 2 (Term 1)

## NAPLAN results compared to WA Public School Average:

| NAPLAN                         | Numeracy |        |
|--------------------------------|----------|--------|
|                                | 2023     |        |
|                                | Year 3   | Year 5 |
| School Average Score           | 450      | 495    |
| WA Public School Average Score | 398      | 480    |

## What We Found

- NAPLAN Numeracy targets were achieved in 2023 with Year 3 and Year 5 school average achieving above the WA Public School Average Score.

## Future Directions

- Origo Stepping Stones Maths Program (on-line) to be implemented from Pre-Primary to Year 6.
- Promote Maths through STEAM activities.
- Students at risk, particularly EAL/D and Indigenous backgrounds to be catered for through IEPs and GEPs.
- Continue to integrate Maths into other learning areas, e.g. Science, Literature, Reading, Health etc.
- Greater use of ICT to facilitate teaching strategies, e.g. interactive boards and computers.
- Update numeracy teaching resources and consumables, as required.
- The on-line "Mathletics Curriculum Support" programme is extensively used in classrooms during computer time and by students at home (Mathletics).
- Incorporate 'hands on' learning in all maths lessons across PP – Yr 6.
- Explicit teaching model to be followed in conjunction with manipulatives.
- Teaching for Impact (TFI) structures embedded in numeracy pedagogy.
- Common mathematical language is being taught throughout the school and will continue to be embedded in 2024.

# HEALTH & PHYSICAL EDUCATION

The success of the Health & Physical Education program is monitored by:

- Observing student participation and attendance.
- Student reports.
- Performance at school and interschool levels.
- Teacher assessments and anecdotal records.
- SIS – Managing Student Behaviour records.

## What We Found

- Swimming program very well attended with above 90% attendance (2023).
- Running Club successful with improved performance at interschool and facilitated positive relationships across all years.
- Promotion of healthy eating continued successfully, i.e. 'Sip & Crunch' program.
- New sports equipment purchased through Sporting Schools Grant (received Terms 2 & 4) and school budget has greater participation such as students using soccer goals at lunchtime.
- Edu-Dance lessons for PP – Yr 6 continued culminating in a concert for parents.
- Faction points used as behaviour rewards in class and playground with a termly 'Sausage Sizzle' reward.
- Purchases of sports equipment for the younger years has been incorporated into Physical Education Programs.
- Upgraded jump pits used for athletic carnivals.
- Participation in Winter Carnival provides a friendly competition and opportunity to practise sportsmanship.
- The addition of the big fan in the undercover area has provided more needed relief from the heat during sports session.

## Future Directions

- Continue before school running for all years in terms 2,3 and 4.
- Continue to develop Physical Education Program throughout the school so students are exposed to and learning to play new sports.
- Apply for Sporting School Grants (terms 2 and 4).
- Continue the In-term Swimming and Edu-Dance programs.
- Continue faction points in class and the playground for good behaviour.
- Promote and continue to introduce special days – 'Walk to School'.
- Consider role of new Chaplain – Virtues, Buzz, Health & Values programs.
- Reflect how Protective Behaviours are being taught throughout the school and consider whether there needs to be a whole school approach (i.e. Term 2 Health and using Education Department resources such as:  
[\(Access protective behaviours resources - Ikon - The Department of Education\)](#)
- Imbed a whole school values program as part of health Lessons

# HUMANITIES AND SOCIAL SCIENCES (HASS)

The success of the Humanities and Social Sciences program is monitored by:

- Teachers' tests and anecdotal records.
- Student reports.
- Observing wider community involvement in relevant activities.
- "Values" program.

## What We Found

- Multicultural activities during the year have involved some wider community members who have helped the students understand and appreciate cultural diversities. (i.e. Harmony Day).
- The "Values" program has developed student awareness of social values.
- Excursions/incursions provide students with an excellent opportunity to apply skills and values.
- The majority of students continued to achieve very well.
- Increasing use of the internet and technology to source information and diversify presentations.

## Future Directions

- Humanities & Social Sciences knowledge and skills to be continually reinforced/integrated into other learning areas as well, such as Maths, Talk 4 Writing etc.
- When relevant, an increased level of access to audio/visual resources to be made (e.g. via the internet and interactive boards).
- Continue giving councillors and faction captains the opportunity to develop civic responsibility and to extend this civic responsibility opportunity, when relevant, to class representatives and elected committee members in Year 6.
- Participate in Harmony Day and NAIDOC Week activities with community involvement.
- Values program to be reviewed with community consultation.
- WA Week activity to highlight WA's history.
- Provide excursions/incursions (school subsidised) that broaden Humanities & Social Science experiences.
- Continue to upgrade resources as required.
- Continue to upgrade access to information and storage via a diversity of resources i.e. computers, iPads, Science Lab, Library etc.
- Continue to fundraise as a social obligation to community groups e.g. Radio Lollipop, sustainable garden produce, Jeans for Genes Day etc.

# ITALIAN LANGUAGE

## About the Program

Throughout 2023 the students from Years 3 to 6 have been exposed to a variety of stimulating and engaging learning experiences designed to foster their appreciation and understanding of the Italian language and culture. Building on the students' intercultural understanding, supports our school's ethos of respect for diversity and difference, encouraging openness to different perspectives. The structure of the program is flexible and caters for varying ability levels. The teaching and learning program is aligned within the Western Australian Curriculum for Languages.

The success of the ITALIAN program is monitored using:

- Feedback from parents, teachers and students.
- Year 3 to Year 6 assessments focussed on oral and written responses.
- West Australian Curriculum guidelines.
- Specialist collaboration meetings that support whole school planning and ensure integration with other learning areas.

## What We Found

- The majority of students achieved the student outcomes as required in each year level.
- The Italian course from Years 3 to 6 is devised by the Italian Specialist teacher, considering the needs, level and interest of students, in accordance with the Australian Curriculum Guidelines.
- Teaching Italian incorporates a wide range of skills (oral listening, reading, responding, viewing, writing, games and songs).
- EAL/D students gain confidence and get the opportunity to experience success. They are willing to participate orally and gain a better understanding for the system of our own language.
- Our EAL/D students further enrich the cultural understanding of the Italian Language Program.
- Italian was seen as a relevant, important learning area. Students were able to relate to members of the community using skills learnt in Italian Language classes.
- A thematic approach for each year level supports acquisition of new vocabulary and concepts.
- The lessons are centred around topics that are engaging and relevant to every child such as numbers, colours, family, food, animals, weather, travel, sport, clothing and classroom objects and instructions.
- Incursions including 'Suitcase Stories' that celebrate the cultural diversity of our school community.
- Digital technology (iPads, computers, smartboards) are incorporated into each lesson to further develop oral and aural language skills.

## Future Directions

- Maintain and consolidate the current program.
- Continue to incorporate and make links to other curriculum areas.
- Continue to update resources and create an Italian resource pool, organised into themed boxes.
- Collaborate with other schools in monitoring standards.
- Work in greater partnership with the community, bringing greater relevance to the program.
- Continue to collaborate with Italian specialist teachers for monitoring and assessing student work.
- Organise a variety of interesting and engaging incursions and excursions.
- Creative art projects designed to foster the appreciation and understanding of Italian language and culture.

## TECHNOLOGIES

The concept of having a computer lab, iPads and computers in the classroom is to develop and enhance the children's education by using ICT in all curriculum areas. The nature and scope of ICT capability is responsive to ongoing technological developments. Students develop knowledge, skills and dispositions around ICT and its use and the ability to transfer these across environments and applications.

**Design and Technologies** actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies context.

The success of the **Design and Technologies** Program is monitored by:

- Teacher observation of students' Technologies related skills such as: design, construction, evaluation of projects, ability to modify designs & group participation.
- Level of student's participation in a wide range of STEAM activities, such as building bridges, solar & wind powered structures, dwellings made of natural materials, paper planes and air powered rockets.

**Digital Technologies** provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge.

In **Digital Technologies**, the students have been using digital systems to support new ways of collaborating and communicating solutions. Desktop computers and iPads are used as tools to enhance innovation. Some coding programs used include Dash, Dot, Spheros, BeeBots, Osmo and Scratch.

## What We Found

- Shared use of iPads to enhance learning across the curriculum.
- Use of computer lab. continues to be popular and heavily timetabled with the opportunity for whole class participation.
- Multimedia equipment usage has continued to increase across the curriculum.
- The usage of internet broadband access is diversifying the programs being accessed by staff and students. e.g. visual demonstrations as hooks for engagement and interactive activities.
- Students showed a consistent enjoyment of the activities & demonstrated increasing skill in the use of Technologies tools & materials.
- Teachers are upskilling themselves in their knowledge of Digital Technologies through Professional Development courses & self-investigation. e.g. Apple Teacher.
- Students are highly motivated in computer programming (coding) when their codes are used to make robots follow their instructions.  
These robots include Dash, Dot, Edison, Sphero and Beebot robots.
- Purchased programs, such as Mathletics & Soundwaves continue to be a successful whole school approach and help increase children's interest.
- Continue to upgrade technology to keep teachers upskilled.
- Continue to implement the Technologies Curriculum through the W.A. Curriculum & Assessment Outline (P-10).
- Teach online safety and cyber security through eSafety Commission.
- Teams App used to communicate amongst staff.
- Seesaw App used to engage student learning, communicate to parents and showcase student learning across the curriculum.

## Future Directions

- Teachers with iPads to use "redefinition apps." each term.
- Plan, assess & resource through STEAM Curriculum Leaders.
- Continue to provide resources and equipment based on teacher requests.
- Integrate technology as a tool for learning through SAMR model.
- In-servicing & professional development for all staff in personal computer use, reporting to parents/administrative duties via computer as required.
- Continue to purchase computer programs as required.
- Continue to timetable computer lab so maximum use can be made of it.
- Purchase & upgrade computers in classrooms.
- Increased staff and students' familiarity with interactive boards & safety aspects (OHS).
- Improve the ergonomics of the computer use. Ensure all computers are multimedia capable (headphones).
- Using digital technology in S.T.E.A.M education projects.  
This includes coding & robotics.
- Continue to use Seesaw to build home/school relationships and provide multi-modal opportunities for students to respond to activities across the curriculum.

# SCIENCE

The success of the Science program is being monitored by using:

- Student reports.
- Teacher anecdotal records etc.
- Checklists and rubrics – diagnostic, formative & summative assessments.
- PAT assessments Yrs. 4-6

## What We Found

- Excursions/incursions (Scitech etc.) provided students with an excellent opportunity to apply their science skills.
- Students show enjoyment of science activities with improved skills being demonstrated through the use of Primary Connections, Inquisitive and Integrated STEAM activities throughout the curriculum.
- The majority of students continued to achieve very well.
- Integration of STEAM throughout other learning areas increased student achievement and engagement.

Whole school purchases of Design and Technology Resource Books assist teachers with their planning and teaching of the Technologies curriculum. Resource Inventory system works well to keep track of resources and whereabouts of Primary Connections Resources, Digital Technologies and Robotics.

New science furniture to accommodate larger class sizes, and all student needs. New interactive board enhances learning opportunities for the students and enhancement of lesson deliverance.

Set of iPads are useful for larger classes during science or integrated STEAM lessons.

## Future Directions

- Continue integration of Science/STEAM across the curriculum, where possible.
- Teachers to share ideas and collaborate on STEAM design cycle.
- Continue update of materials and equipment in 2023.
- Increased use of digital technology, e.g. internet research, digital microscopes, interactive boards etc.
- Continue use of composter and gardening tools to teach students more about sustainable living.
- Implementation of the Science Curriculum from the West Australian Curriculum and Assessment Outline.
- Continue to develop strategies to become a more sustainable school.
- Continue REmada Membership for all staff to access.
- Multimedia equipment usage has continued to increase (e.g. camera, data projector) in all curriculum areas.

- Internet broadband access in all areas in the school K - 6 and administration.
- The usage of internet broadband access is diversifying the programs being accessed by staff and students, e.g. visual demonstrations, how matter behaves.
- ClickView membership provides a digital resource for all staff to access.
- An IT contract is in place. Most technical problems solved by staff members.
- The IT Education Dept. helpline provides technical support.
- Purchased programs such as Mathletics and Soundwaves continue to be successful and help increase children's interest.
- Class gardens to be maintained and then harvested for school sales.
- Reorganise and continue to update materials and equipment for science projects and experiments.
- Continue use of inventory system to track Primary Connections Resources, Digital Technologies and Robotics.
- Purchased a 3D printer (2022) for students to use and integrate into their STEAM projects.

## INCLUSIVITY & DIFFERENCE

### Indigenous Students

Approximately 7% of our school population identify as indigenous. These students and their families are supported within our EAL/D Program as well as through the AEIO (0.2FTE).

### Students with Special needs

Approximately 3% of our school population have a diagnosed disability and a further 15% have learning difficulties, disorders or behavioural challenges. These students are supported through an inclusive approach where their learning and well-being is tailored to their individual needs and the curriculum differentiated accordingly within a whole class setting. The school employs Special Needs EA's to assist the class teacher to achieve their specific goals. Additionally, the School Psychologist works in collaboration with the Deputy Principals and teachers to help identify and employ appropriate strategies for students with special needs.

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

Balcatta Primary School continues to provide support in learning English for students from diverse language and cultural backgrounds.

Currently, the EAL/D students within the program comprise approximately 67% of the total school population (includes Kindy & PP). EAL/D support focuses on Stage 1 and Stage 2 students. Stage 1 students are those in their first year of compulsory schooling in Australia and Stage 2 students are those in their second year of schooling in Australia. Students in Stage 3 have received support for three or more years.

The following table indicates the percentage of EAL/D students in each stage of the program (P - 6).

| Stage 1<br>(First year of support) | Stage 2<br>(Second year of support) | Stage 3<br>(Three or more years of support) |
|------------------------------------|-------------------------------------|---------------------------------------------|
| 18%                                | 28%                                 | 54%                                         |

Balcatta PS aims to provide support, resources, linguistic and cultural information for teachers and students in an inclusive manner. Furthermore, Balcatta PS promotes collaboration with the whole school community in assisting families from culturally and linguistically diverse backgrounds.

Harmony Day is a highlight of the year where many Balcatta Primary School parents unite to celebrate their cultural heritages. Parents are invited to join the school assembly and watch classes perform items from around the world and listen to the choir sing songs from various countries. This event is usually a culmination of activities and learning programs which had been taking place in the classroom leading up to Harmony Day. Such things as different cultural festivals, food, clothes and sports are discussed.

The EAL/D Progress Map is used to track the progress and achievement of EAL/D students. All students in the program are monitored on this Progress Map in the modes of Listening, Speaking, Reading and Viewing and Writing. Reports are provided in Semesters One and Two.

The following table indicates the percentage of students at each level according to their stage.

|         | Levels 1-2<br>(Emerging Levels) | Levels 3-4<br>(Beginning Levels) | Levels 5-6<br>(Developing Levels) |
|---------|---------------------------------|----------------------------------|-----------------------------------|
| Stage 1 | 41%                             | 59%                              | 0%                                |
| Stage 2 | 10%                             | 38%                              | 53%                               |
| Stage 3 | 0%                              | 40%                              | 60%                               |

This data highlights that the school is developing the literacy needs of the EALD students to a proficiency level where they can access age-appropriate mainstream curriculum after two-three years of Australian schooling.

## Early Intervention

Students requiring additional support in the early years, identified through on-entry testing and standardised assessments, will be offered a place in the Intervention Program which focusses on synthetic phonics, spelling, reading and writing skills at their level. The program operates for 45 mins, 4 times per week and is delivered by a trained staff member.

## **STAFF DEVELOPMENT**

All teaching staff at Balcatta Primary School meet the professional requirements to teach in Western Australian public schools and are registered with the Teacher Registration Board of WA. During the year, all teaching staff were engaged in professional learning activities, including the continuation of the implementation of the Australian Curriculum through the familiarisation of the WA Curriculum and Assessment Outline, updating skills and knowledge in the learning areas of Reading, Writing, Spelling, Technologies, STEM (coding) and Student Well-being through Protective Behaviours, Talk 4 Writing, Bright Path and Team Teach PD etc.

In 2024 teachers will continue to update teaching strategies in classroom management skills (C.M.S) and continue with the implementation of the Australian Curriculum through the familiarisation of the WA Curriculum & Assessment Outline, updating skills and knowledge in the learning areas of Phonics, Reading, Writing, Oral English, Mathematics, Digital Technologies, STEAM, Student Well-being and First Aid Training etc.

## **ATTENDANCE**

The Department of Education collects information on student attendance rates on a yearly basis. A comparison with attendance rates in other schools across the State in 2023 shows that the overall student attendance rates at Balcatta Primary School are above other schools at 90%. Overall, the attendance rate of all our students is high.

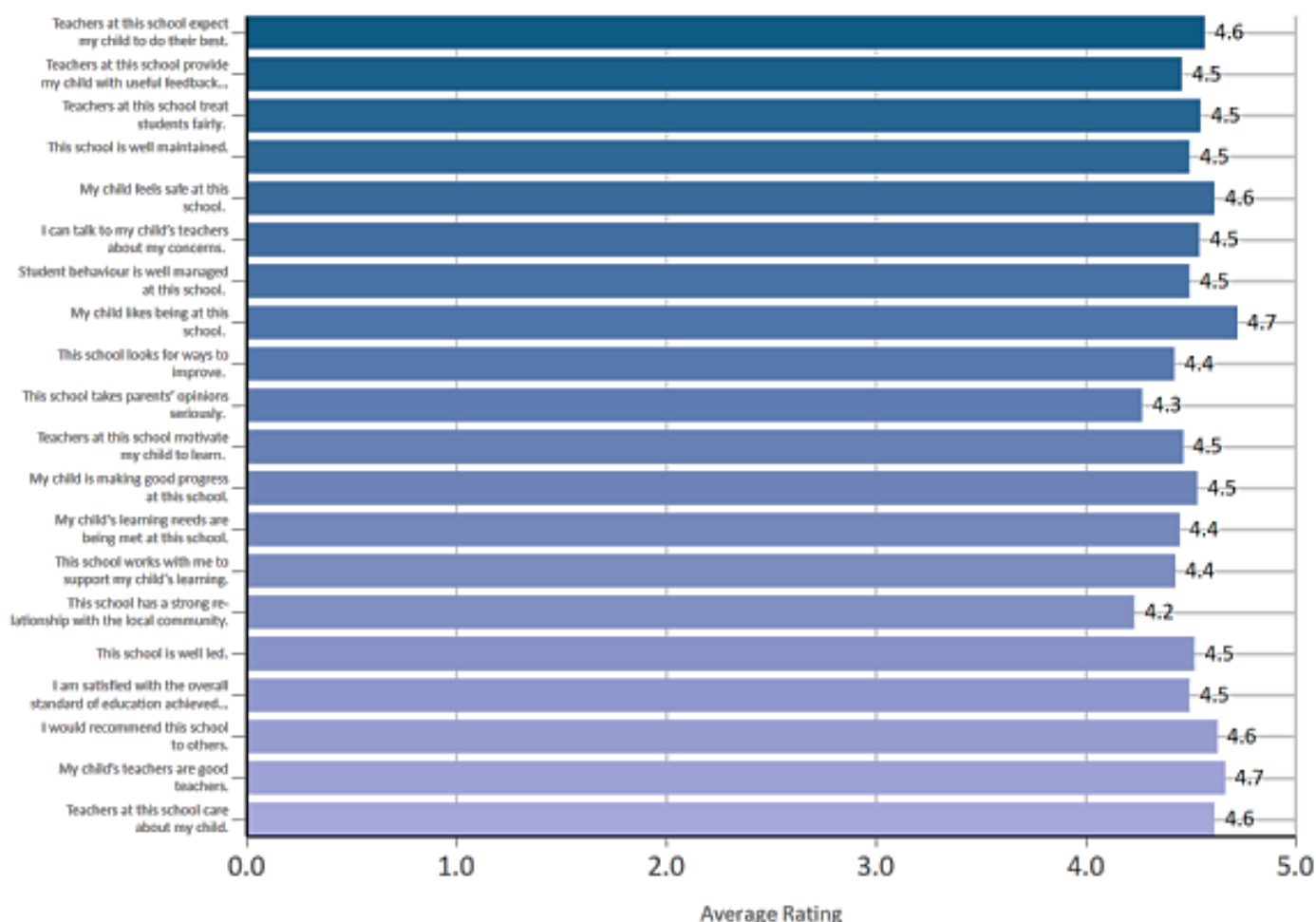
## PARENT, STUDENT & TEACHER SATISFACTION

The school collects information through various ways, i.e. surveys, meetings, assemblies, interviews, classroom discussions etc. to gauge the level of satisfaction that its clientele (i.e. parents, students and staff) has in regard to the school.

‘The National School Opinion Survey’ is used by all schools throughout Australia to survey their parents, staff and students on various aspects relating to the performance of the school every two years. We conducted our National Opinion Survey in 2022 with pleasing results. (Our next survey will be conducted in 2024).

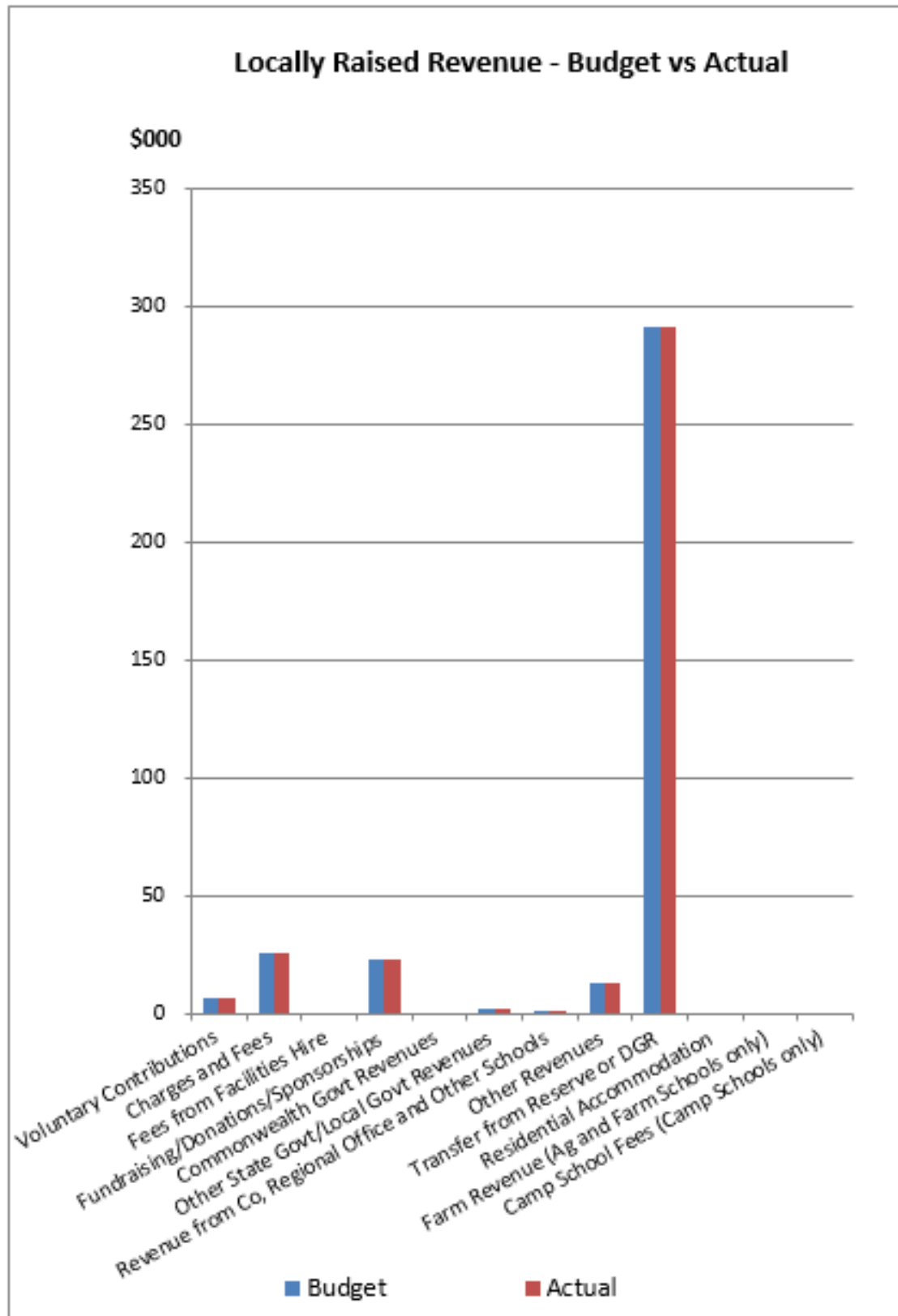
We had a large response rate across all areas of the school. As show by the graphs below, the majority of parents are very satisfied with the school in the areas surveyed. It was very pleasing to note that approx. 94% of parents indicated that their child is making good progress and like being at the school and 92% were satisfied with the educational standards achieved at the school. The Survey also included our strong relationships with the community and 92% of parents feeling the school is well led.

The results that more than 96% of parents say their child likes being at the school was backed up by strong student survey data.

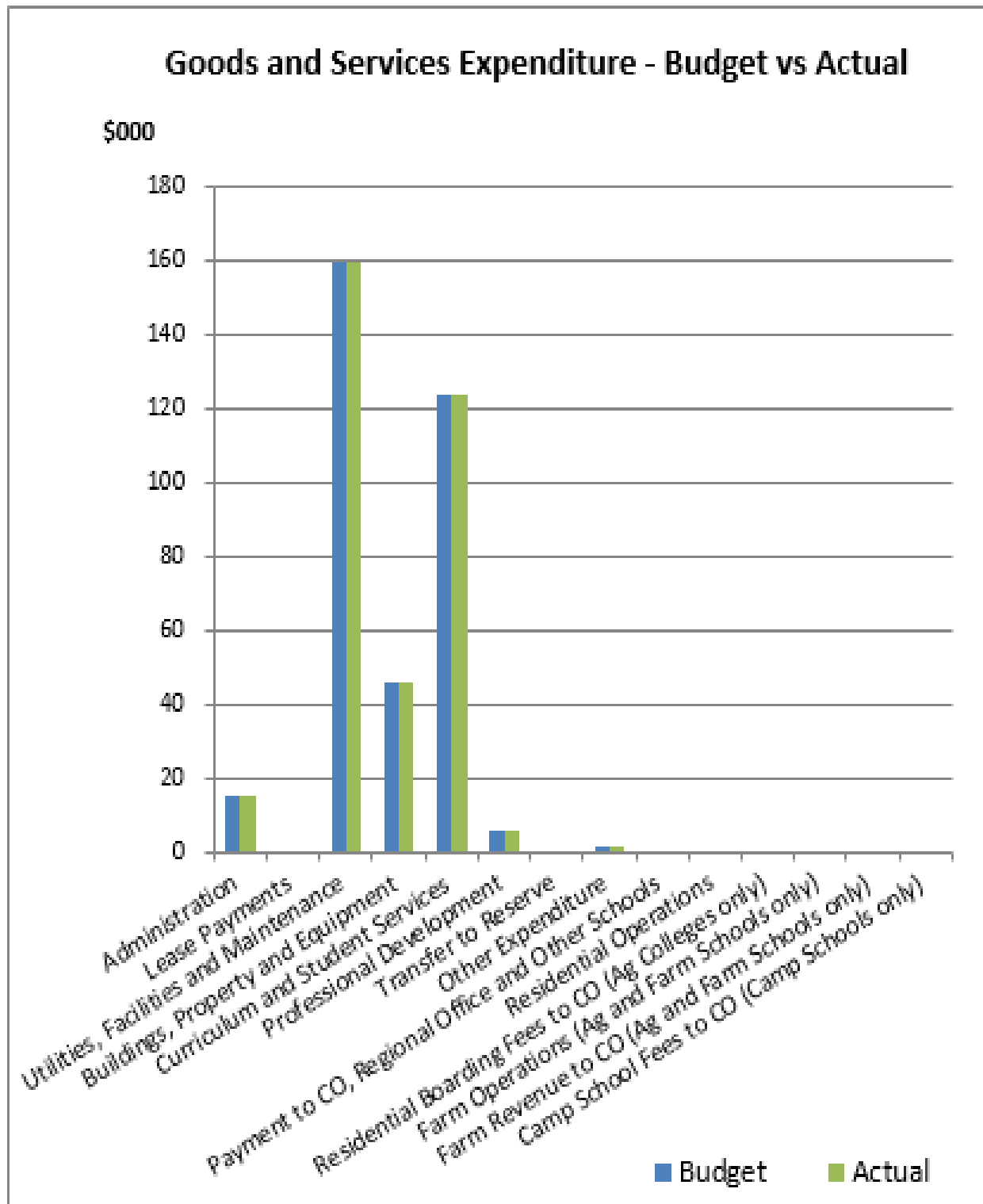


# SCHOOL BUDGET

## Revenue Source



## Expenditure Purpose



## SCHOOL IMPROVEMENT TARGETS

As part of the school's continued improvement strategy, the following improvement targets have been developed because of the school's self-evaluation and are set against achievement standards and comparative data of like schools, all WA Public schools and all Australian schools. This forms the basis of our first business plan after moving to IPS status and provides an ambitious vision for the future of our school (2021-2024).

### Provide targets

- P 1.1 reduce our Greenhouse footprint by 20%, as evidenced by the Climate Clever Measurement Tool.
- P 1.2 move the "regular" attendance rate from 79% to 85%.
- P 2.1 use the Zones of Regulation Program effectively in every classroom with 70% of students able to articulate age-appropriate concepts, evidenced by Classroom Walk Throughs and Teacher Surveys.
- P 3.1 increase the number of staff who believe our school has a culture where mutually respected relationships are promoted and valued from 71% to 85%, as evidenced in the School Culture Self-Assessment Survey – Staff.

### Connect Targets

- C 1.1 increase effective feedback to students from 3.69 to 4.1, measured through student voice collection methods and the Be You survey.
- C 2.1 move the number of school community members who believe the school council operates effectively from an average of 3.8 to 4.1, evidenced by the School Assessment Survey – Staff.
- C 2.2 increase the number of parents believing that the school has strong ties with the local community from 76% to 90%, measured in the NSOS.
- C 3.1 move the number of staff who believe the Aboriginal Cultural Standards Framework informs our culturally responsive whole school planning from 38% to 80%

### Leadership Targets

- L1.1 80% of staff can accurately identify school leaders and their roles and responsibilities, as evidenced in the NSOS.
- L 2.1 80% of teachers will plan for SAER, as evidenced in their daily programming.
- L3.1 demonstrate our NAPLAN three-year average mean score to be increased further above the like school average from their current starting points as evidenced in whole school planning in;
  - 3.1.1 Reading
  - 3.1.2 Writing
  - 3.1.3 Numeracy

- L 4.1 move our teacher judgements to within .3 standard deviation from their current starting points, and 10% WA mean when compared to NAPLAN as evidenced in whole school planning.
- L 5.1 increase the number of staff strongly feeling they receive useful feedback about their work from 27% to 40%, as evidenced by staff surveys.
- L 6.1 increase the number of staff who believe school leaders effectively lead the school improvement cycle from 57% to 70%, as evidenced by the school Assessment Survey – School Leaders.

### Teaching Targets

- T 1.1 increase our percentage of Year 1 students achieving their goals in on-entry testing, as evidenced in whole school planning in;
  - 1.1.1 Speaking and Listening
  - 1.1.2 Reading
  - 1.1.3 Writing
  - 1.1.4 Numeracy
- T 2.1 demonstrate our PAT three-year average mean scaled score to be above research outlined means, as evidenced in whole school planning in;
  - 2.2.1 Reading
  - 2.2.2 Grammar and Punctuation
  - 2.2.3 Numeracy
  - 2.2.4 Science
- T 2.2 increase the percentage of Stage 2 EALD students who obtain a Level 4 or above in Speaking and Writing by the end of Year 2, from 50% in Speaking and 67% in Writing to 70% in both Speaking and Writing, as evidenced by the EALD Progress Map.
- T 3.1 increase the number of teachers who believe we have a whole school pedagogical framework designed to help achieve the learning outcomes that we intended for our students from 64% to 85%, as evidenced by the School Assessment Survey – Staff.
- T 3.2 increase effective feedback to students measured through student voice collection methods resulting in 80% of students being aware of where they are, where they are going and how to get there.
- T 4.1 maintain 80% of students who have taken part in 6 months of intervention with the Sound Check Program, to move from below 50%, to achieving at least 80% on their respective Sound Check Assessment.