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!
In the second year of Baynton West Primary School we saw the school continue to grow. Our Year 6 and Year 7 students walked through the gate knowing that they were making history; the Year 6 students would be the first lot of students to go to High School as Year 7 students and for our current Year 7 students, this was the last time we would ever see Year 7 students at our school.

Some students were lucky to be offered a position in one of the school’s extension programs: Gifted and Talented Education (GATE): English, Mathematics, Science and PEAC. Other specialist programs that were offered to students included: Choir, the Baynton West Beatbusters group, School of Instrumental Music (SIM) program, the Ripper Skipper team, the Student Librarian program and two dance groups.

During Semester One, the school ran its own Cross Country and finalists were invited to attend the Interschool Cross Country; we came second. We also took place in the Winter Interschool Carnival; our tennis players took home the trophy! The Year 7 students went all the way to Canberra for a whole week and had a blast and took home lots of memories of their Year 7 Camp experience!

Semester Two saw every student take place in the Baynton West Primary School Faction Carnival. The day was amazing and everyone had a ball! The Year 6 students also went to Canberra Camp and our Year 5 students travelled to Coral Bay for a week. Both groups had an amazing time. Baynton West also won the annual Tambrey Cup and it is proudly on display in the front office.

Compiled by the Year 6
Callum Ainslie, Hayley Byland, Brooke Rogers, Anika Lambert, Taylor Woodvine, Tulley Breman, Cooper Dunne, Malani Hyland, Kaitlyn Guest, Steele Baker, Natasha Baker, Paige Benjamin, Brody Benjamin and Shaswat Senger,
In the second year of Baynton West Primary School we saw the school grow to more than double its size. Our Year 6 and Year 7 students walked through the gate knowing that they were making history; the Year 6 students would be the first lot of students to go to High School as Year 7 students and for our current Year 7 students, this was the last time we would ever see Year 7 students at our school.

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Compiled by the Year 6 GATE English Students
Baynton West gains Waterwise status

Baynton West Primary was recognised as WA's 50th Waterwise School at a ceremony at the school last week.

With assistance from the Water Corporation’s Waterwise Schools Program, teachers have been educating students about the need to value, protect and conserve water sources.

Baynton West principal Lisa Ledger and school Waterwise coordinator Andy McLean had worked diligently on the program since early last year.

Ms Ledger said the Waterwise Schools Program ethos had inspired the school to prioritise water conservation across all year levels.

“We have taken a whole school approach to being waterwise, teaching K to sevens about water resource management,” she said. “This program has helped students to understand the importance of water in our environment and why they need to conserve this precious resource.”

“We are always looking for new ways to manage water efficiently and raise student awareness on being waterwise.”

Water Corporation North West regional manager Rino Trollo thanked the school for sharing the Waterwise message.

“Congratulations to Baynton West Primary School for becoming the first school in 10 years to achieve Waterwise status in Karratha,” he said.

“In our drying climate it is important that the next generation are aware how precious water is, and the Waterwise Schools Program has been growing that awareness for the past 20 years.

“An important part of ensuring our future water supply is by reducing the amount of water we all use today, and the Waterwise Schools Program gives students the knowledge they need to save water.”

Now in its 20th year, the Waterwise Schools Program takes a long-term approach to water education and complements the curriculum across all major learning areas.

Further information about the program is available at watercorporation.com.au.
Growth and inspiration

Baynton West Primary School
2014 through the Media

Students stack their way to record

Kate Hodges

Students from Baynton West Primary School have successfully stacked their way to a Guinness world record.

A group of 125 students from Year 1-6 participated in an 80-minute continuous cup stack on November 14 last year, in an attempt to break the world record for the most people stack in multiple locations in one day.

The record was reached with a total of 555,663 participants from 20 countries, smashing the 2012 record of 465,810.

Health and physical education co-ordinator Courtney Jones said the children were able to watch live updates on the day to track the progress of the attempt.

“We could look online and see who was stacking at the same time as us – there were stackers from Australia, Japan, China, Africa, New Zealand, the US and a few European countries too,” she said.

“When we found out we had made the record, the kids were piped and cheered.

“Parents have said it was really motivating for kids to get their minds off computer games, and there were quite a few requests for speed stacking equipment last Christmas.”

It gives kids who aren’t so good at traditional physical education a chance to shine.”

Dress-up encourages kids’ positive behaviour

Cara Trengove

Baynton West Primary School could have been mistaken for a super hero academy last Wednesday as students enjoyed a special dress-up and school culture day.

Students from pre-primary to Year 7 were encouraged to dress up as one of the four Baynton West super hero characters, which embody positive behaviours such as resilience, responsibility, being your best and safety.

Director principal Will Docker, who spent the day dressed as Mr Steele, said the four positive behaviours had been developed over the past 12 months.

He said the second school behaviour model the school focused on was the Acts Philosophy, which was developed by Seattle’s Pike Place market fishermen and focuses on responding to each other, having a positive attitude and making the most of each day.

“We teach English, we teach maths, and we have the same approach with positive behaviour,” Mr Docker said.

In mixed year groups students moved through 16 different activities, each focusing on a different behaviour.

The students also wore wrist bands to remind them of the recent National Day of Action Against Bullying and Violence. “We have a strong anti-bullying stance at the school,” Mr Docker said.

Parents judged students and teachers for a prize lunch on the oval.

Children enjoy learning with fun twist

Baynton West Primary School, Pilbara News Wednesday 1 October 2014

The Pilbara region’s schools have become the latest recipients of a new, exciting learning experience with the introduction of the ‘Reading Room’ initiative.

The initiative involves the creation of a special area within each school where students are encouraged to read for pleasure, rather than for assessment purposes.

The Reading Room is designed to provide a comfortable and engaging environment for students to develop their love of reading and to encourage them to explore a variety of genres and authors.

The Reading Room is available to all students and provides a dedicated space where students can choose books from a wide selection.

In addition, the Reading Room includes a range of resources such as book talks, author visits, and other special activities to further engage students in reading.

The initiative is being supported by local libraries and community groups.

The students at Baynton West Primary School have been enthusiastic about the Reading Room and have already shown an increase in their reading skills and confidence.

Baynton West Primary School, Pilbara News Wednesday 2 April 2014

The ‘Dress-up Day’ at Baynton West Primary School was a huge success, with students and staff dressed up in costumes ranging from superheroes to their favourite TV characters.

The school’s Dress-up Day is an annual event that encourages students to express their individuality and have fun. This year, the theme was ‘Super Heroes vs. Villains’, with students dressing up as their favourite superheroes or villains from film or TV.

The day began with a special assembly, where students were encouraged to show off their costumes and share why they chose their particular character.

The day continued with a range of activities, including a giant game of Tag, a superhero-themed relay race, and a ‘superhero vs. villain’ scavenger hunt.

The students had a great time, and the day was a huge success.”
2014 was our second year of operation and another highly rewarding year; I would like to congratulate staff, Parents/Caregivers, the Baynton West PS community and most of all, our fantastic students for many noteworthy achievements.

We opened in 2013 and our students, parents and staff have worked in a focussed manner to establish our school as a centre for learning and achievement, ‘Success for all’, is a key priority in our Business Plan and the synergy of students, staff and families is visible; our school acknowledges that our students’ success is entwined with their teachers, assistant teachers and parents having strong connections with them and each other.

Our vision of ‘Children are at the heart of our school’ resonates very strongly with us all and has driven staff recruitment processes. Our students are involved in rigorous learning programs where progress, achievement and strong school culture are valued and modelled every day by everyone. I’m proud of our levels of; attendance, we achieved almost 90% in 2014, achievement, sound NAPLAN results and outstanding student behaviour. You will see this illustrated throughout our Annual Report.

We anticipate an ongoing shortage of buildings but our strong relationship with the Department of Education ensures we get what we need in a timely manner, something we are truly grateful for, and whilst we are waiting with anticipation for announcements to be made regarding stage 2 of Baynton West PS, we are aware that the current economic climate may work against this happening in the near future.

Our rapid growth in student enrolments means that we recruit and top up our pools of teachers and assistants regularly. I am truly grateful that as an Independent Public School, I am able, along with key staff, to manage the selection and recruitment process. I believe this has enabled us to choose the very best staff who share our vision of; ‘Children are at the heart of our school’ and our motto of ‘growth and inspiration’. I never have to worry about my staff not being willing to take on new initiatives or lacking in enthusiasm, I need to remind myself every now and then, that I am very lucky indeed, not just because of the amazing students at Baynton West but our teachers, assistants, office staff and my leadership team are outstanding also.

2014 was the second year of implementing our Business Plan and many aspects and milestones have been achieved before schedule. The Business Plan is available in our office and online and articulates the direction our school is heading, it also publicises our goals and targets, determining what we want to achieve within a three year cycle. I look forward to the Independent review in 2015 which we are invited, along with our School Board, to show off! I believe we have a lot to be proud of.

Some of the recommendations from our school self-assessment processes undertaken by staff, students and parents indicate the following areas will be goals for 2015;

- Nature Playgrounds within and around our school
- Appointment of key staff in English and Maths to support parents and staff address learning needs of underperforming students
- More focus on Aboriginal culture and appoint an Aboriginal Islander Education Officer (AIEO)
- More Science in our school – appoint a specialist teacher
- Resources to support maths and English purchased
- Positive Behaviour embedded
- Celebrate more!

We are committed to making these happen and have already started allocating the necessary resources.
We are committed to making these happen and have already started allocating the necessary funds.

The P&C and school partnership will deepen in 2015 with the scoping and development of three Nature Play areas in our school. The Governance of the School Board continues with a strong focus on the development of road safety protocols.

Through careful financial management, we are in a great position to fund additional learning support and continue offer gifted and talented programs during 2015.

We are also able to purchase even more ‘state of the art’ resources for our students, both in ICT, reading, maths, science, history and social science and manipulative materials.

To celebrate more, I encourage you to nominate our school and its staff for the upcoming Education awards, these will be advertised midway through 2015.

Please enjoy reading our annual report and remember… “You turn our lemons into lemonade!”

Warmest regards,
Lisa Ledger
PRINCIPAL

Our Business Plan Targets

**EARLY CHILDHOOD**
85% of students completing the On Entry Assessment commencing 2013 until 2015 will achieve the expected achievement in all areas. *(Not achieving in English but achieving in Maths)*

**SUCCESSFUL FOR ALL**

**ATTENDANCE**
Whole school attendance for the year will be at or above 90%. *(Close to but not achieved 89.6%)*

**SPECIALIST LEARNING AREAS**
The Arts and Sport has a high level of participation and success. *(Achieving)*

**READING**
Year 3, 5 and 7 cohorts of students tested in 2015 NAPLAN will be at or above the mean performance of like schools. *(Not achieving)*

**WRITING**
Year 3, 5 and 7 cohorts of students tested in 2015 NAPLAN will be at or above the mean performance of like schools. *(Not achieving)*

**GRAMMAR AND PUNCTUATION**
Year 3, 5 and 7 cohorts of students tested in 2015 NAPLAN will be at or above the mean performance of like schools. *(Not achieving)*

**SPELLING**
Year 3, 5 and 7 cohorts of students tested in 2015 NAPLAN will be at or above the mean performance of like schools. *(Not achieving)*

**MATHS**
Year 3, 5 and 7 cohorts of students tested in 2015 NAPLAN will be at or above the mean performance of like schools. *(Achieving)*
SCHOOL CULTURE
80% of parents/caregivers surveyed are positive about Baynton West Primary School. 
(Exceeding)
80% of staff surveyed are positive about Baynton West Primary School. 
(Exceeding)
80% of students surveyed are positive about Baynton West Primary School. 
(Exceeding)

RESOURCING THE SCHOOL
Voluntary contributions are paid by 75% of families. 
(Achieving)
Positive partnerships are established with external stakeholders. 
(Achieving)

Our targets are set high which is indicative of the high aspirations we have for our students, we will work hard to reach these in 2015.
In 2014 at Baynton West Primary School I was a Year 2/3 teacher in my second year of teaching. I started the year with a class who were predominantly new to our school, teaching in an activity area, waiting on our new transportable classroom to be finished. We made the transition into our new classroom with the support and help from staff, parents and caregivers. Our students took so much pride in setting up and decorating the classroom, they even asked to have other classes take a tour of our new classroom.

Receiving a merit select position at Baynton West meant I needed to be flexible and collaborate. It was not just my flexibility and collaboration that made the year successful, it was due to the flexibility and collaboration of our staff, students, parents, caregivers and community that Baynton West continued to excel.

I am truly grateful for the Professional Learning that is offered at Baynton West. I feel privileged to have been able to participate in the Graduate Group and Learning Walks. Baynton West has allowed me to develop my teaching skills, further my knowledge and grow as an educator. I love that I have a job I love and that Baynton West is a place for learning where everyone, including myself, loves to be.

Jessie Brittain

As the English Specialist Coach in 2014 I had a number of roles around the school. I worked with both teachers and students. I had completed a course to become a Train the Trainer for Australian Curriculum: English and I used the information that I had learnt during this time to present professional learning about the Australian Curriculum: English to teachers from all year levels, the teachers where from Baynton West PS and the Karratha Network.

The professional learning sessions covered a variety of aspects about the Australian Curriculum English including an introduction, planning using it and moderating reading and writing tasks. Every fortnight I would hold Planning Meetings with all cluster groups across the school from Kindergarten to Year 7 teachers. These Planning Meetings were based around the needs of the teachers. As a cluster they would choose a focus to do with English and I would facilitate the discussions, provide support materials and provide them with Department resources and information to support their planning.

At the beginning of each term we would go over their planning documents and discuss the content descriptions that would be focused on for the first few weeks of school. At the end of each term we would revise the planning documents and use an audit tool to record the content descriptions that had been covered throughout the term. This provided the teachers with a specific outline of what needed to be taught in the next term.

As part of my role I coached and mentored teachers, I observed, provided feedback and facilitated goal setting with them. I also supported them in the classroom during collaborative teaching. In kindergarten, Pre-Primary and Year 1 I ran an Early Intervention Program for Indigenous students. I worked with these groups once a week. The focus was on developing oral language, vocabulary, phonics and appropriate school behaviours. During terms 3 and 4 I began an extension program for Pre-Primary students which focused on writing. The role has had a positive impact on student learning.

Danella Brown
I began working at Baynton West Primary School at the beginning of 2014. I instantly had a wonderful feeling from my first day at school, meeting friendly staff and setting up an almost brand new classroom with bright and funky furniture.

I was amazed at the number of resources the school had already accumulated, particularly in the area of ICT.

Moving to Baynton West PS was definitely the right decision for my career development. I am lucky enough to have been given excellent opportunities to further develop my knowledge and skills through training and a leadership role. All staff are offered a variety of high quality professional learning at Baynton West and we are lucky to work alongside so many knowledgeable experts in different areas of teaching.

I love that we work so closely as a staff, particularly collaboratively in our year groups. This allows us to share ideas and opinions, reflect on our practise and continually monitor our student’s progress as a team.

The sense of community within the school is wonderful and makes it very easy coming to work each day. Each parent assembly radiates a lovely community vibe, with students, staff and parents proudly supporting our school. It is great to see parents and caregivers at Baynton West take an interest in their child’s learning. The amount of parent help offered is wonderful and makes me proud to work alongside families to give their children the best education that we possibly can.

Overall, I had a fabulous first year teaching at Baynton West and feel that I continued to learn new things each and every day. I will treasure the wonderful memories made with my Pre-Primary class and value the relationships I developed with the parents and my colleagues in 2014.

Logan Osborne
As a year 5 teacher in 2014, Baynton West Primary School was offered the opportunity to take the two year 5 classes on a sailing excursion to Dampier Camp School in preparation for them as year 6’s to have an ongoing commitment to the sailing program. So this was a taste of things to come in 2015. Des Prizmic a former Principal of Wickham Primary School who runs the Dampier Camp School was to be the coordinator of the program.

The two day excursion was covered over one week at a cost of $20. This also included recess and lunch which catered to all dietary requirements. The students were dropped at the camp school at 8:30am and picked up by parents/caregivers at 2:30pm.

Day one started with introductions and rope tying. The students were amazing they were engaged and learnt to tie many different knots needed when sailing. Des is very knowledgeable and the students responded positively to him. They then had a hearty recess before hitting the road for an approximate 3 kilometre walk to a Dampier beach where they were to build rafts. Lunch was served in the form of nutritional rolls. After lunch the students had a fun afternoon working collaboratively with each other to assemble a raft that would be able to float on water. Well this didn’t quite happen and all rafts except one started to disintegrate as they hit the water. Oh well, practice makes perfect.

Day two didn’t need introductions so it was straight into it. The students had two options to capsize in a boat or to go ski biscuiting. Ski biscuiting won out and after the students had donned their life jackets they walked the 3 kilometres to the beach. Once at the beach we then had to get the 52 students over to an Island. Des had all of this covered. It was much like a taxi boat service with lots of dinghies tied to each other and a larger boat towing them all. Split into two groups, the students were ferried to a nearby Island. What a day the shark net went up to ensure the safety of all students, rules were put in place and the students had the time of their life.

This excursion was a fantastic highlight for us and all of the students who participated in 2014. It was well run, educational, cheap and exciting for all involved.

Tracey Benge and Jo Smart
Regional Teacher Development School

At the conclusion of 2013, Baynton West Primary School was selected as the Regional Teacher Development School for the Pilbara Region.

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. Additionally, we also broker support for other schools through our own contacts and contacts through the Teacher Development School initiative in Perth.

We brokered a number of Professional Learning opportunities throughout 2014 including:
- K-2 Learning maximisation for students
- Mathematics with Dr Paul Swan (Yr3-Yr7)
- Mathematics with Dr Paul Swan (K to Yr2)
- First Steps in Mathematics (Number)
- First Steps in Reading
- Money Smart
- Team Teach
- English as an Additional Language and Dialect Conference
- Exploring Peer Observation Techniques (Edith Cowan University)

2014 saw the formation of a Teacher Development School Board of Management. This Board of Management was comprised of eleven staff from Baynton West Primary School with various areas of speciality.

As a Regional Teacher Development School, 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:
- Introduction to the Western Australian Curriculum: English
- PAC Squad: Four types of comprehension questions
- PAC Squad: English Block and Planning Support
- PAC Squad: Moderation and Judging Standards
- Learning Walks K-Yr2 and Yr3-Yr7
- PAC Squad: Sharing Expertise
- PAC Squad: Integrating ICT and the Western Australian Curriculum: English
- PAC Squad: Differentiating the Western Australian Curriculum: English

We also hosted work shadowing opportunities for other schools and delivered Professional Learning to both Onslow and Tom Price.

This up skilling of staff in our school has had a positive impact on student learning.
On behalf of the Health and Physical Education team we would like to thank our students, community and colleagues for your valuable input, collaboration and effort by making 2014 a successful year, full of wonderful achievements. The year was full of highlights including:

**Lunch Time Sports Programs** (continuous cricket, volleyball, dodgeball and badminton). Every term our students made their own teams to participate against each other for the duration of the term culminating in a game vs the teachers. The passion and sportsmanship displayed all term was sensational.

**Cycle to School Day.** This annual event always brings out the best in our students. Lead up road safety lessons culminated in a safe, fun and colourful bike parade where the students displayed the wild and wonderful ways they decorated their bikes.

**Dockers’ Cup** Into its second year of existence and Baynton West Primary Schools interschool contribution to the Karratha network. Boys and girls teams from Baynton West PS trained hard at lunchtimes leading up to the event and did the school proud. They played with passion, skill and again lead the way with sportsmanship. Next year promises to be bigger and better with more local schools getting involved.

**Healthy Eating Program** Children were taught about nutrition, the healthy food plate and healthy snacking. Students put their knowledge into action by making a healthy lunch and a healthy snack. The program concluded with a ‘Nude Food’ day to demonstrate how we can eat more healthily and also minimise our waste.

**Faction and Interschool Cross Country Events** Term 2 is all about distance running and building aerobic fitness for the 2 big cross country running events. The Faction Cross Country is a true community event with many parents supporting and helping out with the running of the event. The children were just amazing on the day with most setting personal best times running distances they aren’t accustomed to. The community fun run is always well supported by both the students and community alike.

The Interschool Cross Country result was spectacular with BWPS coming in second by a mere 4 points. All the children who represented the school were magnificent and the community was so proud of their effort. Mrs Ledger was indeed so proud she took the squad to McDonalds for ice-creams straight after!

**The Winter Carnival** This interschool, multi-sport event is hugely anticipated amongst the community. Our Yr 5, 6 and 7 students participated in basketball, tennis, volleyball, minkey, football, league tag and teeball with BWPS coming out victorious in tennis and placing highly in a number of other sports.

**Faction Athletics and Interschool Athletics Carnivals** These 2 events are the athletic showpiece events for the school and the community. Beautiful weather, high athletic prowess, great sportsmanship and a real community feel made these events the successes they were. Congratulations to Sky Faction for their clean sweep of the Faction Cross Country Trophy, The Team Games Shield and the Baynton West Cup awarded to the overall winner.

**Jump Rope For Heart.** Baynton West PS raised over $2000 for the Heart Foundation through the program. For 2 weeks in October every child from PP-Yr7 participated in skipping lessons and activities to increase their fitness, awareness of heart disease and just for fun! Let’s see if we can set the bar higher in 2015 by raising $3000.
**Baynton West Ripper Skippers**

The Baynton West Ripper Skippers are a team of 16 enthusiastic, energetic and skilful students who are passionate about improving and challenging themselves. All of them were skipping novices who picked up a skipping rope knowing little more than jumping a rope but by the end of the year were performing cooperative tricks, individual and group tricks, displaying trust in each other and showing what teamwork truly is. It was a pleasure to train these individuals and watch them develop skills, confidence and friendships that maybe they wouldn’t have developed if they weren’t a part of the Baynton West Ripper Skippers.

Our first public performance of 2014 was at The Open Night where the Ripper Skippers performed superbly. The hours of hard work and sweat payed off as all members performed their routines and tricks perfectly to the tunes of ‘Bom, Bom’, ‘Hello’ and ‘Jump’ by the Pointer Sisters.

Our second performance of the year was at The End of Year Concert. The students were nervous to perform in front of such a big audience but you wouldn’t have known it as again everyone performed their part magnificently.

**Dance Groups**

This was the first year when lunchtime dance groups were offered as an activity for students from years 4 to 7 to participate in. I ran two groups, a contemporary dance group, called ‘The Swans’ and a hip hop crew, called ‘The Dibby Crew’.

Both groups worked hard to learn basic dance moves and then committed themselves to learning the choreography for the two performances over the year. They performed separate dances at the school open night in Term 3. The end of year concert was a joint dance together of the swans versus the Dibby Crew wolves. Miss Hilsz would like to thank the hard work and enthusiasm from all her dance students. Also big thanks to Shaune Hillier for screen printing the Dibby Crew shirts.

Ellen Hilsz
In 2014, the Baynton West Library became more than just a library; it truly became the hub of the school.

The Library is staffed by two fabulous Library Officers. This means that our library is open 5 days a week to be enjoyed by our students, staff and community with support throughout the week.

We have resourced over 5,000 titles for lending. Being just over 2 years old means that our collection is practically brand new and includes not only the Australian classics but also the newest and most popular titles and authors. New titles are added throughout the year and student and staff suggestions are encouraged!

Our Library hosts recess and lunch time activities available to children in Years One through Six. During this time, up to 40 students can use the library to check out books, do arts & crafts, play a game on our Xbox 360, challenge another student to a chess match or Scrabble, delve into the wonder of Lego, or just sit back and relax on our colourful collection of beanbags and pillows while watching educational videos on one of 3 Library managed iPads.

A Student Librarian program is run by the Library Officers to engage Upper Primary students to assist at recess and lunch times. Students volunteer their time, signing up for shifts during the week. A staff meeting is held weekly to discuss the events of the past week and an opportunity to suggest improvements for the way lunch and recess times are run. The students love it and we currently have a pool of 20 or more who wish to participate!

2014 saw the continuation of a roaring and highly competitive chess club as well. Every Tuesday and Wednesday, students challenge one another to games of chess to try and climb their way to the top of the ladder. There are nearly 20 students participating at the moment with new students signing up weekly. What fun!

In addition to our book collection, our Library also offers children the opportunity to engage with ICT in a supportive and relaxed environment. The library is resourced with iPads, game consoles, Interactive White Boards and Promethian Active Tables. The students' creativity knows no bounds and where they require assistance, library staff are on hand to help them take it to the next level.

Last year, our library hosted a tremendously successful Scholastic Book Fair. The support from the BWPS community was overwhelming and our sales figures were one of the highest in the nation thanks to their support and generosity.

The Library was also the setting for the inaugural BWPS Art Exhibit featuring works from every student at BWPS and larger collections from some of our featured artists. The event ran over 2 nights and was very well attended.

2014 was a brilliant year for the Library and 2015 is looking just as promising!

Catherine Wall
Camp Canberra

In Term 2 and 3, I had the privilege to take the Year 6 and 7 students to Canberra for School Camp. The students had heard some wonderful adventure stories that the 2013 Year 7s went on and I’m certain the week in Canberra lived up to their expectations. The Year 7’s went along on this journey to Canberra to celebrate the end of Primary School and the Year 6’s celebrating the exciting times of being the first cohort of Year 7’s to enter High School.

Staff who also joined me on this exciting journey were: Mrs Lisa Ledger, Mr Karl Schoepner, Mrs Noorliah Lloyd and Mr Shaun Hiller.

Heading off to Canberra, the week promised to be cold, allowed us to explore our Australian History and visit a new place that not many had been before. 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 Canberra. The journey went smoothly and the three hour time difference certainly didn’t make a difference to our excited students.

Eagle Hawk Holiday Park provided us with excellent food and accommodation and Bensley’s Buses provided us with transport throughout our week in Canberra. Throughout the week we visited many places and participated in lots of different activities. The places we visited were: National Capital Exhibition, Old Parliament House, Questacon, Parliament House, National Portrait Gallery, Australian Institute of Sport, National Museum, National Film and Sound Archive, CSIRO Discovery, Government House, National Archives, Mt Ainslie, War Memorial, Ten Pin Bowling, Ice Skating Rink, Lake Burley Griffin and the local Shopping Centre.

We had many highlights from our trips to Canberra. Below are some quotes from students about their time had in Canberra:

Ashley D said, “I enjoyed going to Questacon and doing all the activities with my mates”.

Micah said, “The weather was cold, but it was a nice change. Ice Skating and Questacon was most people’s highlights”.

Emeli said, “It was an enjoyable experience and it was a great opportunity to get to know all the Year 7’s more. Ice Skating and Questacon was my favourite”.

Jaxon said, “Going bowling with my mates was the best”.

A great week was had by all, Canberra definitely exceeded all of our expectations.

Kayla Cross
In Term 4, 2014, the Year 5 students of Baynton West Primary School attended a five day camp at Ningaloo Reef Adventure Camp, Coral Bay. It was a great teambuilding and bonding exercise for all of the students who attended. Students were able to build their water safety skills, interpersonal skills and communication.

Many adventures we had, such as deep sea snorkelling, swimming under a glass bottom boat, sand boarding and seeing turtles, dolphins and manta rays. Beach games were a big hit with the students, especially the swim afterwards. The night times were eventful with a presentation about the local wildlife and games such as spotlight and foxholes.

Needless to say, we all came home exhausted but happy and much closer than we were leaving on Monday. Overall, this camp was a resounding success amongst both students and teachers.

Jo Smart and Tracey Benge
Learning support at Baynton West is an area of priority and after consultation with staff a full time Learning Support Coordinator was appointed in 2015.

With the appointment of a full time Learning Support Coordinator, this has allowed us to develop a streamlined approach for all students at educational risk. This ranges from students with a diagnosed disability to gifted and talented students.

In 2014 our enrolment of children with a diagnosed disability has increased by 100%. We have been successful in improving the outcomes for these students through specialised plans including one on one programs and we were able to broker partnerships with outside agencies, which allowed us to offer intensive support for children with special needs.

We are part of a network approach to learning support and are active members of the Students at Educational Risk Steering Committee. Through this committee we have been able to access a range of professional learning opportunities for staff which include support in Autism, Dyslexia, transition for special needs students and an overview of Individual Education Plans.

We are offering intensive intervention programs for students in Pre-primary to Year 5 in spelling and phonics to small targeted groups. Spelling and phonics is a whole school target area.

We have an on-site School Psychologist two days a week whom we work very closely with the to develop document plans and offer support to staff, students and the community. The School Psychologist’s primary role is to assist the school to enhance the learning outcomes and personal well-being of the students. The School Psychologist provides counselling, learning assessments and assist with behavioural programs. They also provide Professional Learning for teachers and parents in areas related to learning, behaviour and mental health.

We have a streamlined approach to Learning Support at Baynton West and have developed policies and procedures to support teachers, families and students.

Freyja Lucas
2014 saw some changes to the Visual Art department at Baynton West. I was appointed a full-time, permanent position as Visual Arts Coordinator and Kindergarten was included in the Arts program for semester one. The art room was opened up for lunch time activities and proved a great success for students interested in developing their talents further.

Fish Day in 2014 provided students with the opportunity to finish the giant rainbow fish now hanging in the Library, and to participate in a mural painting of fish species found in the Pilbara. Students came to the art room in mixed groups and worked in teams to participate in these collaborative works. It was a great opportunity for all students to demonstrate our FISH! philosophies and to engage with positive behaviours. The annual NAIDOC day celebrations also continued in 2014 with the art department providing activities based on Aboriginal Art. In class students created ceramic tile designs based on Aboriginal Art from Arnhem Land, the Kimberly Region, the Canning Stock Route, and of course the Art and themes of the Pilbara including local flora and fauna. These designs were etched into clay tiles on NAIDOC day as groups of students visited the art room for 20 minute sessions. We aim to finish these tiles this year by adding coloured glaze representing the colours of the Pilbara so they can be used to decorate the school on a permanent basis.

In term two students from years one to seven were given the opportunity to participate in the annual “Help a Child Grow” art competition organised by Therapy Focus. Each class was read a story called “Jake’s First Sleepover”, and asked to illustrate one page of the story each. All up there were approximately 370 students with the outcome being one finalist, Emmalyn McCaskie, for the front cover art work and winner of the page one design, Kye Bennett, who became the first published artist in Baynton West history.

2014 saw the formation of the Karratha Arts Network where Arts teachers from all Primary and High Schools were invited to meet twice a term to collaborate. As Coordinator of this program it was my responsibility to provide communication with other members and steer meetings according to agenda items. This network has provided great discourse for the Arts teachers of Karratha with discussions ranging from Year 6/7 transition, strategies for the integration of the Australian Curriculum, ideas for PL and experience with peer to peer presentation, reflection and moderation and collaboration on local cultural events.

The 2014 Cossack Art Award provided an opportunity for selected year 6/7 students to see some high quality local art work. Artist in residence, Leslie Munroe gave a speech about her practice and students were invited into her studio space. The day also included sketching the local historic building and gathering historical facts about the town of Cossack. This was a highlight for many of the students in the senior art program.

The year was nicely finished off with our first Baynton West Art exhibition. The exhibition was held over two nights and every student was represented with a massive amount of talent on display. Parents were excited to see so much work and there were many comments about the diversity of work produced. Looking forward to 2015 I can see an even more impressive exhibition coming together as skills and ideas continue to grow. There could even be a few mosaics and creative playgrounds springing up outdoors.

Shaune Hillier
Baynton West Primary School strives to engage, motivate and instil a love of the Arts in all of their students. All classes from Pre-Primary to Year 7 have access to Music each week, plus students in particular year levels are offered an opportunity to be involved in the Performance Troupe, Baynton Beat Busters and the School of Instrumental Music program.

All students from Pre-Primary to Year 7 received weekly Class Music lessons. Students from Pre-Primary to Year 2 focused on using xylophones, marimbas and non-tuned percussion instruments in their music making. Students in Year 3 were given the opportunity to learn the recorder. Students in Year 4 to Year 7 used a combination of keyboard tuition and ukulele tuition to help reinforce concepts learnt in class. Every class was offered a varied and meaningful curriculum based on the philosophy that in order to appreciate and respect the Arts, you need to experience the Arts in a hands on and authentic way.

The Performance Troupe has represented our school, through song and dance, at a variety of events throughout the year. They have performed at our ANZAC and NAIDOC assemblies, for Music Count Us In, at the annual community show called FeNaCl, for Carols By Glow Light and for our own school Open Night and End of Year Concert. The Performance Troupe is available to any student from Year 3 to Year 7. The aim of the group is to provide a musical and artistic opportunity for the students in our school to develop their voice, dance skills and ability to perform in front of an audience. Students are encouraged to join this group and shine, whether they feel they have abilities in this area or not.

The Baynton Beat Busters is an African drumming group which rehearses at lunchtime and is available to students from Year 4 to Year 7. 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 has been offered at Baynton West again this year. Selected students from Year 5 were offered tuition on the clarinet or brass instruments and students from Years 6 and 7 continued their tuition on brass instruments. All Year 6 and 7 students participated in Concert Band practice 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, FeNaCLNG and Carols By Glow Light.

Isalyn Bessel Brown
Information and Communication Technology

Information & Computer Technology (ICT) Teacher and Student Coaching

In 2013 I was a passionate user of Information and Communication Technology (ICT) and was lucky enough in 2014 to be chosen to undergo Peer Coaching Training in ICT. The training allowed me to better understand the coaching process and how to effectively coach, it has also given me a greater understanding of the ICT general capabilities and how these really impact our teaching and planning. As a certified ICT peer coach I am able to work with staff and students to help them better understand ICT and support them into integrating it effectively in their classrooms.

The coaching role allows me to work with teachers and to discuss goals, hurdles and successes. I support the teachers in junior primary by meeting with those who wish to be coached, together we discuss their goals and map out a plan to achieve their goals together. To support teachers in reaching their goals, I am available to model lessons either in their class with their children or they can come and watch me teach interactive lessons in my classroom. After I have modelled a lesson we sit together and reflect on what they saw and our next step from there. After the modelled lesson I offer support to the teachers by being in their classroom to support and act as an extra pair of hands when they run their own ICT lesson, this strategy has proven effective for those people who are really apprehensive in using ICT. After this step we move to the last step where the teacher now feels comfortable to teach a lesson independently.

Coaching is available in all areas of ICT, we are available to coach in the use of iPads, SmartBoards, interactive software, laptops and the use of Connect in school and at home. This has been a fantastic learning opportunity for me to learn the coaching process but to also work with colleagues to support them to better understand ICT and the general capabilities.

Dannielle Williams
Science is one of the integral parts of the Australian Curriculum. The planning of investigations, hands on inquiry skills and scientific research mix fluidly throughout the many cross curricula areas. The school leadership team recognised this and as a result developed the opportunity for those who were gifted to take part in a Gifted and Talented (GATE) program.

In 2014 the foundation for the GATE program established across the school a group of exceptional future scientists, once identified they took part in designing investigations and hands on practical science to demonstrate and reinforce their scientific knowledge. This knowledge resulted in the senior students demonstrating, mentoring and carrying out experiments with groups of younger children.

The work of the GATE students was used to apply for ‘Waterwise’ status which was granted in 2014. Baynton West Primary School was the first school in 10 years to apply and be granted this status in the Pilbara. The ‘Waterwise’ application was completed in only one year and was as a direct result of the hard work of the children in the GATE program where much of the supporting evidence came from.

The science subject area was continually supported by outside agencies including the SCITECH/CHEVRON partnership to enhance science teaching and learning across the state. This involved building close relationships with SCITECH as a provider of training and support as well as working alongside other network science schools within the region.

Andrew Mclean
2014 saw the continued promotion of the FiSH! Philosophy at Baynton West Primary School. Students and staff were recognised for demonstrating one of the four FiSH! Principles.

These principles include:

- Be There
- Play
- Make Their Day
- Choose Your Attitude

Students who demonstrated these principles were able to receive a FiSH! token. These tokens were then placed into the school's FiSH! box and a lucky winner was drawn at each parent assembly throughout the year. Furthermore, these tokens are also printed on one of four colours: Spinifex, Sturt, Sun and Sky with each colour representing each of the school’s factions. At the end of every term, the faction with the most FiSH! tokens received an extended lunch.

FiSH! Certificates were also awarded at student assemblies. These certificates were chosen by the classroom teacher and acknowledged students who were being FiSHy!

Staff also celebrated the FiSH! Philosophy amongst themselves by awarding FiSH! tokens to each other. These were then placed into a fish bowl in the staffroom. They were then read out each Friday during the weekly communication meetings and morning teas.

Positive Behaviour Support (PBS) was further developed at Baynton West Primary School through the development of a school-wide behaviour matrix. This matrix outlined what each of the four PBS behaviours (Be Safe, Be Your Best, Be Resilient and Be Responsible) would look like in the classroom, in the playground, whilst eating, before and after school.

In celebrating our school’s culture, School Culture days were held throughout the year. These saw the students and staff participate in a range of activities which promoted both the FiSH! Philosophy and PBS. Parents/Caregivers were invited to join in for lunch and a short assembly was held at the end of each of these days.

Finally, the PBS Behaviour Matrix and the school’s Anti-Bullying Policy were launched together at the end of last year. This special assembly saw members of the PBS committee and students role-play behaviours from our matrix and saw the official launch of our school’s Anti-Bullying Policy which clearly articulated, as a school, our approach to bullying. This assembly concluded with us coming together in the heart of the school and signing the Baynton West Primary School song in a demonstration of the school’s unity.

Ben Jamieson
# Annual Report 2014

## Growth and inspiration

## Awards and Student Leaders

### End of Year Concert Awards

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<td>Charlotte</td>
<td>Guy</td>
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<td>Sebastian</td>
<td>Crummer</td>
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<td>Phoebe</td>
<td>White</td>
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<td>Shay</td>
<td>Felix</td>
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### Student Councillors

**Semester 1 2014**

- Elijah Lyon
- Riley Boardman
- Kayla May
- Violette Otto
- Reardon Cusworth
- Riley Woodvine
- Emeli Nestoroska
- Mike Nestoroski
- Jessica Oudyn
- Isabella Jolliffe-Wade
- Clare Buchanan
- Ashley Degebrodt

**Semester 2 2014**

- Shakira Moss
- Jada Goddard
- Abhishek Shukla
- Phoebe White
- Zoe Miller
- Bryanna Stretton
- Damian Mars
- Kaleb Booth

### Faction Captains

**Semester 1 - 2014**

- Sun Captains: Sebastian Crummer, Blair Stedman
- Sky Captains: Blake Rhodes, Harley Mellor
- Spinifex Captains: Jedd Bullen, Jaxon Degebrodt
- Sturt Captains: Bryanna Stretton, Sam Hackett

**Semester 2 - 2014**

- Sun Captains: Sebastian Crummer, Clare Buchanan
- Sky Captains: Brock Power, Emeli Nestoroska
- Spinifex Captains: Emmalyn McCaskie, Jamie Melville-Main
- Sturt Captains: Sam Hackett, Lou Gracie

### Graduation Awards

#### Year 6

- Jessica Oudyn
- Phoebe White
- Callum Lyon
- Zoe Miller
- Blair Stedman
- Bryanna Stretton
- Ella-Rose Corby
- Violette Otto
- Elijah Barnsdon
- Blake Rhodes
- Jaileigh Hansen

#### Year 7

- Kaleb Booth
- Taylor Bylund
- Claire Buchanan
- Abhishek Shukla
- Jaxon Degebrodt
- Riley Boardman
- Isabella Raudino
- Emmalyn McCaskie
- Emeli Nestoroska
- Adam Chettle
- Riley Woodvine
The term engagement covers non-academic areas such as Behaviour and Wellbeing, Attendance and Pastoral Care. The graphs on the left provide a snapshot of the Attitude, Behaviour and Effort (ABE) levels of our year 2 and year 5 students. In the below ABE categories students range from ‘consistent’ to ‘sometimes’ grades, however, overall the ‘consistent’ allocation far outweighed the others, it is also relevant to note that very no 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.

In Year 3, achievement in Mathematics was very encouraging as our students met or exceeded the performance of ‘like’ schools at the excellent, good and satisfactory levels. Please note, satisfactory is the expected achievement of students for that age. Whilst these students would have been at other schools in Year 1, many of them joined the school in Year 2 and have been attending for a large part of the assessment period. These results are impressive, especially when you consider that the mean NAPLAN score was only just below the Australian mean and above the West Australian mean.
Progress in reading from Year 5 to Year 7 was pleasing overall. This graph illustrates the progress made by students from Year 5 NAPLAN to Year 7 NAPLAN in Reading in 2014. The students would have taken NAPLAN in 2012 at their respective schools and taken the tests at Baynton West PS in 2014. The dotted line represents the performance of 'like' schools in comparison to our performance.

Moderate progress was above the performance of 'like' schools, which is the expected progress over the two years. It is clear that we need to focus on increasing the number of students achieving high and very high progress and actions are in place to address this in 2015.

Progress in writing from Year 3 to Year 5 was pleasing overall. This graph illustrates the progress made by students from Year 3 NAPLAN to Year 5 NAPLAN in Writing in 2014. The students would have taken NAPLAN in 2012 at their respective schools and taken the tests at Baynton West PS in 2014. The dotted line represents the performance of 'like' schools in comparison to our performance.

High progress matched the performance of 'like' schools and moderate progress was above the performance of 'like' schools, which is the expected progress over the two years. Writing is a priority area in 2015 and we would hope that the impact of this will see more students making the expected progress or exceeding this.
The PROBE reading test is used in Years 4-7 to gauge the level of comprehension when reading different texts and is a key indicator of the future learning needs students have in reading. These results represent solid progress from our students. The expectation is that students will increase one level every six months and this data shows that this is being met on average in Years 4-7. The information gleaned from these assessments are used to develop programs to help students further improve.

Words Their Way is a key approach that we use in Years 2-7 for spelling. Students are tested at regular intervals and placed into groups based on their needs. The students take part in daily spelling activities as part of our English Block. The results show that progress is most rapid in Years 2-4. In Years 5-7, we have some students who have reached Stage 12 and can not progress any further as this is the highest level. Despite this you can see that all year group are progressing steadily.
This graph illustrates the progress made by students from Year 3 NAPLAN to Year 5 NAPLAN in Maths in 2014. The students would have taken NAPLAN in 2012 at their respective schools and taken the tests at Baynton West PS in 2014. The dotted line represents the performance of 'like' schools in comparison to our performance.

Very high and high progress exceeded that of like schools and those making lower progress were way below levels at 'like' schools which is very positive. Please note moderate progress is actually the amount of progress expected from each student. The students shown in pink on the moderate bar performed exceptionally in Year 3 and could only make the expected progress this time as the test level has a ceiling which they hit! Clearly our students progressed well!

Graphophonics testing assess spelling progress in Years 1-3. This graph shows the average progress made in each year group over the course of the year. Progress in Year 1 is particularly rapid, although in each year group significant progress in spelling has been made. The spelling programs in school using the Letters and Sounds approach and Words Their Way are having a positive impact based on this data.

Reading progress in Years 1-3 is measured using the Pm Benchmark tests, which is directly linked to the reading book levels of our home readers.

Progress was particularly rapid in year 1, where students improved an average 10 levels! Of course as texts become more complex, so do the skills required to read and understand them and progress in Years 2 and 3 was pleasing.
Key responses from our parents/caregivers

The one aspect I most like about this school is:

- The teachers and their approach to learning. Also the organised events outside of school for the children.
- Very happy with the school principal and how she uses her energy and high standards to drive excellence at Baynton West Primary School.
- I love seeing the Principal and Vice Principals walk around the school and interact with students and teachers before, during and after school. It’s an amazing commitment.
- I love and enjoy the feeling of being part of a great school community. I love the fantastic effort that all students put in when it comes to dress up days. Great team spirit!
- How wonderful and supported all the teachers and parents make us feel.
- I’d recommend BWPS to others, I’m impressed with the teachers and their level of professionalism.

The one aspect I would like to see this school improve is:

- I am totally happy with aspects at the school and at this point do not have any that I think need improvement.
- A note sent home earlier in the year in regards to what exactly needs to be completed during homework rather than relying on my Year 1 child to tell me what needed to be done. We got one at the start of term, which was fantastic, but at the start of the year would have been useful also. Would also save the teacher explaining it to each parent too.
- Nothing to do with the management of the school but, if at all possible, to include a kiss and drop. The parking is congested and as the school gets bigger this will only get worse.
- No real improvement needed but maybe a bit more community/charity involvement to teach the children about others less fortunate than themselves.
- More trees, playgrounds.
- An increased emphasis or acknowledgement of Ngarluma and Yinjibarndi Culture rather than just the minimum general Aboriginal information covered in the curriculum.
- At assemblies do merit certificate early, working parents take time off to watch their children get awards not listen to the Principal’s speech when it’s costing money.
Key responses from our staff

The one aspect I most like about this school is:

- How it feels like a family, we all come together. Whether it be the good times or the not so good times. The families are always there to lend support.
- The support processes for staff and the opportunities for staff to develop their skills and take on leadership opportunities.
- Consistency in care and treatment of students. Behaviour management is a high priority for all staff.

The one aspect I would like to see this school improve is:

- Playground equipment. There needs to be more in the ECE block and junior area.
- The level and amount of physical resources—this will come with time.
- Better play facilities for our students.
- Continue to build on the resources that are available.
- Staff meetings fortnightly instead of weekly with a strong relevant focus.
- Behaviour management to be consistent in all classrooms.

Teachers at this school expect students to do their best

Our students feel that their teachers have high aspirations for them.
School Survey

Key responses from our students

The one aspect I most like about this school is:

- The fantastic music and art programs
- All the friendly staff and students
- The wide variety of extension programs offered at Baynton West Primary School
- The thing I like most about the school is the teachers.
- The friendships I have made.

The one aspect I would like to see this school improve is:

- More play equipment and more whole school things.
- More trees for shade when it’s hot.
- Behaviour!

Teachers at this school expect students to do their best

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School Highlights

- Canberra Camp
- Beat Busters
- Book Parade
- Baynton Tambrey Cup
- Cycle to School Day
- History Dress up Day
- Harmony Day
- Leadership Day
- NAIDOC Celebrations
- Captain Cleanup
- Swimming
- Sports Carnival

Annual Report 2014
**Finance**

Baynton West Primary School

Financial Summary as at 31 December 2014

### Revenue - Cash

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Voluntary Contributions</td>
<td>$24,118.00</td>
<td>$25,222.00</td>
</tr>
<tr>
<td>2. Charges and Fees</td>
<td>$119,940.30</td>
<td>$119,940.30</td>
</tr>
<tr>
<td>3. Government Allocations</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4. PRC Contributions</td>
<td>$7,248.00</td>
<td>$7,248.00</td>
</tr>
<tr>
<td>5. Fundraising/Sponsorship</td>
<td>$61,064.30</td>
<td>$63,968.60</td>
</tr>
<tr>
<td>6. Out Grants</td>
<td>$454,464.49</td>
<td>$477,318.41</td>
</tr>
<tr>
<td>7. Other State Dept Grants</td>
<td>$1,589.96</td>
<td>$1,589.96</td>
</tr>
<tr>
<td>8. Commonwealth Dept Grants</td>
<td>$6,756.40</td>
<td>$6,756.40</td>
</tr>
<tr>
<td>9. Trading Activities</td>
<td>$59,634.00</td>
<td>$53,613.49</td>
</tr>
<tr>
<td>10. Other</td>
<td>$47,214.23</td>
<td>$48,364.94</td>
</tr>
<tr>
<td>11. Internal Transfers</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Total** | $858,935.74 | $896,474.54 |

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### Contingencies Revenue - Budget vs Actual

- **Opening Balance**: $896,474.54
- **Total Contingency Funds Available**: $896,474.54
- **Total Salary Allocation**: $3,115,000.00
- **Total Funds Available**: $3,130,000.00

---

### Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Administration</td>
<td>$94,155.32</td>
<td>$68,180.42</td>
</tr>
<tr>
<td>2. Leases</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3. Utilities</td>
<td>$6,557.00</td>
<td>$5,895.37</td>
</tr>
<tr>
<td>4. Hire of Maintenance/Training</td>
<td>$4,212.00</td>
<td>$5,764.29</td>
</tr>
<tr>
<td>5. Building Fabric and Infrastructure</td>
<td>$16,485.00</td>
<td>$16,004.18</td>
</tr>
<tr>
<td>6. Assets and Resources</td>
<td>$46,420.18</td>
<td>$38,885.83</td>
</tr>
<tr>
<td>7. Education Services</td>
<td>$292,748.58</td>
<td>$267,648.69</td>
</tr>
<tr>
<td>8. Other Staffing Programs</td>
<td>$396,748.78</td>
<td>$28,844.27</td>
</tr>
<tr>
<td>9. Traveling Activities</td>
<td>$53,833.00</td>
<td>$51,131.31</td>
</tr>
<tr>
<td>10. Salary Payments to Central Office</td>
<td>$73,706.83</td>
<td>$72,223.20</td>
</tr>
<tr>
<td>11. Other</td>
<td>$74,578.32</td>
<td>$55,887.40</td>
</tr>
<tr>
<td>12. Transfers to Reserves</td>
<td>$32,024.00</td>
<td>$32,024.00</td>
</tr>
</tbody>
</table>

**Total Contingencies Expenditure**: $1,252,556.76

**Total Expenditure**: $2,087,706.76

**Cash Position**

- **Cash Position as at 31 December 2014**: $308,278.12
- **Bank Balance**: $308,278.12
- **Made up of**:
  - 1. General Fund Balance: $268,886.72
  - 2. Deductible Gift Funds: $-
  - 3. Trust Funds: $-
  - 4. Asset Replacement Reserves: $49,520.00
  - 5. Suspense Accounts: $6,036.42
  - 6. Cash Delinquent: $2,835.00

**Total Bank Balance**: $308,278.12