Baynton West Primary School Song

We’re Baynton West and we strive for our best
Working hard, aiming high, ‘til we reach the sky
We’re Baynton West and we strive for our best
Look at us we’re learning all the time

With collaboration and harmony
We’re building our future strong
With fearless determination we try
Never give up, we can do no wrong

We’re Baynton West and we strive for our best
Working hard, aiming high, ‘til we reach the sky
We’re Baynton West and we strive for our best
Look at us we’re learning all the time

Like the Mulla Mulla petals we’re resistant and strong
Like the Ashburton Pea we adapt
We’re a sea of purple in a big red land
Baynton West, we’re on the Pilbara map!
Once again 2015 was a busy year for the School Board. As well as our usual core business, we also had many other events to attend. Firstly there was the nomination of Lisa Ledger for Principal of the Year, a much well deserved nomination and an outstanding result when she made it as a finalist. The School Board and of course the rest of the school were very proud of our Mrs Ledger!

We were also chosen by Penny Knight from Curtin University to be a part of her research into successful school boards. We felt honoured to be chosen and proud to be a part of her research. The feedback we received from her following interviews and procedure reviews was extremely positive. It was fantastic to have assurance from an expert impartial party that we are performing our duties in an exemplary manner.

The Road Safety sub-committee have been hard at work this year liaising with Main Roads, Karratha Police, City of Karratha and SDERA to make a difference to student safety before and after school. It isn't easy hacking through red tape but the Road Safety committee are committed to making a difference. The first step was the NO PARKING signs where cars had been stopping in inappropriate spaces and the next step will be a drop and drive area.

There was a good turn out to the Board’s first open meeting this year. It was fantastic to see parents taking the time to come and see what goes on at the meetings and the kinds of things that we discuss and endorse.

Lastly but certainly not least, the School Board was excited to play a part in the IPS review carried out by the Department of Education Services. We were asked about many things, including our role in planning and reviewing school improvement, how we have developed as a Board and our effectiveness and accountability.

It was a great pleasure to be a part of the review process. The School Board is extremely passionate about the success of our school and it was a pleasure to compliment the hard work that Lisa and her staff had already undertaken. The Review Report was hugely positive and we feel honoured to be a part of such a fantastic and successful school.

Lauren Edwards
School Board Chairperson

In 2015 our major fundraising sources and support to our school continued to be the Canteen and Uniform Shop and I would especially like to thank Megan Hinkley, Tammy Tennant and Joanne Waterstrom-Muller for their great work. Other fundraising that occurred through the P&C included the Year 5 and 6 fundraising for school camps and the Halloween Disco which exceeded expectations and attendance.

Other endeavours of the P&C in 2015 included:

- Supporting the school through the Our School is a Star Competition
- Providing Sulo Bins for play pods
- Supporting the school musical with a free Sausage Sizzle and cold drinks
- Installing new benches
- Supporting the end of year concert
- Arranging the annual Christmas raffle
- Adding school bags and homework sleeves to the uniform list
- Supporting the school with End of Year book prizes
- Donating to the school for Positive Behaviours Support Signs and Costumes
- Supporting the Year 6 Graduation fundraising
- Nominating the School and several teachers in the WA Education Award

Keiran Dart
P & C President
Welcome to the 2015 school report for Baynton West Primary School. This report provides parents and the wider community with an overview of our school’s performance across 2015. It highlights special events and important activities that we have participated in, and the accomplishments of our staff and students.

At Baynton West Primary School we are passionate about our students; we are relentless in our pursuit of key priority one in our Business Plan: success for all. We celebrate success at all levels and ensure that every student in our school feels like they matter. Some of the initiatives that we pride ourselves on and use to recognise our students are; our assemblies, leadership luncheons, principal high teas, school culture days, FiSH! awards and positive powers. Each classroom adopts a positive approach to honouring each child, every day.

We know that children learn through the strong relationships that are forged with the significant adults and peers in their lives, this starts at home with their loving parents/carers, friends and extended family. At our school our staff utilise the rich research base that exists around connections between the ‘heads and hearts’ of our students. Relationships are paramount to learning; we open our doors at 8:05am every day and engage our students in reading and morning activities, in order to build relationships, not just with teachers, but for students to build connections with their peers, and we encourage families to bond with each other in the process.

I am very proud of each and every one of my students and I celebrate their school achievements regardless of how big or seemingly small. We have celebrated 2015 NAPLAN results many times since they were released. What is clear is that our students make significant progress between Years 3 and 5, demonstrating that high quality teaching occurs from Kindergarten all the way up through the year levels. Highlights are reading and mathematics, not only are our students demonstrating ongoing progress, their standards of achievement extend beyond ‘like’ schools in most cases.

Our school has a strong and dynamic culture, we celebrate Physical Education, Science and the Arts. This year our students engaged in performance, through the ‘beat busters’ program, the ukulele ensemble, the performance troupe and Aladdin, our musical performance extravaganza! Our school’s engagement in sports and interschool competitions is exemplary. Not only have we an impressive array of shields and trophies, our students also exhibit the highest levels of sportsmanship, something that is actively taught. Baynton West Primary School is proud of its Positive Powers Program and uses our four very special characters; Rosie Responsibility, Becky Be Your Best, Safety Boy and Mr Resilient, to teach and shape our students social interactions and emotional intelligence. It is very exciting that in our school we have very few behavioural difficulties requiring leadership team intervention, I believe that this is a result of our school’s strong commitment to the Positive Behaviour approach. We don’t expect our students to inherently know how to behave at school, instead we actively teach it.

2015 was Baynton West Primary Schools’ third year of operation and I’m so proud of our fantastic staff, our school board, our P&C, our parent community and of course, the children that inspire us every day! There were so many highlights but I would like to point out a few, these were:

- Participating in a study of highly effective school boards
- Five nominations for W.A. Premiers Teacher of the Year
- Nomination for W.A. Primary School of the year
- Receiving an outstanding rating in our National Quality Standard verification process
- Finalist for W.A. Aboriginal School of the Year
- Receiving an outstanding Independent Public School review, this is on our website and I encourage you to read it.

It was a personal honour, and I was thrilled, to have been nominated by our School Board for W.A. School Leader of the Year, whilst I didn’t win, being a finalist and making it to the ‘last four standing’ was an unbelievable experience. Knowing that my loyal staff and students were watching the event streamed online on their interactive whiteboards was worth more than winning the prize. I congratulate you all for choosing Baynton West Primary School and for being so proactive and involved in your children’s education, and I look forward to working with you throughout 2016 and beyond. On a personal note I would like to thank all of you for your ongoing support of our school leaders and staff, and of course, your very special children.

Sincerely yours,
Lisa Ledger
Principal
In the third year of Baynton West Primary School we saw the school continue to grow, even without Year 7s. Some students were lucky to be offered a position in one of the school’s extension programs: Gifted and Talented Education (GATE): English, Science, Mathematics and PEAC.

Other specialist programs that were offered to students included: Choir, the Baynton Beat Busters group, School of Instrumental Music (SIM) Program, the Ripper Skipper team, the Student Librarian program and Dance Troupe. The students also had a chance to audition and participate in the musical Aladdin. The students who participated in Aladdin were involved in the performance which was presented over two nights.

During Semester One, the school ran its own Cross Country and finalists were invited to attend the Interschool Cross Country; we came first and took home the trophy. We also took part in the Winter School Carnival; our soccer players and basketball players won all events! We also played hockey and drew with Tambrey. We won the Dockers’ Shield for the boys and the Dockers’ Cup was won by the girls. Some of us were also lucky enough to go to Roebourne to play hockey in term three.

In semester two the Year 6 students went to Perth for a week, had a blast and made lots of memories of their Year 6 Camp experience! Our Year 5 students travelled to Coral Bay for a week we had some of the best times of their lives, it was amazing.

Students took place in the Baynton West Primary School Faction Carnival. The day was amazing and everyone had a ball! Baynton West also won the annual Tambrey Cup which is proudly on display in the front office.

The Year 6’s finished off the year by graduating at the Leisureplex, it was well organised and the best night ever.

Written by Rachel, Xavier, Keilan,
Edited by: Michael and Jamie

2015 was an amazing jam packed year for Baynton West Primary School. It was our third year of operation. Our student population grew to almost 600 students.

We had so many opportunities and experiences. Mrs Shepherdson directed our second successful musical, Aladdin. The Dance Troupe competed at Yoh! Fest! in Port Hedland and were lucky enough to win ‘best entertaining act’. We also had opportunities to join the Ripper Skippers and The Beat Busters.

Some students were lucky enough to attend our extension Programs. The Gifted and Talented Education programs that were offered, were English, Science and Maths.

Our lucky Year 5 and 6 students were able to attend camp. The Year 5 students made the trek to Coral Bay and were able to spend a week on the beach. Our Year 6 students flew to Perth for a week at Woodman Point, in the rain.

We had many sporting achievements at Baynton West Primary School in 2015. We started by taking home the Dockers Cup and Shield. Baynton West Primary School sent 7 teams to the Winter Carnival and came home with 3 champion cups; Minkey, Soccer and Basketball. We had successful faction carnivals and sent strong competitive teams to interschool.

The sports department hosted some great events, Ride and Walk to School Days and Footy Colours Day. Our school created our new Positive Behaviour Support positive powers characters; Mr Resilient, Safety Boy, Beckie be your Best and Rosie Responsibility. We celebrated this with a dress-up day.

Written by Beau, Xavier, Jinang, Morgan-May, Imogen and Fenne.
What a year it was seeing Baynton West come away with so many victories in the Karratha sporting events in 2015!

During the year, students at Baynton West Primary School were presented with so many opportunities to participate and be physically active in sporting events such as lunch time sports, after school sports, Dance troupe, Skipping team, Cross Country, Dockers Cup, Winter Carnival, Cricket tournament, Athletics carnival, Soccer tournament and so much more.

The Winter Carnival showed to be a great success by showing outstanding sportsmanship, lots of participation and everyone being their best. To add to this, our soccer and basketball teams came out on top and brought the trophies back to school to put in our trophy cabinet. We added several other sporting trophies to our cabinet throughout the year which includes Baynton/Tambrey soccer cup, Dockers Cup, Interschool Cross Country and Interschool Athletics. Amazing achievements by everyone that was involved!

The Faction Athletics Carnival saw ‘Sun’ take home the trophy for two years in a row. It was great to see everyone having the opportunity to participate in the events, students showing outstanding sportsmanship and everyone having lots of fun. Friday sports with Mr Jones, gave us opportunities to practise in our factions so we were more prepared for the big day!

It is obvious to say, that our spirits are high and we are ready to take on the sporting events that are planned for the 2016 school year!

Complied by the 2016 Faction Captains:-Daniel, Dylan, Jack, Tinashe, Bridie, Emma, Morgan-May and Matilda
2015 was a great year at Baynton West Primary School. It was my third year of teaching and I had a vibrant and enthusiastic Year 1 class. I reflect on the year with memories of achievements, success and above all, fondness of the children that make our school a wonderful place to be.

Being nominated as a cluster leader, I was proactive within the school setting. As a Year 1 cluster, we set goals based on data analysis, liaised with the leadership team to stay informed with actions and decisions made within the group, and reflected on student achievements. It really is fantastic to work so closely with staff as passionate about education and children’s social, emotional and academic needs as I am.

To top it off, I was very grateful to receive a nomination from our school community for Graduate Teacher of the Year, and being acknowledged at a community level for my work. I feel extremely lucky to be a part of the Baynton West Primary School team.

Charis Smith
Year 1 Teacher

I began teaching at Baynton West Primary School in 2014 in a Year 3/4 class. I was warmly welcomed into the school by the staff and parents and had amazing support from my colleagues. In 2015 I had the opportunity of being a Kindergarten teacher. I enjoyed setting up my classroom learning areas with the amazing resources that the school has and was excited to welcome all of the Kindergarten students into my classroom for their very first year at school.

Throughout the year there was always huge support from the parents and caregivers who really wanted to be involved in the school and their child’s learning. This was evident at the ECE ‘Busy Bee’ that was held in Term 4. It was so encouraging to see the way that parents, students and teachers all came together to create a really special ‘outdoor’ environment for the children and I felt privileged to have been involved in this.

Another highlight of the year was the Early Childhood (Kindergarten and Pre-Primary) Sports Carnival. This was planned collaboratively by the teachers and was a great day where parents and caregivers attended to watch their children engage in physical activity in a fun and playful way. There were many positive comments after this day about how well it ran and how much fun the children had.

During my time at Baynton West Primary School I was able to continue to grow in my own learning. The school offers an abundance of Professional Learning and support for teachers to allow us to develop in our careers. I was also able to experience being a Leader in my cluster group of teachers which helped me to further develop my leadership skills.

I will always be thankful for the time I have spent being a teacher at Baynton West Primary School as I have learnt so much and enjoyed working with the amazing students, parents and staff of this school.

Karissa Burton
K Teacher
In 2015, I was lucky enough to start my teaching journey in a Year 2 class at Baynton West Primary School. As soon as I arrived I was greeted with the warm and smiling staff of Baynton West Primary School who welcomed and supported me. I was very excited to meet my collaborative partner for the year. She guided me through my first few weeks at Baynton West Primary School and continued to be an ongoing support for me through the year. I loved working in such a collaborative environment not just with my teaching partner but the entire year 2 cohort. It gave me the opportunity to ask questions, share ideas and learn from a dynamic team of teachers.

I have been very fortunate to have undertaken so much professional learning in my first year of teaching and I feel this has had positive impact on my teaching practice. A definite highlight for the year was working with our English Coach to undertake some action research in a writing program called ‘Talk for Writing’. I was then given the opportunity to co-present our findings at our staff development day and to other schools in Karratha at a PAC squad event. I found this experience not only incredibly rewarding but also further developed my teaching skills.

Throughout the year Graduate Teacher meetings were held after school for an hour. In this time we were given the opportunity to ask questions, learnt about support services for graduates and also spend quality time learning about fundamental aspects of teaching such as reporting. I truly feel having this time working as a group with a member of our administration team contributed to what was a successful first year of teaching.

Haylee Marshall
Year 2 Teacher

I came to Baynton West at the beginning of 2015 to teach a Year 5 class. I have lived in the Pilbara for 19 years, so after a year of teaching in Perth, it was like coming home. After setting up my new classroom and meeting the students, I was so excited at the opportunities that Baynton West offered.

The professional learning offered at Baynton West both within the school and by the school through the network was outstanding. I felt incredibly privileged to have been given so many opportunities to develop my craft and pass on my knowledge to others. The Learning Walks were a particular highlight where I was able to visit other classrooms in the school and reflect on areas that I would like to incorporate into my teaching and learning programs. It is great to have time allocated to seeing effective teachers demonstrate skills I wanted to learn and vice versa.

I was so excited to join the Positive Behaviour Support team in 2015 because as a witness to its effectiveness, I wanted to know more about the journey the school has taken and how I could contribute in the future. I was amazed at the positive culture that permeated through the school amongst children, staff and the wider community, not to mention the exemplary behaviour that the children demonstrated. The Positive Behaviour Support flame pervades through every crevice of life at Baynton West Primary School and I’m truly grateful to have been a part of it.

I have thoroughly enjoyed being part of a committed and hard-working team of educators. My first year at Baynton West Primary School was equally challenging and rewarding and with anticipation, I’m looking forward to what lies ahead.

Melissa Gardiner
Year 5 Teacher
At the end of 2014 I was told I would be teaching in a Year 4/5 class. I was quite happy with Year 4/5 as I had had the same year levels in previous years. My classroom had not yet arrived at the school yet and we weren’t sure if it would be here in time for the 2015 school year. I was down in Perth when I got a call saying the classroom had arrived and I was very excited when I heard the news. Two days before school started I moved all of the furniture and resources I had into the classroom which was to become Class18.

On the day school started the students were able to start in their new classroom. Everything was in place and it felt great to have spent the weekend organising the room for all of the students. Being a Year 4/5 class many of the students didn’t know each other but that was soon to change. In the classroom I was able to successfully implement programs to support every child and their needs. I was able to collaboratively plan with the other Year 4 and 5 classroom teachers effectively whilst keeping the individuality of the classroom structure. The students became a close knit group who supported each other in the classroom and playground. There was no longer a Year 4 or 5 student but rather just simply Class 18.

I am proud of the fact that Class 18 was formed last year and that we were the first to be in the classroom. The students of Class 18 should be very proud of themselves and their achievements because I know I am. I thoroughly enjoyed 2015, it was a successful year and one in which many challenges were overcome and goals were achieved.

Tracey Benge
Year 4/5 Teacher
At the conclusion of 2015, Baynton West Primary School had completed a second year as the Regional Teacher Development School for the Pilbara Region and achieved great success with the initiative.

As a Regional Teacher Development School, we provide localised support to schools and teachers in the area of teaching practice and curriculum with a focus on the Western Australian Curriculum and Assessment Outline: English and The Early Years. Additionally, we also broker support for other schools through our own contacts and contacts through the Teacher Development School initiative in Perth.

We ran a number of Professional Learning Opportunities (referred to as PAC Squad with PAC standing for Pilbara Australian Curriculum) for staff from within the Karratha Region to attend including:

- Environmental Print
- First Steps Writing
- An introduction to Letters and Sounds
- An introduction the Western Australian Curriculum
- Effective Reading Strategies
- Spelling
- Real Steps Grammar
- Writing for Success
- Writing Moderation
- Money Smart
- Learning Walks K - Year 2 and Year 3 - Year 7

We also hosted work shadowing opportunities for other schools and delivered Professional Learning to schools throughout WA. This upskilling of staff in our school has had a positive impact on student learning.

Claire Copson-Pacal
English Specialist Coach
In 2015 the K-2 teaching staff worked hard to assess their practice against the National Quality Standards (NQS). K-2 teachers engaged in reflective discussions about practice in relation to the 7 Quality Areas. As a team we developed a self-assessment tool highlighting areas of strength and developed plans for continued improvement. This process enabled teachers to engage in conversations about best practice in Early Childhood Education and develop a common language across the school. From the self-assessment process a decision was made to focus on improving Quality Area 3; the Physical Environment. K-2 staff worked together to enhance the indoor and outdoor learning environments in order to strengthen the engagement of all children.

To assist in the development of the outdoor environment the school submitted and won a Rio Tinto grant on behalf of the Karratha Early Childhood Network to fly Griffin Longley and his associates from Nature Play WA up to Karratha. Nature Play WA provided Professional Learning (PL) on the importance of the outdoor Physical Environment. This event was well attended by Early Years Educators across sectors, from a wide range of services throughout the Pilbara. It has been the inspiration for the development of Nature Playgrounds not only at Baynton West Primary School but at schools and Early Learning Centre’s throughout Karratha.

In 2015 the school underwent an independent NQS verification process. This involved two assessors flying up to Karratha to spend a day in K-2 classrooms talking to a range of teachers including those who teach specialist subjects. They also spent time with the Principal and NQS school coordinators examining the determinations made by the K-2 teachers in the self-assessment documents. The feedback we received from this process was that the school has made great strides in the area of National Quality Standards and that our assessment reflected the high aspirations we have as a staff. The assessor commented, that they agree, we are in fact meeting most Quality Areas and that our plan for improvement will ensure that we continue to strive for excellence. They found all children to be thoroughly engaged and saw that the school vision, ‘Children are the heart of our school’ shone through during the classroom visits, especially in the interactions between children and teachers.

At the beginning of 2015 Baynton West Primary School was selected to be a ‘core school’ for NQS. This means that we assist network schools in their implementation of the NQS and have access to further training to support the Karratha Network. As part of this initiative the school’s NQS coordinators and a member from the leadership team attended the core schools conference to engage in discussions with other core schools. As part of our support role the coordinators work shadowed the verifiers in the NQS professional learning they provide and then presented at an Education Assistant Network PL on how NQS influences their role in the classroom. Following the verification process the school was asked to share the self-assessment and quality improvement documents with the other core schools as an exemplar of how to approach implementation.

The success we have experienced in our NQS implementation and the support we have offered schools in their implementation of the NQS has resulted in Baynton West Primary School winning the title of Early Years Teacher Development School 2016. This will enable us to continue providing support to schools with a vision of continuous improvement of education in the Early Years throughout the Pilbara.

Jessica Stevens
Pre-Primary Teacher
Lunch Time Sports Program: This provided organised team sport competitions for the children to participate at lunchtime twice a week. Students made up their own teams in a given sport and played against other over the course of the term. The top placed team played a game against the staff at the end of the term. This program has enabled students who perhaps wouldn’t normally engage with sport at breaks to do so in an organised and fun way. Sports included continuous cricket, badminton, league tag and dodge ball.

The Sporting Schools Program: is a government funded program designed to provide additional opportunities for engagement in sport immediately after school. At Baynton West Primary School the program runs twice a week for one hour. It is a very popular program and attracts not only students who traditionally have high participation levels in sport but also students with lower participation levels who want to try out a new sport before perhaps committing to a club on a more permanent basis. This program has proved to be a stepping stone between Baynton West Primary School and local sporting organisations including the West Pilbara Cricket Association, Karratha Little Athletics and the Karratha Golf Club.

The Baynton West Ripper Skippers: are a skipping team made up of 16 male and female Baynton West Primary School students who practise and perform choreographed skipping routines to music at various school and community events including Open Night, The End of Year Concert and at assemblies. Positions in the Ripper Skippers are highly sought after and team members should demonstrate a number of qualities including a strong work ethic, team work and the desire to improve. The community love watching the team perform.

The Dockers’ Cup: interschool football competition annually which is a great chance for our students to display their AFL talents within the community. Boys and girls competitions are run simultaneously with local Karratha Primary schools participating in the event. Baynton West won both the Dockers Cup for the girl’s competition and The Dockers Shield for the boy’s competition in 2015.

The Interschool Cross Country result was spectacular with Baynton West Primary School coming first by a substantial margin. All the children who represented the school were magnificent and the community was so proud of their effort. Mr Jones and Mr Davis were indeed so proud they took the squad to McDonalds for ice-creams straight after! Baynton West won both the Dockers Cup for the girl’s competition and The Dockers Shield for the boy’s competition in 2015.

The Faction Cross Country Championship: was held in Term 2 on our oval and surrounding block. The weather was perfect, all the students ran amazingly well and the community fun run, which is a casual 1.5km run around our school oval was again well supported. Congratulations to Sun faction for winning the championship to make it 3 years in succession. A big thank you to all the students for completing the run and to the community for their support towards the running of the event.
The Winter Carnival. This interschool, multi-sport event is hugely anticipated amongst the community. For the first time it was held at the Leisureplex and our Year 5 and 6 students participated in basketball, hockey, volleyball, soccer, league tag and netball with Baynton West Primary School coming out victorious in basketball and soccer and placing highly in a number of other sports.

Faction Athletics Carnival. This event is the athletic showpiece event for our school and the community. Beautiful weather, high athletic prowess, great sportsmanship and a real community feel made this event the success it was. Congratulations to Sun faction for winning the carnival overall and to Sky faction for winning the Team Games Shield.

Interschool Athletics Carnival. This event is the best athletes from across the Karratha network coming together for a day of competition. Sprints, relays and team games form the basis of the days competition and Baynton West Primary School came out victorious with its first ever Interschool Faction Athletics Trophy. Additionally, a number of our students also took home individual champion awards.

The Jump Rope For Heart Program is run every year for 4 weeks in Term 4 at Baynton West Primary School and is very popular with the children. Participation levels, enthusiasm and interest in skipping are evident during the program with the number of children throughout the school skipping at breaks spiking during this period. Students increased aerobic fitness is an obvious benefit and focus of the program. Over the years we have raised thousands of dollars for The Heart Foundation.

Fishing Program (Outdoor Education) Students were taught the basics of fishing in Term 4. Casting, knot tying, making rigs, fish species and safety were all included in the program. It was very well received by both the students and parents alike. When you have students tell you that they now go fishing with their dad or grandparents because of what they learnt during the program then you know it was successful.
The year 6 students were lucky enough to be a part of a two year ongoing program run by Des Prizmic at the Dampier Camp School where they continued to develop and build on skills they had previously learned in Year 5.

The students visited the beautiful Dampier coast for 2 days each term across the year where they were exposed to the skills of sailing both on land and in the water. The first 2 days focused on team building skills, knot tying, where the students learnt to tie all the necessary knots for sailing and safety in and around the water. When the students finally hit the water they were immediately required to put their newly acquired skills to the test in a capsize drill where they had to swim down and away from the their up turned vessel, return to it and flip it right way up again, help each other back into the boat and then tie their boat onto the boat in front of them. Some enjoyed this drill more than others but everyone loved being in the water and it was enjoyable watching the students learn from and help each other during the drill.

The second visit began at the camp school itself where the students learned how to rig a sail boat in teams of 4 or 5. Rigging the boat took the whole day as the students were learning on the job! Lots of hands on experience, instruction following and knot tying brought out some unlikely leaders in the teams and it was amazing to see some of the students who may be more comfortable taking a back seat at school stepping up and giving excellent direction to their peers. After a hard day’s work the boats were rigged up and ready to hit the water the next day. Unfortunately, the next day was quite windy but due to time restrictions we had to make the best of the situation and the students spent the morning learning the vocabulary and lingo of sailing so they were able to take direction from Mr Prizmic who would be in a powered boat when the boats were in the water. We tied the sail boats together and Mr Prizmic towed everyone over to Dampier Beach where the students were set to test their theory based skills on the water!

Everything went smoothly, the students all experienced dropping anchor, raising and lowering the jib and turning into the wind to stop the course of the boat. They were unable to use the main sail due to the wind but still got up some considerable speed using the jib and there were lots of smiling faces that afternoon.

Our final visit to the Camp School for the year took place in Term 4 and after some brief revision we walked down to the beach where Mr Prizmic had the boats waiting for us. The students jumped into action forming teams and rigging the boats from memory. We recapped the jobs of each team member and how we would manoeuvre swapping positions while underway in such confined spaces and tightened up on our skills of jibing (turning the boat) and tacking. The students got to have short distance sailing on this particular day practising controlling the speed and direction of the boats and anchoring near the beach. Our last day of sailing was the big one! Students sailed their boats across the archipelago between Sam’s Island and Ski Beach, one of the boats making several trips back and forth as they had their speed, direction, jibing, tacking, position swapping down pat! The smiles were huge that afternoon and all of the students felt an enormous sense of accomplishment. We had over 20 students from both of the Year 6 classes that actually became accredited through Sailing Australia and received certificates at a whole school assembly.

It was such an amazing experience for all involved and a pleasure to see the students striving for their best in such a beautiful outdoor ‘classroom’, I’m absolutely sure it’s an experience they will never forget.

Toni Whitbread
Year 6 Teacher
2015 was another tremendous year for the Baynton West Primary School Library.

In 2015, the Library was staffed by two fabulous Library Officers, Mrs Wall and Mrs McCaskie. We were also very fortunate to have a beautiful parent volunteer, Mrs Erin Rhodes, who very generously donated two days of her time a week to help in the Library.

The library was open daily at recess and lunch with structured play activities, board games, Chess Club, LEGO construction and XBox for students to enjoy in their free time.

A Student Librarian program was also run by the Library Officers. The program proved to be very popular with over 40 students participating throughout the year. Up to 3 students at a time volunteer their recess or lunch time to assist the librarians with setting up games, helping other students play and supervising pack away times. “Staff Meetings” were held weekly where participants could come together and discuss the activities of the library, ask questions, make suggestions and chose a “shift” for volunteering during the week. Specific skills taught include time management, reading time tables, managing others, managing self and conflict resolution.

One of the biggest projects undertaken by the Library in 2015 was a school wide stocktake. Every asset in the school was accessioned and catalogued to increase accuracy of asset registers as well as ease of borrowing. Teachers and staff can now access a school wide register 24 hours a day that includes not only books and teacher resources but also Maths, Science, History and Literacy games, puzzles & activities!

In order for us to accommodate this undertaking, all staff and students were trained on how to borrow and return materials in the absence of library staff. Students quickly picked it up and the transition from full-serve to self-serve was virtually seamless.

In addition to all of the above, we continue to fill our shelves and build our library with high quality books from around the world! The majority of our titles are in response to requests from students and staff. We also source a variety of narratives and non-fiction that support the West Australian curriculum. The variety of titles and collections ensures that there is a multitude of material to choose from, from Kindy to Year 6.

Catherine Wall
Library Officer
Year 6 Camp

In Term 3, I had the privilege to take some very excited Year 6 students to Perth for School Camp. This was the first year Baynton West had been to Perth for Camp, so lots of surprises were in store for us. Staff that also joined me on this exciting journey were: Miss Freyja Lucas, Mrs Toni Whitbread and Mr Courtney Jones.

Heading off to Perth, the week promised to be full of fun activities, team building and a change in weather! Arriving at Karratha Airport, it was safe to say I arrived to over excited students. The big build up to camp had arrived and the students were eager to hop onto the plane and say goodbye to their families for a big week in Perth.

Woodman Point Camp School provided us with accommodation throughout our week in Perth. The week’s activities consisted of: Flying Fox, Rock Climbing, Search and Rescue, Ferry ride to Rottnest Island, beach activities, Gun Hill Tour, bike riding, roller-skating, orienteering, archery, ten pin bowling, Fremantle Prison, Time Zone and SciTech.

The fundraising efforts by the students and their families was a great success and the exemplary behaviour shown by all students was highly recognised by the Perth public and tour guides.

Kayla Cross
Year 6 Teacher
Year 5 Camp

It has become a tradition for the students in Year 5 to go to Coral Bay camp for 4 nights and 5 days each year. In November 2015 I was asked to attend the camp for the second time. Four other teachers and I along with 57 students headed off to Coral Bay by bus. We arrived around 3pm and we were warmly greeted by Kane our Camp Manager for the week. We had an induction and then set about preparing our tents.

Coral Bay Camp is an energetic camp which includes many team building activities. Students were able to participate in different activities every day they were there. There is the glass bottom boat which takes the students out and shows off all of the different corals and fish found within them. The students are then able to buddy up and snorkel looking at the fabulous sites beneath the water. Across town there is a deep sea boat which takes the students out into deeper water where they are able to snorkel and dive off the boat, a huge hit with them. Another activity is drift wood snorkelling where the students get to walk around the bay and then the tide helps them to snorkel back to the main beach. All activities are supervised by highly trained professional leaders. The students also get to have fun sand boarding and playing games at night like fox holes. A Marine Biologist also presents the history of Coral Bay which is extremely engaging and students have many questions to ask.

It is not all fun and games though, the students are on rosters to set up for delicious meals served by Kane and then do the washing up as well. There also needs to be a rigorous shower time in order to get everyone clean but after a few days they get used to their timed showers. Tents need to be cleaned and beds made. I thoroughly recommend Coral Bay Camp and feel extremely privileged that we offer it as part of their extra curricular activities and that I got to go on two occasions.

Tracey Benge
Year 4/5 Teacher
2015 was another exciting year in science at Baynton West Primary School. Students were immersed in hands on inquiry skills and scientific research during weekly specialist science lessons from Pre-Primary to Year 6. Selected students from Year 3-6 were also chosen to take part in an innovative Gifted and Talented (GATE) program.

Baynton West Primary School was also involved in the whale shark version of ‘Race Around The World’. In this program, many schools from around Western Australia had a whale shark that had been tagged with a satellite tracking device allocated to them. Our shark was named Fintail. Our highly motivated students tracked Fintail from the Exmouth Gulf all the way out into the Indian Ocean. During this time, students were engaged in various learning opportunities relating to these gentle giants. Students learned about their life cycles, habitats, diets and many more fascinating facts. As a finale to this wonderful project, Baynton West hosted a ‘Whale Shark Launch’ with a number of other participating schools in our network. It was a great opportunity to share our work with a wider audience.

The science subject area was supported within our network by outside agencies including the SCITECH/CHEVRON partnership. This program aims to enhance science teaching and learning across the state. Baynton West Primary School has built close relationships with SCITECH as a provider of training and support as well as working alongside other network science schools within the Karratha network.

Jason Bushe-Jones
Deputy Principal
In 2015, Baynton West Primary School continued our work with outside services to improve the outcomes for our students with diagnosed or imputed disability. Working with outside services such as the school Psychologist, our school Chaplain and School Nurse, Allied Health and their team of experts as well as our Department of Education’s School of Special Educational Needs: Disability and Vision-Visiting. Teachers provide our teachers with the support they need and our students with every chance to succeed at school.

In 2015 we were part of the Network wide MSSD Funding Grant (More Support for Students with Disabilities). As a network the funds were utilised to up-skill teachers in reporting, assessment and curriculum as well as to provide support for students with additional needs.

Becoming an Autism Core School in 2015 saw 3 of our teachers chosen to be network leaders in the area of Autism. They had best practise modelled in their classrooms by visiting teachers from the School of Autism and Professional Learning was delivered to the network through the program.

The Positive Partnerships program provides practical strategies to support children with Autism Spectrum Disorder (ASD) during the school years and Baynton West work closely with the program to enable us as a school to foster productive school-family-community relationships. Positive Partnerships offer evidence-based workshops for parents and carers, professional development for teachers and school leaders, and online learning for anyone. Ultimately, the focus of their work is on improving the educational outcomes for school age students living with Autism across Australia.

Toni Whitbread
Year 6 Teacher

Learning Support at Baynton West Primary School was established as a priority last year and continues to work towards our whole school aims to support children at all levels and abilities.

In 2015 we provided targeted intervention through the delivery of focused learning opportunities for students identified to be at educational risk. These delivered spelling and phonics to groups in Years Pre-primary to Year 6 via the Letters and Sounds Phonics program and Spelling Mastery program and were supported by the appointment of an English Specialist Coach and Learning Support Coordinator.

Students who were identified as Gifted and Talented were supported through extension programs which ran throughout the year of 2015. These focused on the extension of writing, maths and science skills, through the medium of narrative and informative texts and included the opportunity for our students to participate in writing competitions and writing workshops.

Claire Copson-Pacal
English Specialist Coach
Visual Arts at Baynton West Primary School in 2015 was once again a thoroughly enjoyable and inspiring time. Returning from a trip through Italy, France and England left me determined to pass on as much knowledge of these experiences as possible to the students at Baynton West. Term one began with inquiries into the art of Van Gogh, Monet, Sean Tan and Roy Lichtenstein. Students produced styles of work ranging from Pop Art to Impressionism, focusing on texture and value. This was followed by an investigation into different print-making techniques. Year 6’s were introduced to lino carving while the Years 1, 4 and 5’s experimented with colograph printing, and Year 2’s learned intaglio printing. Students were able to access the art room during lunch time sessions to further their skills in drawing, painting, collage and sculpture with a small group of children submitting work for the annual Shaun Tan Art competition.

Term 2 saw the Year 1 and 3 groups studying dinosaurs as a theme. Students were able to design their own ceramic dinosaur model before learning shaping, joining and painting of ceramic works. Year 2 students studied the shapes, colours and patterns of wild animals and looked at masks from around the world before designing a mixed media abstract art work incorporating two and three dimensional forms. All students looked at the artwork of the Yirrakala People from Arnhem Land and compared different West Australian Styles such as Central Desert, Gwion Gwion and contemporary Noongar painting. Pre-Primary students were ready to begin their Pirate work by creating collage, self portrait and treasure maps using print and paint techniques. We finished off the term with a celebration of Aboriginal and Torres Straight Island culture with the annual NAIDOC Day presentations and activities.

Term 3 was all about the whale shark. Art students focused on the marine environment around Ningaloo Reef to gain inspiration for their artwork. Sculpture and painting were a focus for this topic. We were lucky enough to have Mrs Catrina Mews join the Visual Arts teaching team and together we worked with volunteer parents and carers to assist the students in creating papier mache fish. The Year 5 students learned about animation. We were able to use the iPads, build sets, develop characters and consider the Pilbara from a historic, contemporary and futuristic perspective. The senior students began working on the theme ‘Cubism’ and Still Life by studying the art of Picasso and enhancing their skills in observational drawing. We also went on our annual Year 6 excursion to the Cossack Art Awards with students displaying impeccable behaviour and always asking the right questions. Myself and Ms McOskar both had work at this years’ show as well as some parents and relatives of our students.

We rounded out the year in Term 4 by introducing the Positive Behaviour Support characters to the students, creating awesome teapots, vases and sculptures in ceramics and mixed media and getting the school nature play area moving in conjunction with the P&C. Baynton West Primary School hosted the Whale Shark Day with students from Karratha schools presenting their creative, scientific and literary work. Baynton West students proudly displayed works in ceramic, papier mache and water colour paint and this group of students also created an amazing water colour work that now hangs proudly in the library. 2015 was a year of growth for the art room both creatively and in terms of facilities. We were able to procure a trestle table for the courtyard and a clay slab roller to help students with their ceramic work. Wonderful whole school focuses such as whale sharks, sustainability and Aboriginal art helped to make it another successful year.

Shaune Hillier
Visual Arts Coordinator
Baynton West Primary School strives to engage, motivate and instil a love of Music in all of their students. Classes from Pre-Primary to Year 7 have access to Class Music each week. Students in particular year levels are also offered an opportunity to be involved in our ensembles (Performance Troupe and Baynton Beat Busters) and the School of Instrumental Music Program.

During weekly Class Music lessons, students from Pre-Primary to Year 2 focus on using xylophones, marimbas and non-tuned percussion instruments in their music making. Students in Year 3 are given the opportunity to learn the recorder as well. Students from Years 4 to Year 7 use a combination of keyboard and ukulele, as well as the other class percussion available. Every class is offered a varied and meaningful curriculum with hands on activities to help reinforce the concepts of music.

The Performance Troupe staged the musical “Aladdin” this year. It was a 45 minute singing, dancing and acting extravaganza that was performed at the local theatre in September. The cast of 80 students rehearsed for two terms in order to be ready for their opening night. Students auditioned for the opportunity to play a lead character and lunch time rehearsals were used alongside the normal rehearsal and after school rehearsal times, to perfect the show. The show was a huge success and a wonderful experience for all who were involved. The Performance Troupe also performed at the NAIDOC and ANZAC assembly, Music Count Us In, our own school Open Night and the End of Year Concert.

The Baynton Beat Busters is an African drumming group which rehearses at lunchtime and is available to students from Year 4 to Year 6. The group consists of marimbas, djembes, bongos, Djuin Djuin, bass drum, drum kit and a range of non-tuned African percussion. The Baynton Beat Busters accompany Advance Australia Fair and the Baynton West School Song at every assembly and also perform throughout the year at the Baynton West School Open Night and the End of Year Concert. The aim of the group is to improve musicality, encourage team work, infuse assemblies with a musical presence and offer many chances for our students to perform in front of a live audience.

The School of Instrumental Music program is offered at Baynton West. Selected students from Year 5 are offered tuition on the flute, clarinet or brass instruments and students in Year 6 continue their tuition on brass instruments. All Year 6 students participate in Concert Band practise once a week at the high school, as well as their weekly lessons at Baynton West. The students performed admirably at selected school assemblies, the End of Year Art Exhibition, FeNaCING and Carols By Glow Light.

Kym Shepherdson
Music Specialist Teacher
During 2015 Baynton West Primary School implemented many new innovative technologies across the school. Throughout the school our inventory of ICT resources grew substantially. We now have 180 iPads, 96 Laptops, interactive whiteboards in every classroom, Apple TV, two Promethean ActivTables and a new 3D printer.

Our peer coaches were utilised in classrooms to model effective teaching practices using ICT and to assist with the general functioning of our resources. Teachers at Baynton West Primary School began trialling a new ICT Scope and Sequence that is related to our Western Australian Curriculum. This has assisted with planning and implementing technologies within the classroom.

Baynton West Primary School has played a critical role within the Karratha ICT network. We have regularly led ICT Café sessions with other schools, shared valuable documents in the Connect community and assisted other schools with purchasing teaching resources.

In October, we collaborated with Winthrop in Perth to reconfigure our entire bank of iPads. This was a lengthy process that involved us restoring them to factory settings, setting up a new blueprint, changing proxy settings, upgrading to Apple Configurator 2, updating to the newest iOS and pushing the remaining applications. The major outcome of this project has been that all 180 iPads now connect seamlessly to our wireless network and teachers can trust that they will work effectively every time they use them.

In 2015, we laid some critically important groundwork for our future success in our use of technologies in our school.

Jason Bushe-Jones
Deputy Principal
Positive Behaviour Support

In 2015 Positive Behaviour Support achieved significant milestones on our journey. We started the year with our new Positive Behaviour Matrix. The matrix outlined the specific behaviours expected of students based on the four Positive Behaviours; be resilient, be safe, be responsible and be your best.

The Positive Behaviour Support team created lessons based on the matrix. A new focus was taught every two weeks. The Positive Behaviour Support team made videos of the ‘no’ versions to complement the lessons. All the videos and lessons were saved on the school shared drive for easy access for all.

The use of tokens to reward students demonstrating the expected behaviours was continued. A new system was implemented. Each cluster group was given a large colourful box. At the end of week 5 there is a mid-term reward. Each cluster draws out a token. The student whose name was drawn wins a prize for their whole class. This could be something small such as extra 10 minutes of recess play, extra technology time or a board game session. At the end of the term all the boxes are combined together. At the assembly in week 9 a name is drawn from the box. The student whose name was drawn wins a prize for their whole class. This time the Leadership Team is involved. They visit the class and decide on a prize. This could include having a Subway lunch at the Baynton West Park or a movie session on a Friday afternoon.

Our original ‘Positive Power’ characters were redesigned by our Visual Arts Specialist, Shaune Hillier. The redesigned characters were turned into large scale signs for the under-cover area. At the entrance of our school there is also a new large scale sign with all four characters.

To coincide with the launch of the new characters, costumes were made for the students to wear. The launch of the new Positive Powers was a very successful day. It was celebrated as PBS Day and the students and staff were asked to dress up as the old characters. At the whole school assembly the new signs were unveiled and the student councillors appeared wearing the new costumes. To help celebrate this day there was a colouring competition. Students were asked to draw their favourite new positive power character. Four winners were chosen and they received a special prize pack at the last assembly of the year.

Overall it was a very successful year. Our school culture continues to grow and develop. We look forward to what 2016 will bring.

Ellen Grochowski
Health and Physical Education
Growth and inspiration

Awards and Student Leaders

End of Year Concert Awards

- William Holmes
- Safwan Anwar
- Kuedan Kingi
- Luca Jones
- Lexi Rossini
- Riley Wilson
- Josh Brut
- Emma Irvine
- Isabelle Jones
- Gus Lukatela
- Tylah Milnes
- Kai Johnson
- Carmen Miller
- Alexandra Elstone
- Dayne Oliver
- Raani Bhardwaj
- Lily Mensforth
- Lachlan Stretton
- Koby Hayes
- Beau Bullen
- Cody Fenner
- Morgan-May Holmes
- Grace English
- Jinissa Kranendonk
- Daniel Wall
- Shaswat Senger
- Brody Benjamin
- Paige Benjamin
- Taylor Woodvine
- Lilly Ainslie
- Nicholas Greenland
- Noah Marks
- Evie Ghan
- George Howarth
- Hayley Mews
- Matilda O’Neill
- Elsie Cardew
- Lateisha Gracie
- Pepper Bascombe
- Hayden Perrin
- Jerome Wachter
- Noah Kemworthy
- Rosie Howarth
- Kobe Morota
- Ben Gane
- Kirra Mitchell
- Dakota Powell
- Sophia Holmes
- Reilly Hitching
- Aidan Rhodes
- Navisha Shukla
- Mary Wall
- Ben Davis
- Tom Rodoni
- Adrian Calvadores
- Stephanie Couzins
- Brigitte Barton
- Cooper Dunne
- Tia Corby
- Jonathan Copson-Pacal
- Cooper Leiper
- Finn Murphy
- Indiana Lucev
- Ellie Roskell
- Bianca Rhodes
- Oliver Anderson
- Emma Holyday
- Zara Le Cerf
- Huey Davis
- Tai Gibson
- Charlie Calrke

Faction Captains

- Sun
  - Captains: Paigae Brody
  - Benjamin Brody
- Sky
  - Captains: Cooper Dunne
  - Hayley Byland
- Spinifex
  - Captains: Malani Rhyis Hyland
  - Lachlan Clarke
- Sturt
  - Captains: Cassidy Dimond
  - Tiana Upston

- Sun
  - Captains: Jade Chumside
  - Haiden Hills
- Sky
  - Captains: Lilly Ainslie
  - Callum Ainslie
- Spinifex
  - Captains: Oscar Loveday
  - Steele Baker
- Sturt
  - Captains: Keiran Byles
  - Cooper Raudino

Graduation Awards

- Tullly Breman
- Natasha Baker
- Steele Baker
- Anika Lambert
- Lachlan Clarke
- Taylor Woodvine
- Kiran Byles
- Richmond Manglanlan
- Shaswat Singer
- Jaime Hitching
- Brody Benjamin
- Summer Mullen
- Mia Warren
The term engagement covers non-academic areas such as Behaviour and Wellbeing, Attendance and Pastoral Care. The graphs on the right provide a snapshot of the Attitude, Behaviour and Effort (ABE) levels of our Year 3 students. In the below ABE categories students range from ‘consistent’ to ‘seldom’ grades, however, overall the ‘consistent’ allocation far outweighed the others, it is also relevant to note that very few students received seldom in any category. This positive data is reflected throughout most year levels.

Categories:
1. Works to the best of their ability.
2. Shows self-respect and care.
3. Shows courtesy and respects the right of others.
4. Participates responsibly in social and civic activities
5. Co-operates productively and builds positive relationships with others.
6. Is enthusiastic about learning
7. Sets goals and works towards
8. Shows confidence in making positive choices and decisions

Attendance

The overall attendance for 2015 was 89%, this is below our Business Plan target of 92%. Issues we have Encountered with attendance include parents taking holidays during school term, family visits during term and families leaving town for the birth of a child. In 2015 Baynton West PS organised its first ‘Attendance Advisory Panel’ for students who are at ‘severe risk’.

<table>
<thead>
<tr>
<th>Breakdown</th>
<th>Attendance Rate %</th>
<th>Regular</th>
<th>At Risk Indicated</th>
<th>At Risk Moderate</th>
<th>At Risk Severe</th>
<th>Auth. %</th>
<th>Unauth. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/N</td>
<td>86.8%</td>
<td>44</td>
<td>26</td>
<td>14</td>
<td>4</td>
<td>85%</td>
<td>12%</td>
</tr>
<tr>
<td>PPR</td>
<td>88.1%</td>
<td>50</td>
<td>22</td>
<td>4</td>
<td>7</td>
<td>58%</td>
<td>42%</td>
</tr>
<tr>
<td>YQ1</td>
<td>82.1%</td>
<td>56</td>
<td>18</td>
<td>7</td>
<td>3</td>
<td>75%</td>
<td>24%</td>
</tr>
<tr>
<td>YQ2</td>
<td>88.5%</td>
<td>55</td>
<td>17</td>
<td>13</td>
<td>3</td>
<td>72%</td>
<td>28%</td>
</tr>
<tr>
<td>YQ3</td>
<td>88.4%</td>
<td>48</td>
<td>21</td>
<td>10</td>
<td>4</td>
<td>71%</td>
<td>28%</td>
</tr>
<tr>
<td>YQ4</td>
<td>90.0%</td>
<td>42</td>
<td>17</td>
<td>7</td>
<td>2</td>
<td>73%</td>
<td>27%</td>
</tr>
<tr>
<td>YQ5</td>
<td>90.5%</td>
<td>46</td>
<td>14</td>
<td>4</td>
<td>2</td>
<td>78%</td>
<td>22%</td>
</tr>
<tr>
<td>YQ6</td>
<td>80.1%</td>
<td>38</td>
<td>10</td>
<td>8</td>
<td>2</td>
<td>57%</td>
<td>43%</td>
</tr>
<tr>
<td>Compulsory</td>
<td>86.0%</td>
<td>335</td>
<td>119</td>
<td>53</td>
<td>23</td>
<td>69%</td>
<td>31%</td>
</tr>
</tbody>
</table>
Progress in writing has been steady. Both Year 3 and 5 cohorts have increased from 2014-15. The dotted line demonstrates ‘like schools’ progress with the bold line being BWPS’ data. As the graph demonstrates we have achieved equal to like schools in Year 5 reading.

Progress in reading has been very pleasing overall. Both Year 3 and 5 cohorts have increased significantly from 2014-15. The dotted line demonstrates ‘like schools’ progress with the bold line being BWPS’ data. As the graph demonstrates we have achieved well above like schools in Year 3 and 5 reading.
Progress in spelling has been slightly below our expected targets. Both Year 3 and 5 cohorts have decreased from 2014-15. The dotted line demonstrates ‘like schools’ progress with the bold line being BWPS’ data. As the graph demonstrates we are below like schools in Year 3 and 5 spelling. As a result of this there has been a school wide change in our spelling program.

We have had mixed results in Grammar and Punctuation in 2015. The Year 5 cohort has demonstrated steady improvements and increased from 2014-15. The Year 3 cohort has demonstrated a steady decline and decreased from 2014-15. The dotted line demonstrates ‘like schools’ progress with the bold line being BWPS’ data. As the graph demonstrates we have achieved equal to like schools in Year 5 Grammar and Punctuation.
Progress in Mathematics has been very pleasing overall. Both Year 3 and 5 cohorts have increased from 2014-15. The dotted line demonstrates ‘like schools’ progress with the bold line being BWPS’ data. As the graph demonstrates we have achieved significantly above like schools in Year 3 and 5 Mathematics.

This quadrant graph demonstrates our progress from Year 3 - 5. In the tested subjects against “Like Schools”. All subject areas are either on or tracking towards ‘Higher progress Higher achievement’.
2015 READING TARGETS AND COMPARISONS

29% of Year 3 students will achieve Band 6 or above in 2015 NAPLAN reading (not achieved 21%)
20% of Year 5 students will achieve Band 8 or above in 2015 NAPLAN reading (not achieved 16%)

2015 WRITING TARGETS AND COMPARISONS

18% of Year 3 students to achieve Band 6 or above in 2015 NAPLAN writing (not achieved 1%)
26% of Year 5 students to achieve Band 7 or above in 2015 NAPLAN writing (not achieved 12%)

In 2015 Year 3 had 82% of students tested at or above National Minimum Standard.
The Year 5 had 92% of students tested at or above National Minimum Standard.
In 2015, Year 3 had 87% of Students achieve at or above National Standard in Spelling.

In 2015, Year 5 had 94% of Students achieve at or above National Standard in Spelling.

2015 MATHEMATICS TARGETS

60% of Year 3 students to achieve Band 4 or above in 2015 NAPLAN Mathematics (achieved 67%)

26% of Year 5 students to achieve Band 6 or above in 2015 NAPLAN Mathematics (achieved 63%)
In 2015 we focused on streamlining our survey process. We made the decision to only survey the early childhood group of parents and caregivers and our Year 5 & 6 students.

Surveying our school community is very important because it gives everybody a ‘voice’, all you need to do is to respond anonymously to the survey. At our school we take the survey results very seriously and use them to help direct where valuable resources need to go, and also what we need to do to remain the ‘school of choice’ in Karratha.

Graph one illustrates the percentage of parents that agree/disagree with a set of statements about our school. We were very pleased that the majority of answers had ‘strongly agree’ and ‘agree’ as the top rated responses. I believe it is the core business of a Principal to make school as enjoyable to students as possible, receiving an 80% ‘strongly agree’ rating for the statement ‘my child likes being at the school’ was very affirming. Of the ‘strongly disagree’ statements, when these numbers were crunched, it amounted to 1 responder being very unhappy with our school, although this is disappointing, as I would like everyone to be happy, I accept that we can’t please everyone. There seemed to be a few concerns about behaviour management in the ECE area, our positive behaviour support program targets all year levels and we are strongly focusing on positive behaviours in Kindy and Pre-Primary, hopefully evidence of improvement will be seen by the couple of responders who had concerns in the near future. As a staff, we believe behaviour management is a definite strength.

I learnt some very valuable information from the parents of our younger students. I deliberately chose this group of parents because they are so involved and proactive with their children (as most parents of very young children are). One of the things that was very affirming for me was that most of the children feel safe, and parents report that teachers have high expectations of their students, and the majority also believe that the children are treated fairly.

I note the need to ensure that parents feel more supported when a child is not achieving at school.

In graph two the results of our key statements are mapped. These four key statements; the school has a strong relationship with the local community, the school is well led, I am satisfied with the overall standard of education achieved at the school and I would recommend this school to others. With the ratings each being out of 5, the scores of 4.2, 4.3, 4.5 and 4.5 were extremely satisfying, and I would like to thank everybody for participating in the survey. In 2016 I will focus on a different cohort of parent/caregivers, enabling everyone to have a voice.
In 2015 we surveyed our year 5 and 6 students. We recognise that Year 6 students are usually ‘over’ being at primary school by the time they are surveyed and will deliver some harsh but highly valuable information through the anonymous survey they have participated in. Although the majority of students responded with strongly agree and agree there were some areas of concern.

As principal, I was concerned by the number of students who felt they were not treated fairly and felt that their teachers did not give them useful feedback. Some students dropped the generous rating from ‘strongly agree’ to the majority responding ‘agree’ to the statement ‘I can talk to my teachers about my concerns.’ I was excited by the above 60% response rate for the statements ‘my teachers expect me to do my best’ and ‘my school gives me opportunities to do interesting things.’

When I had discussions with the students, the boys in the year groups surveyed were very emphatic that our school could improve by buying soccer goal nets. Always wanting students to be happy, I promptly organised for them to be purchased and I’m sure if I re-surveyed, the Years 5 and 6 boys would be very happy and would have responded with more ‘strongly agree’ ratings.

We will continue to implement the positive behaviour support strategy in order to make sure that our students feel safe at school, and we will endeavour to make sure students feel that their behaviour is managed appropriately.

In graph two students were invited to respond to a series of statements about their school. We took particular notice when scores dropped below a four point average rating. A summary of our students responses is that they are concerned most about our school’s fairness, being able to talk to their teachers about their concerns and behaviour management. Our planning for 2016 has actively addressed these areas with our students. It needs noting that the scores received for these areas were still high, indicating strong student satisfaction with their school.
Growth and inspiration

School Highlights

- Fluro Disco
- Tall Story Winners
- Anzac Memorial Service
- Visit from Fire Fighters
- Dance Troupe
- Aladdin
- Year 6 Graduation
- Open Night
- Cossack Art Awards

Annual Report 2015