



# Baynton West Primary School Annual Report 2019

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At Baynton West Primary School we are passionate about two things:

- **Children**
- **Education**

Our school vision of, 'Children are at the heart of our school' embodies everything we do, every day. Entwined in that vision is our moral purpose of making sure children exceed their academic potential and that their emotional and social needs are met.





## From the School Board

2019 was another successful year for Baynton West Primary School which included our Principal, Mrs Lisa Ledger, recognised as WA Primary Principal of the Year for 2019. This is significant recognition of the dedication and passion Lisa puts into making our school such a success. Thank you Lisa for everything that you do and congratulations on this significant achievement - it is truly well deserved.

The school was also a finalist in the Premier's Excellence in Aboriginal Education and although we weren't successful, to be recognised as a finalist is a substantial achievement. The School Board is very proud of this accomplishment.

2019 also saw a number of new members join the School Board in Freyja Lucas, Mark Bradley, Ashton Hansen and Susan Grylls. I'd like to acknowledge and thank them for their contribution, along with the existing School Board members; Kylie Gibson, Brad Cox, Andy Barrow, Ryan McEwan, Lisa Ledger (Principal), and Travis McNaught (Deputy Chairperson). I'd like to acknowledge those retiring board members in Jodi Austin, Sandra Spadanuda and Shontay Cardew.

I'd like to especially recognise the significant contribution made by Shontay Cardew as the last remaining inaugural member of the Board. Shontay's vision and professionalism helped to create what our school is today - thank you Shontay.

Baynton West Primary had a school review undertaken during 2019 and the results were outstanding. The school received positive feedback and we all found the process very rewarding.

The School Board continued to promote road safety around the school, by increasing awareness of the Kiss and Drop zone on Gardugarli Drive. The School Board is also very pleased to see the continuation of the online Mandarin language program which was delivered to all classes from Year 1 to Year 6.

Baynton West Primary is truly blessed with committed, passionate and inspirational staff. As the School Board, we truly value the work you do to bring the best out of each individual student - well done and thank you.

Finally, the amazing children of Baynton West Primary are at the heart of our school and every decision we make has them and their wellbeing in mind.

Yours sincerely,

**Grant Cucel**

School Board Chairperson - Baynton West Primary School



## From the Principal

A village raises a child and a community educates one (adapted from an old African Proverb). I feel fortunate and humbled to work with outstanding Teachers, Education Assistants, fellow Administrators and School Leaders and thank them for their collegiality, and for always keeping our children at the heart of decision making. Our active and dedicated P&C committee, and talented and committed School Board, provide ongoing advice, leadership and support. I acknowledge and thank them for everything they do for our school.

As you are aware, I am very proud to be Principal of Baynton West Primary School and commend the effort of my students and staff to ensure that student achievement in Spelling and Grammar and Punctuation was at an outstanding level in 2019.

The implementation of Spelling Mastery across the 'big' school over the past 18 months has boosted students' ability to spell, read and write, and increased student confidence with school work. The excellent Grammar and Punctuation score is a direct result of a Kindergarten to Year 6 approach in delivering all lessons explicitly and reviewing content daily. Student enjoyment of this approach is evident and the results speak for themselves, with only three students below the National Minimum Standard across each NAPLAN subject for both Year Three and Five. We aim, through our intervention and attendance initiatives to have all students achieving at higher levels in 2020 and beyond. We certainly aspire to be a high performing school!

Many of our students have benefitted from our targeted programs implemented throughout 2019. The Reading Embassy took place before school and supported selected Year one, two and three students with reading.

MiniLit and MacqLit continued throughout the year with specialised Education Assistants withdrawing students from class to provide targeted English tuition. Student 'Voice' and leadership was honoured with a specialised Student Council, Faction Captain and Student Librarian program led by our passionate staff. The school leaders offered intensive training in Reading and Play skills so that students in Year 4 and 5 could support initiatives such as 'Playground Leaders' and become acknowledged Reading Ambassadors in the Reading Embassy.

"I am very proud to be Principal of Baynton West Primary School and commend the effort of my students and staff."

Our extra-curricular programs were in high demand with our students. We offered before school programs in STEM, Ukulele, Sport and Skipping. During recess and lunch breaks we hosted clubs in Chess, Sustainability, Digital Technologies and Art, along with Sporting Competitions. After school saw us host more STEM programs. We plan to continue this action packed program again in 2020 due to its popularity and success.



## From the Principal

Our staff and School Board worked tirelessly to produce our 2020- 2022 Business Plan; with the following identified as priorities:

### **Key Focus Area 1: Success and Celebration**

Baynton West Primary School promotes high achievement and excellence through providing enriching opportunities. We encourage and celebrate success for all.

### **Key Focus Area 2: Allegiance with our stakeholders**

Baynton West Primary School values student agency and commitment through positive engagement with students, staff and our community; allowing individuals to be heard and respected through strong partnerships.

### **Key Focus Area 3: Higher Order Thinking for the Future**

Baynton West Primary School provides diverse opportunities for students to apply higher order thinking skills through an integrated, future focussed curriculum.

We believe that the strength of the 'Baynton West Way' which includes our core values of; integrity, innovation, dedication and care have become a way of life for our school community and embodies everything we do, every day.

Professionally, 2019 was an incredible year as I was honoured to be nominated as Western Australian Primary Principal of the Year; to become a finalist was a surprise, to win was awe inspiring. Thank you to everyone for their support throughout the process.

Children are definitely at the heart of our school and it is an honour to serve our vibrant community.

Kind regards,

**Lisa Ledger**

Principal - Baynton West Primary School



**Baynton West**

PRIMARY SCHOOL

Growth and Inspiration

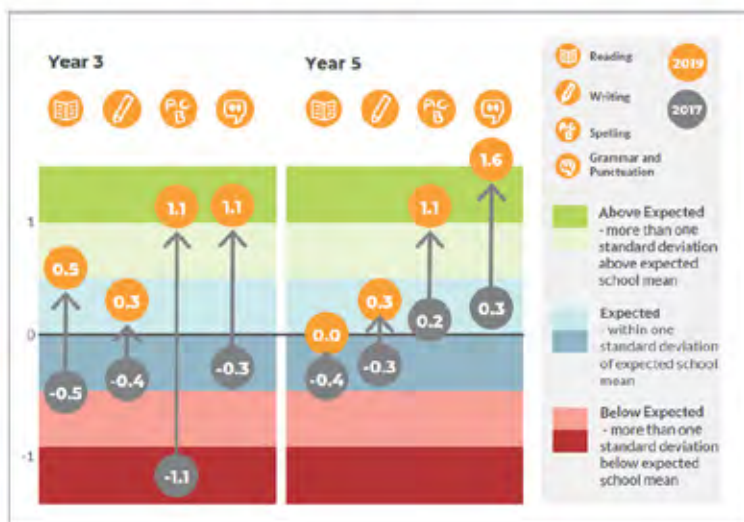




## Fogarty Report Card



### Baynton West Primary School



**Lisa Ledger, Principal of Baynton West Primary School, was awarded WA Primary Principal of the Year at the 2019 WA Education Awards**

Baynton West Primary School in Karratha, have gone from below expected performance in 2017 to above expected performance in 2019, with Spelling and Grammar and Punctuation more than one standard deviation above expected performance

## Tell Them From Me Survey Feedback

“I really value the high standards of behaviour that is encouraged and I think that it is possible to “feel” that when you walk into the school which is excellent. There is a big sense of pride in the students.”

Parent

“I think that my school is awesome. We have great school grounds and reasonable rules for both the classroom and the playground.”

Student

“I like this school because it helps me learn. I love it here, it makes me feel safe and special.”

Student

“I am very happy my son attends BWPS because I believe, even though it is the largest primary school (in Karratha), it runs so well. The staff and teachers are all very friendly and excellent at what they do and all care about the children first and foremost. I am proud to send my son there and would always give positive feedback to anyone who asked me about it.”

Parent

# School Key Focus Areas from August 2019 - 2022

## Success and Celebration

Baynton West Primary School promotes high achievement and excellence through providing enriching opportunities. We encourage and celebrate success for all.

## Allegiance with our stakeholders

Baynton West Primary School values student agency and commitment through positive engagement with students, staff and our community; allowing individuals to be heard and respected through strong partnerships.

## Higher Order Thinking for the Future

Baynton West Primary School provides diverse opportunities for students to apply higher order thinking skills through an integrated, future focused curriculum.

## The Baynton West Way

Our values are reflected in everything that we do. We call it the Baynton West Way.

**Integrity** means we take responsibility for what we say, what we do and who we are. We demonstrate this by having the *courage* to do the right thing with *fidelity* and *consistency*.

**Innovation** means we are continually striving for ways to achieve success for all in a *world of continuous change*. We demonstrate this by providing responsive *learning* and encouraging deep thinking and *creativity*.

**Dedication** means our *determination* to apply the best of ourselves in everything we do. We demonstrate this by persisting with positive action to overcome obstacles and challenges.

**Community** means being there for one another. We demonstrate this by treating everyone *equitably* and with *respect*. We listen with empathy and act with compassion.



## Growth and Inspiration

Baynton West Primary School • Growth and inspiration

# Our targets

Our Business Plan is reviewed regularly and reproduced tri-annually. Part of the Business Planning process is to set challenging and aspirational targets around student achievement, progress and engagement. Our current targets are outlined below with information on how we are progressing in meeting these. 2019 is the last reporting period for these targets.

## Target One

- Our students perform at or above 'like' schools in NAPLAN Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. **Achieved.**

### NAPLAN Comparative Performance for Year 3

Year 3	Performance						Students					
	2014	2015	2016	2017	2018	2019	2014	2015	2016	2017	2018	2019
Numeracy	0.6	0.9	-1.4	0.1	-0.6	0.1	52	74	88	100	87	106
Reading	-0.6	0.5	-1.4	-0.5	-0.5	0.5	52	76	89	100	87	109
Writing	-0.7	-0.8	-2.1	-0.4	-0.1	0.3	53	78	89	100	88	110
Spelling	-1.0	-1.4	-1.3	-1.1	-0.7	1.1	53	78	89	98	88	102
Grammar & Punctuation	0.3	-1.4	-1.4	-0.3	-0.5	1.1	53	78	89	98	88	102

- |   |  |
|---|--|
| 1 | Above Expected- more than one standard deviation above the predicted school      |
| 2 | Expected- within one standard deviation of the predicted school mean             |
| 3 | Below Expected- more than one standard deviation below the predicted school mean |

### NAPLAN Comparative Performance for Year 5

Year 5	Performance						Students					
	2014	2015	2016	2017	2018	2019	2014	2015	2016	2017	2018	2019
Numeracy	1.9	1.6	-2.4	-0.7	0.6	-0.4	51	63	69	81	83	74
Reading	-0.2	1.8	-0.6	-0.4	0.9	0.0	51	63	70	82	84	76
Writing	-0.5	0.2	-0.8	-0.3	1.1	0.3	51	63	70	83	84	76
Spelling	-0.2	-0.4	-0.4	0.2	0.0	1.1	51	63	71	83	84	71
Grammar & Punctuation	-0.3	-0.3	-1.7	0.3	-0.3	1.6	51	63	71	83	84	71

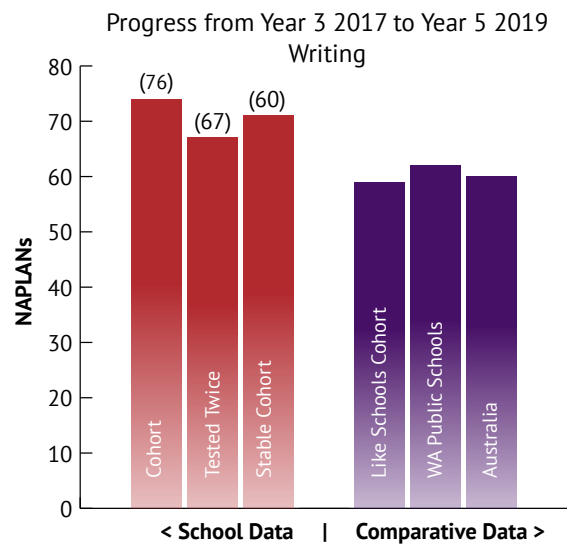
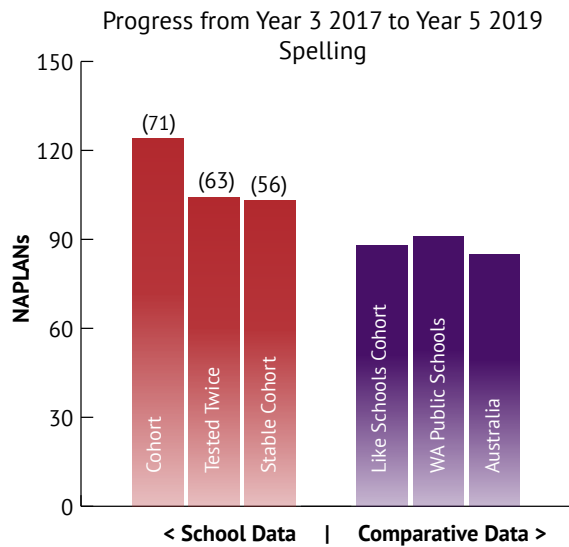


# Our Targets

## Target Two

- Our students demonstrate considerable progress in Spelling and Writing between Year 3 and 5  
**Spelling: Achieved; Writing: Achieved.**

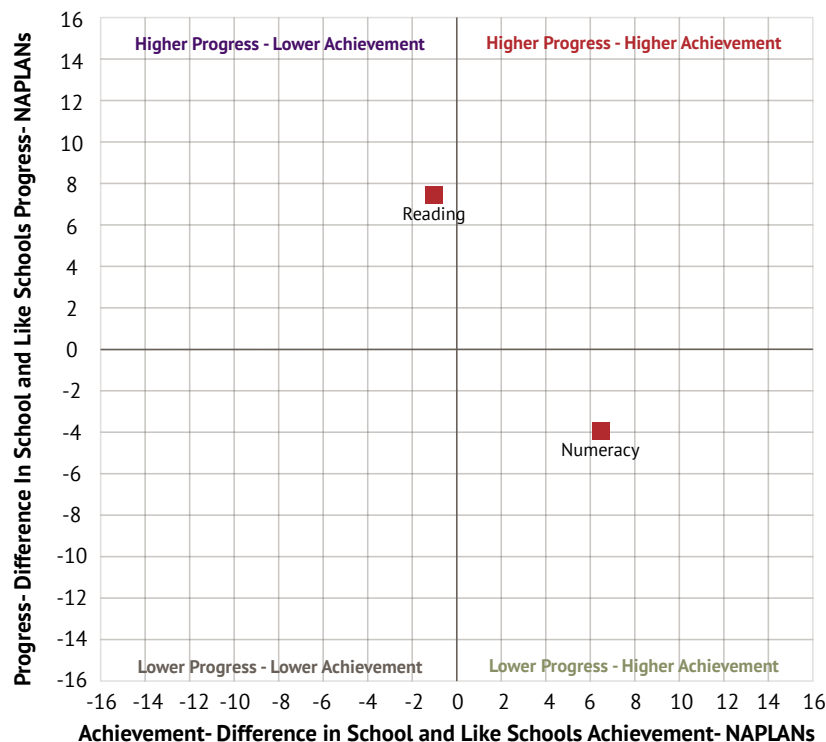
In spelling, our student cohort gained 35 NAPLAN points above WA Public Schools. In writing we progressed 40 NAPLANs in comparison to Australian schools.



## Target Three

- High progress and high achievement against 'like' schools maintained in Numeracy and Reading. **High Progress, Lower Achievement** in Reading and **Higher Achievement, Lower Progress** in Numeracy.

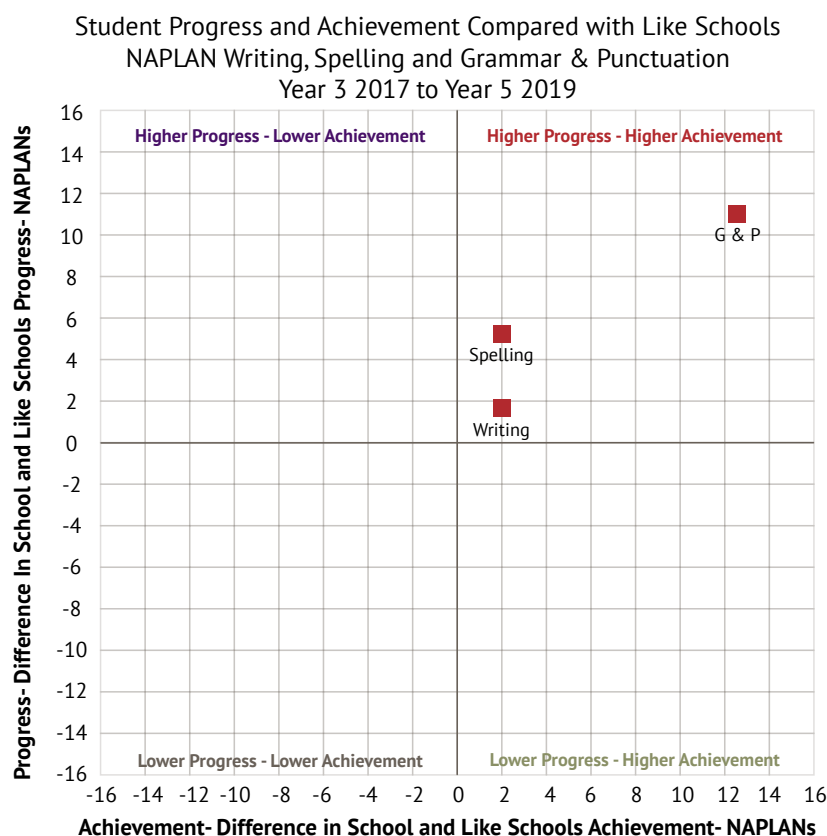
Student Progress and Achievement Compared with Like Schools  
NAPLAN Numeracy and Reading Year 3 2017 to Year 5 2019



# Our Targets

## Target Four

- Improved Achievement in Writing, Spelling and Grammar and Punctuation in comparison to 'like' schools. **Achieved**



## Target Five

- From 2016-2019 the percentage of students who attend regularly (90-100%) rises to 70%. **Not Achieved**. In 2019 the attendance rate was 67.2% and increased from 66% in 2018. Over the last three years of our target cycle the rate of regular attendance has steadily improved.

### Attendance Overall Primary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2017	63.4%	20.9%	10.8%	4.9%
2018	66.0%	15.8%	13.4%	4.8%
2019	67.2%	17.9%	8.5%	6.4%
Like Schools 2019	71.1%	21.0%	6.4%	1.6%
WA Public Schools	73.0%	19.0%	6.0%	2.0%

# Our Targets

## Target Six

- All teachers implement Positive Behaviour Support; a whole school approach is evident. **Achieved.** Our Positive Behaviour support has resulted in low levels of Student suspension.

2019				
Year Group	Gender	Suspensions	Students	Days Suspended
PPR	M	2	2	5
Y04	M	1	1	1
Y05	M	3	3	5
Y06	M	3	3	8.5

## Target Seven

- All K-2 year levels continue to meet the 7 Quality Areas outlined in the National Quality Standards. **Achieved.**

## Target Eight

- Voluntary Contributions and Charges are paid by 75% of families. **Not Achieved 59%.** In 2018, 64.1% of families paid.

2019	
Kindy	67%
Pre Primary	59%
Year 1-6	58%
Overall	59%

We have seen a steady decline in number of families paying this fee. In 2019, 59% of families paid compared to 2016, 76%.

## Target Nine

- The National School Opinion Survey results are positive for Students, Community and Staff (each item ranks above 3.5). **Achieved,** the lowest ranked answer was 3.9 out of 5, This is explained further in this publication.

## Target Ten

- All staff involved in classroom observation and collaboration as part of our school's Performance and Development approach. **Achieved.**





# Highlights and Achievements

## Sustainability

- Canteen on board with recycling and reducing waste – juice bomb drinks (no plastic), metal forks, tomato sauce bottles
- Recycling of juice bomb cans
- Recycling of bottle tops and pull tops plus continuation of cartridge recycling
- Year 5 sorting class sorting/emptying recycling bins each week
- Introduction of Plastic Free Tuesday
- Introduction of the Golden Gnome award for class with least plastic on Plastic Free Tuesday
- Visit and lessons from Northwest Waste Alliance
- Recycled plastic art made by Year 5s on display at shopping centre

## Students Leadership

- Student Leaders Day
- Cossack Art Excursion
- Science and Engineering Challenge
- Canberra Camp
- Transition to Karratha Senior High School
- Next Step Conference
- Graduation at the Red Earth Arts Precinct
- Playground Leaders program
- Reading Ambassador program





# Highlights and Achievements

## Science

- Science Week
- Science Fair at Karratha Senior High School
- Purchase of non-fiction books
- SciTech partnership supporting teachers

## Maths

- Mastery Badges
- Have 'Sum' Fun Maths Competition
- Progressive Achievement Testing demonstrated good improvement over the year for all year levels
- Westwood 1 Minute Basic Fact fluency testing demonstrated positive improvement across the year.

## Physical Education

- Twilight Swimming Carnival
- The Dockers Cup
- Winter Carnival
- Cross Country and Interschool Cross Country
- Baynton West Athletics Carnival and Interschool Athletics Carnival
- Tambrey Cup

## English

- Improved results indicated through NAPLAN, Progressive Achievement Tests and Brightpath data
- Summer Reading Challenge
- REAP Excursions
- P-2 Possum Magic  
Year 3 and 4 – My Robot  
Year 5 – Robot Song  
Year 6 – Jump First, Ask Later including an Incursion for Performing Arts Students prior to attending the show
- Introduction of Reading Embassy
- Book Week Parade
- Talk for Writing Lead Teacher
- Additional Home Readers purchased through P&C
- Whole School Professional Learning with Pie Corbett – Founder of Talk for Writing



# Highlights and Achievements

## Community

- Launch of Year 5 Playground Leader Program
- Celebrating Diversity of all our Students 'Lots of Socks'
- Harmony Day Celebrations
- Karratha Bikers Donation Celebration
- ANZAC Dawn Service
- Year 5 Playleaders' Graduation
- Baynton West Primary School, Finalist, WA Premier's Excellence in Aboriginal Education Award
- P&C Annual Colour Run
- Introduction of 'Waste Wise Tuesdays'
- Art work displayed at FeNaCING 2019
- Art work displayed for Red Dog Art Competition
- Annual Open Night
- Lisa Ledger, Karratha's Finest, one of 'Karratha's Most Influential, 16 people leading change in the Pilbara'
- Lisa Ledger, Winner, WA Primary Principal of the Year 2019
- Winners, Tambrey Cup Soccer Tournament
- P&C Donation, Shade Sails

## Visual Arts

- Artwork at Karratha Senior High School Arts Showcase.
- Art Club Yr. 3 -6 on Wednesday and Thursday lunchtimes
- We entered: The Shaun Tan Award art competition, YOH Fest 2019 and Children's Christmas project at the Red Earth Arts Precinct
- NAIDOC Week - Whole school community art project
- A selection of artwork from the Visual Arts Department was displayed at the School's Conference in Perth
- 50 Years of Karratha competition
- FeNaCING festival: Artwork on display in the main tent
- Excursion: All year six students visited the Cossack Art Awards in semester two
- Visual Arts Showcase at Karratha City Shopping Centre





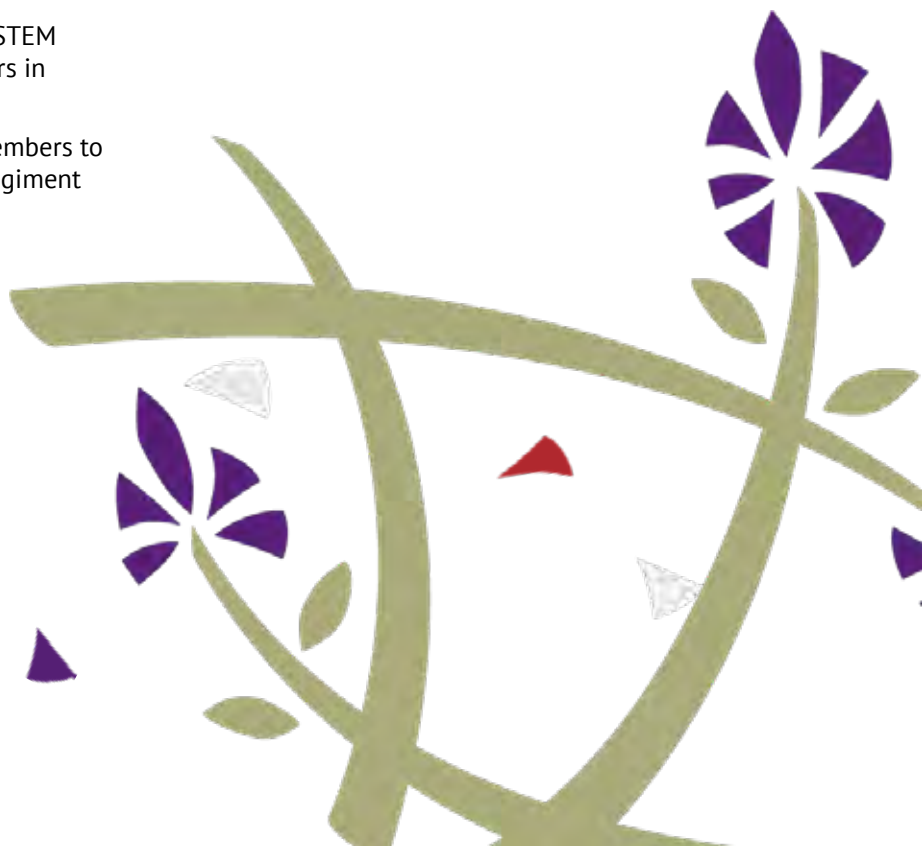
# Highlights and Achievements

## STEM

- Finalist in Governor's STEM school award (one of the three best STEM Primary Schools in WA)
- Mitsui Intensive Robotics Program
- Early Learning STEM Australia (ELSA) Pilot school
- Teacher Development School: STEM and Early Childhood
- Outstanding STEM team comprising teachers with a range of experience supporting staff
- RoboCup teams participated in Regional RoboCup-Bronze medal for Year 6 boys
- Innovate and Create night with staff, community and students
- Innovation Partnership school-supporting a partner school with implementing successful STEM programs
- STEM Enterprise mentor school to three Perth schools
- Development of Pilbara Perspective documents to highlight our unique context in STEM
- STEM GATE students visited Rio Tinto Rail Division Automated workshop (one of only 3 in Australia)
- SciTech Pilbara Support program
- STEM Girlz before school program
- Year 6 students participated in Science and Engineering Challenge ran by University of Newcastle
- BWPS Mums presenting at a Karratha STEM Network event, showcasing their careers in STEM
- Inclusion of community groups and members to enhance STEM programs i.e. Pilbara Regiment visit with Army vehicles visit

## Learning Support

- Nurture and Care room for students who need time in a calm environment
- Partnership formed with Move Your Body Studio to support sensory needs and staff training
- Sensory Play Sessions at Move Your Body
- Staff trained in Asthma, Anaphylaxis and Epilepsy
- Ear Bus partnership
- Autism Awareness Day at Move Your Body Studio
- Down Syndrome Awareness Day
- Case Management in Years K-6
- MiniLit and MacqLit Intervention in Years 1-5
- Spelling Mastery in Years 1-6
- Autism Support Team working with Teachers and Education Assistants
- Professional Learning delivered by Autism support team to Education Assistants on the Ziggurat Model, Zones of Regulation and use of visuals
- A range of sensory tools purchased
- Professional Learning delivered to support Trauma Informed Practice
- Two staff members trained as Team Teach tutors
- Collaboration with the SAER Network



## 3A Aboriginal Playgroup

The 3A Gumala indigenous Playgroup provides high level early childhood support and education for indigenous parents and their children, aged 0-4 years, by modelling learning games, conversational reading and enriched care giving as part of the 3a Abecedarian Approach Australia.

The 3A Gumala Indigenous Playgroup recognizes the importance of parents as the child's first teacher and empowers parents to support their children's learning by carrying out activities at home that have been modelled at Playgroup.

Indigenous families from across Karratha are invited to attend this free, exciting, learning program. Transport is also available.

### 3A Training

3A Learning Assistants have attended a number of professional learning opportunities throughout the year to build their understandings, knowledge and skills about best early childhood practice.

The 3A Gumala Playgroup team have attended 'Family Connections' (Goodstart and Woodside initiative) as well as Abecedarian Approach Australia Practitioner training.

All staff are now certified 3A Practitioners.

### Conversational Reading

Conversational Reading is engaging in a conversation with a child while looking through a book together.

Each Playgroup session the children read, within a conversation, at least twice with an adult.

Special thanks to Indigenous Literacy Foundation for supplying a range of books for families to share together at Playgroup and at home.



*Learning Assistants participating in the Abecedarian Approach Australia training.*



*Conversational reading*



## 3A Aboriginal Playgroup

### Population Health

The Population Health team visits each Tuesday and talks to families about ways to support their child's learning. Each week the Pop Health team focus on a different topic/need which has been suggested by families or 3A practitioners. The team have spoken about and provided learning activities for the children around the following topics; first foods, toilet training, healthy teeth, reading books and fine/gross motor development.

Families and their children, worked together to build a display at the Baynton West Primary School that told about the 3A Aboriginal Playgroup.

### Language is a priority

Every interaction between an adult and a child, is an opportunity to use language

When families enter Playgroup they talk about whose photo can be seen and who is at Playgroup- an opportunity for language.

Adults and children are talking to each other as they play and learn together. Words are provided for adults to use with the children and the learning behind each experience is explained.





## Year 5 Coral Bay Camp

In Term 3, the Year 5 students adventured to Coral Bay for school camp. After a long bus trip we arrived at Coral Bay camp school and settled into our accommodation for the week. During the week we were involved in many fun filled activities such as: snorkelling, glass bottom boat tour, Marine Biologist informational talk, spotlight/foxholes, beach games, Coral Bay amazing race, shopping, movie night, and much more!

It was a great teambuilding and bonding exercise for all of the students who attended. Students were able to build on their interpersonal skills and continue building on their leadership skills throughout the week. Our wonderful students displayed outstanding behaviour while on camp and they received many wonderful compliments from the general public and the camp staff. We all had an amazing time!

We had many highlights from our trip to Coral Bay. Below are some quotes from students about their time had on camp:

- "I enjoyed my visit to the bakery and spending time with my friends".
- "My favourite part about camp was hanging out with my friends and playing spotlight".
- "I enjoyed jumping off the big boat and snorkelling".
- "My favourite part about camp was listening to the Marine Biologist talk and having free swims every afternoon".
- "I liked the rewards night that the teachers put on for us on the last night of camp".
- "My favourite part about camp was snorkelling and seeing all the coral and fish".



## Year 6 Canberra Camp

Across two weeks in August 2019, 65 Year Six students packed bags, donned scarves, beanies and gloves; and travelled over a total of 5 000 kilometres to reach our nation's capital...CANBERRA!

Amongst the brisk Canberra air, you could feel the excitement and anticipation of students who were ready to explore and discover Australia's Capital City. A jam packed 5 days in Canberra would allow us to see the greatest sights that Canberra had to offer, but also build stronger friendships and grow our independence.

Our memorable week in Canberra began with a visit to the National Capital Exhibition. An excellent starting point, allowing us to gain our bearings on this marvellous city, and learn the history of how Canberra came to be. Our visit to Government House gave us a behind the scenes tour of the historic building, and a better understanding of the role of the Governor General. We stood in silent reflection at the Australian War Memorial and listened to stories of the brave men and women, whose sacrifices helped to shape our nation.

At Parliament House, we put our brain power to the test, and demonstrated our understandings of the Australian system of government. A few lucky students travelled back in time, dressing up as famous past politicians, and we were given the honour of sitting in the House of Representatives during our visit to Old Parliament House. A visit to the Electoral Commission let us share our knowledge of voting, and we had the opportunity to practice working during an election, collecting and counting ballots. During our visit to the High Court, we discussed the Australian Constitution and sat in the magnificent court rooms, whilst learning about many of the famous cases that had been heard in there.

The magnificent, sweeping views of Canberra from Telstra Tower was a favourite amongst students, as were the brownies and hot chocolate from the Telstra Tower Café. Our artistic skills shone at the National Gallery of Australia. We explored the history of Australia at the National Museum and made scientific discoveries at Questacon, where the famous Drop Slide lived up to all expectations. The sporting achievements of Australia were witnessed at the Australian Institute of Sport, and a bike ride around Lake Burley Griffin allowed for amazing views across the famous man-made lake. We even squeezed in a fun filled night of bowling, where even the teachers showcased their skills.





## Year 6 Canberra Camp

“ Being a part of the evening service at the War Memorial and laying a wreath on behalf of our school was incredibly special.  
*Chloe* ”

“ When we went to the National Art Gallery we got to see Jackson Pollocks ‘Blue Poles’ it was like a dream come true for me.  
*Nattha* ”

“ At Parliament House it was amazing, the fossils in the floor, the upper House and Senate cool and we even got to go onto the roof. I got to dress up for re-enactment of creating a Bill.  
*Dylan* ”

“ We drove up this windy road to Mt Ainslie and we looked out all over Canberra, it was so high and we could see Lake Burley Griffin, Parliament House and lots of places we visited, it was awesome!  
*Conall* ”





# STEM at Baynton West Primary School

2019 has been a huge year for STEM at Baynton West Primary School and we finished off the year as finalists in the Governor's STEM School Award. This nomination is a reflection of the team effort and passion for STEM demonstrated by our teachers and leaders. Our second year of being a Teacher Development School in STEM, we have been involved in and facilitated some outstanding events and learning experiences for the students in our school.

Our school Values, particularly Innovation, are reflected in everything that we do as educators and we pride ourselves on enhancing student learning and inspiring student engagement through the provision of a wide range of STEM based activities and programs, many of which are collaborative affairs, utilising vital links with a range of community organisations.

## Innovate and Create evening

A recent example of this collaboration was an Innovate and Create Evening we held in partnership with SciTech where families and local industry representatives from Rio Tinto and Woodside competed in an open ended STEM Maker event. We were ecstatic to have 70 'competitors'. 22 teams made up of students, families, community members and local industry representatives.

## Teachers supporting teachers

Baynton West Primary School's approach to STEM education is a multifaceted methodology. We do not leave the teaching of STEM to one 'expert' teacher but draw on the expertise of a range of teachers with varied experience and compelling enthusiasm to motivate and inspire the teachers they work collaboratively with.



# STEM Industry and Community partnerships

## Rio Tinto

Living in a regional area gives us greater access to valuable industry partners such as Rio Tinto and the recent community partnership between BWPS and Rio Tinto has resulted in the provision of a never before offered visit, for teachers from across schools in the Karratha network to view one of three automated workshops used for Rio Tinto's Rail Division rolling stock (train) maintenance. This has also flowed on to a visit for STEM GATE students with an engineering challenge being solved by the students and presented to leaders at the site.

## Pilbara Regiment

A recent enrichment activity, orchestrated by the Year 4 cluster to complement learning around Measurement and Geometry particularly, capacity and weight, involved partnering with the local military and inviting representatives from the Pilbara Regiment to visit. They brought a range of Army vehicles (2 trucks and a boat) that the students then examined the weight, carrying capacity and amount of available space for each vehicle. Students were able to question the military officers during their enquiry.

## Mitsui Intensive Robotics Program

STEM cluster leaders are working with a mentor as part of the Mitsui Intensive Robotics Program as we encourage students to become creators as opposed to consumers and integrate technology into the areas of Science and Mathematics during teaching and learning opportunities.





## Extra-Curricular Activities

### Sustainability Club

The Sustainability Club is a Baynton West Primary School initiative that educates students and encourages them to be environmentally responsible citizens. Our school currently has four garden beds and three fruit trees that are maintained and cared for by students in the Sustainability Club.

This club meets twice a week at lunchtime. Any students from Year One to Year Six are able to join the club. Students have enjoyed picking and sampling the fresh produce and they have even provided the canteen with healthy, nutritious ingredients to be used in canteen lunches for the whole school. Some classes have had the added benefit of using the home grown fruit and vegetables in their Health lessons during cooking activities.



### Runners' Club

The 2019 Baynton West Runner Club was a huge success. We had 162 participants over the course of the program that included one runner reaching 200km, nine reaching 100km and 17 reaching 50km. The program was run on Wednesdays and Fridays at 7:45am. As a program the final distance covered was over 4000km. We had two club breakfasts which encouraged students to make healthy food choices as well as participating in physical activity to promote healthy lifestyle choices throughout the community.



# Extra-Curricular Activities

## Art Club

The Art Club is an extra-curricular program run on Wednesday and Thursday lunchtimes for Year 3 to 6 students. This year we have entered the Shaun Tan Award art competition and created clay poppies for ANZAC day, these were displayed during our whole school ANZAC ceremony. We have created artworks which were displayed during the Science Week open night at Karratha Senior High School. We also produced three large canvas panels for YOH Fest 2019. Student's all developed designs to illustrate the theme of belonging and a final design was established from a combination of all of these ideas.

Our work was displayed at REAP at the YOH Fest 2019 Pilbara Heat in August – we won the 2019 Visual Art People's Choice award for our collaborative artwork – 'Circle of Belonging'. This artwork was taken to Perth to be exhibited at the Grand Finals in October. In Term 4 we have been working on individual artworks exploring the theme of 'Gratitude' for the Children's Christmas project at the Red Earth Arts Precinct. We sculpted gratitude bowls out of clay and created canvas paintings that illustrated positive messages. Our artwork will be displayed at the Red Earth Arts Precinct over the Christmas holiday period.



## Lunchtime Sport

This year we have been running a variety of sports at lunch time. In the first term we ran a badminton tournament for years 5 and 6. In Term 2 an AFL competition took place for our senior students along with a dodgeball tournament. Ripper Skippers takes place throughout the year during lunchtime. The students learn new tricks and how to skip together as a team to music. The skippers then perform at various assemblies and the End of Year Concert.

This year the Ripper Skippers was opened up to year 2 and 3 and there was a large amount of students that tried out. In Term 4 the Faction Captains put together their own tournament at lunchtime. They organised teams, fixtures and referee. This year they chose to run a Dodgeball Tournament for years 3 and 4. Lunch times have also been used to train our basketball and soccer teams for upcoming events. Winners of the tournaments win a prize and a picture with the lunchtime trophy.

## STEM Girlz

In STEM Girlz during semester 2, the girls investigated and researched prosthetic arms; why they are required and what they are utilised for. During the research process it was uncovered that a prosthetic arm had a lot of functions in common with a crane or a skill tester hoist.

With this link made the girls then used EV3s (lego robotic kits) to build a working crane that could manage and lift a load.

The girls thoroughly enjoyed using trial and error in addition to peer tutoring to create their functioning cranes and some of the students were able to showcase their working models during our school review.



# Extra-Curricular Activities

## Music

At Baynton West Primary School we strive to create a community filled with rich and varied musical experiences. We offer a large range of opportunities, both within the classroom and extra-curricular.

Within the classroom, students engage in a music program which strives to improve student's skills in reading, performing and creating music through the use of authentic instruments and technology. Students have access to a wide range of tuned and non-tuned percussion, recorders, keyboards, ukuleles, an extensive set of drums and technology.

We also offer a range of extracurricular activities to enhance the students learning and opportunities at Baynton West. The Baynton West Beat Busters (drumming) rehearse weekly and perform Advance Australia Fair and the Baynton West School Song at every assembly. The Ukulele Group meet weekly and perform at the school assemblies as well. Both groups have also performed at other school events and throughout the community. The Performance Troupe is a dynamic group of singers and dancers. They also perform at school and community events. Our performing ensembles have been a part of the following events this year: ANZAC Day, NAIDOC Day, assembly performances, the City of Karratha's Seniors Christmas Brunch and the End of Year Concert at Baynton West.

During the year Baynton West also hosted Musica Viva. This incursion further exposed students to a wide range of interesting and cultural music.

Music is a highly visible subject at Baynton West and in the wider community. Students gain a strong feeling of community and success through their participation in Music.



# Staff Profile

## 1. Current Employment

Table 1 outlines the current FTE and headcount of the total number of staff at Baynton West Primary School as of the Payday shown. The numbers showing as Active Headcount and FTE are those employees who are active in HRMIS and have not been on leave for more than 20 days as at the Payday shown. Inactive are those employees on long leave.

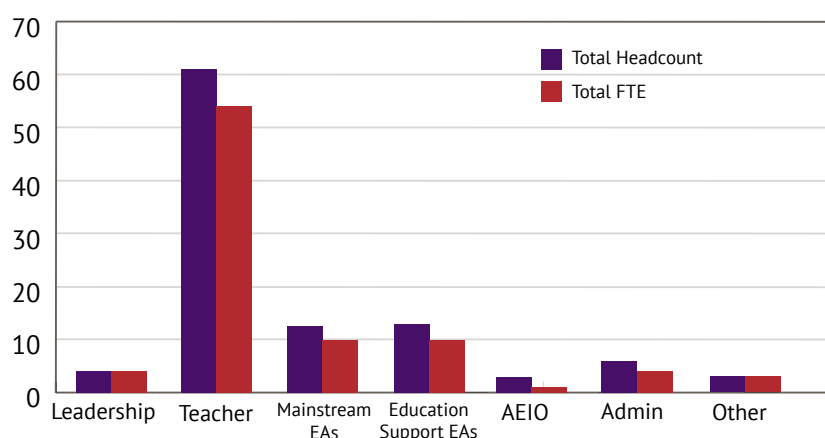
Below is an outline of the staff classified into each occupation group:

- Leadership: principal, deputy principal
- HOLA/Coordinators;
- Teachers: classroom teachers;
- Education Assistants: education assistants (mainstream, education support), AIEOs;
- Admin: school officers, manager corporate services, business managers and school corporate staff;
- Cleaners;
- Gardeners; and
- Other: library officers, network support officers, technical officers, school psychologists and other staff not included above.

Table 1 FTW and headcount of staff for occupation groups

Occupation Group	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	4	4.0	0	0.0	4	4.0
Teacher	52	45.4	9	8.6	61	54.0
Mainstream EA	11	9.3	2	1.5	13	10.8
Education Support EAs	14	10.5	1	0.3	15	10.8
AIEO	2	1.6	0	0.0	2	1.6
Admin	5	3.6	1	0.6	6	4.2
Other	1	0.9	1	0.9	2	1.8
<b>Total</b>	<b>89</b>	<b>75.3</b>	<b>14</b>	<b>11.9</b>	<b>103</b>	<b>87.2</b>

Figure 1 presents the FTE and headcount data from Table 1



# Staff Profile

## 2. Total Employment

Table 2 identifies trends in total employment figures and shows the headcount and FTE for each year (2016-2019).

Table 2 Total employment FTE and headcount 2016-2019

Year	Headcount	FTE
2016	81	68.6
2017	94	82.4
2018	102	89.5
2019	101	87.2

Table 5 Gender Profile

Year	All Staff (Headcount)		Teaching Staff (Headcount)		School Support Staff (Headcount)	
	Male	Female	Male	Female	Male	Female
2016	4	77	4	47	0	30
2017	7	87	6	58	1	29
2018	7	95	6	60	1	35
2019	7	94	7	58	0	36
Year	All Staff (FTE)		Teaching Staff (FTE)		School Support Staff (FTE)	
	Male	Female	Male	Female	Male	Female
2016	4.0	64.6	4.0	41.8	0.0	22.8
2017	6.6	75.8	6.0	51.9	0.6	23.9
2018	6.6	82.9	6.0	54.7	0.6	28.2
2019	7.0	80.2	7.0	51.0	0.0	29.2



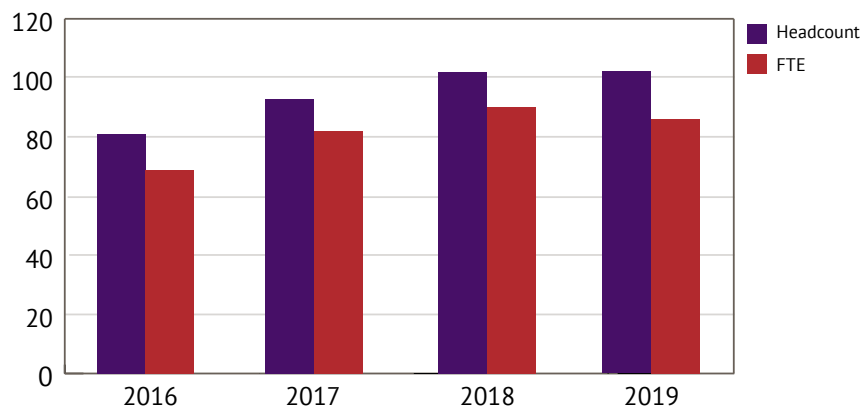


# Staff Profile

## 3. Gender Profile

The gender profile below relates all staff members as well as teaching and school support staff specifically. It details how many male and female staff members are employed at Baynton West Primary School using both headcount and FTE.

Figure 2 Total employment FTE and headcount 2016-2019



## Our Staff

We have a dynamic and diverse staff profile, combining the experience and expertise of teachers who have been in education for longer than ten years and newly graduated, enthusiastic and eager staff. The mix has created an innovative and driven workforce. Many of our Education Assistants are qualified with a certificate three or four in Education Support. Three of our Education Assistants offer specialised remedial support in MiniLit and MacqLit, with ongoing specialised training provided by our school and Region.



## Growth and Inspiration

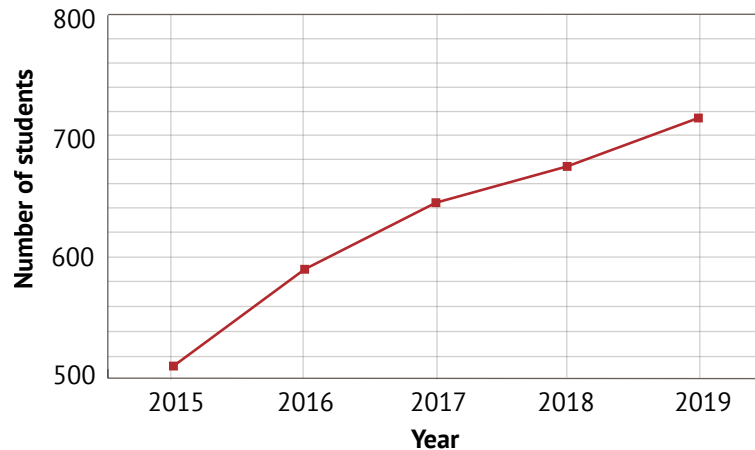
Baynton West Primary School • Growth and inspiration

# Student Attendance Data

## Student Enrolment Data

Baynton West Primary School is in a developing area of Karratha. The school opened in 2013 with 350 students and we finished the school year 2019 with 850 students. This is inclusive of our Kindergarten students. The diagram below demonstrates this growth only in the number of primary students.

Semester 2 Student Numbers



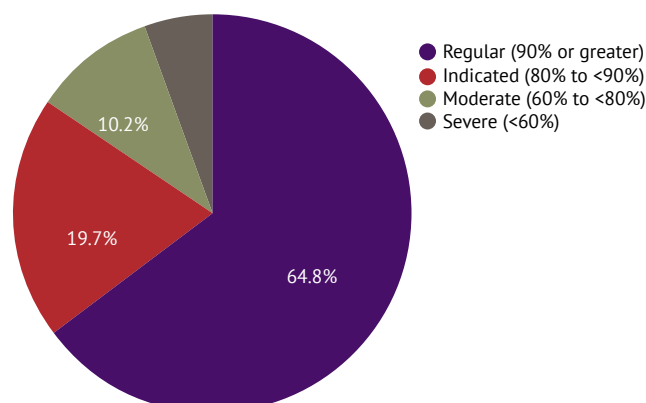
## Attendance Profile

Our attendance Semester to Semester has slightly changed in the different categories. Our attendance in Semester One in the Regular Category was 67.2% and decreased by 2.4% in Semester Two to 64.8%.

Our students in the Indicated Category increased by 1.8% from 17.9% in Semester One to 19.7% in Semester Two. This can be contributed to by a number of reasons. Firstly, our families, who have relocated to Karratha from other parts of the world and Australia, visit their extended family out of the school holiday times, also there has been a prolonged flu season and general sickness throughout the year that has impacted this category overall.

Our Moderate Category increased slightly by 1.7% from 8.5% in Semester One, to 10.2% in Semester Two. As a school we are working hard to strengthen our relationships with the parents of these students through phone calls and home visits. A lot of these students also go to other communities for cultural reasons, so we are informing parents about the Section 24 process and how we can assist them to keep their children connected to school while they are visiting these communities for short periods of time. The number of students in the Severe Category has decreased from 6.4% in Semester One to 5.3% in Semester Two. This has been a decrease of 1.1% between Semester One and Two.

Attendance Profile 2019 Semester 2 Compulsory



# Student Attendance Data

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2017	92.2%	93.1%	93.8%	74.7%	86.7%	81.2%	89.4%	92.7%	92.7%
2018	92.1%	93.2%	93.7%	75.7%	86.6%	80.8%	89.3%	92.7%	92.6%
2019	92.8%	92.3%	92.7%	70.7%	86%	79.5%	67.2%	91.8%	91.6%

The overall attendance for Baynton West in 2019 was 89.1%, which was just under 'Like Schools' and 'WA Public Schools' for the same year. Our attendance for our Aboriginal students is sitting at 70.7% which is 8.8% under WA Public Schools Aboriginal attendance rate.

We have continued to implement our student voice in the attendance area through goal setting at class level every week. Teachers set targets with their class and if they obtain the highest attendance rate in the junior or senior area, they are presented with the Attendance Trophy at our weekly assembly. This has had a very positive impact because attendance is now everyone's core business at Baynton West Primary School.

We have trialled some individual goal setting in 2019 and through 'trial and error' we are currently refining this process so we have a more effective system in 2020. We want our students who are in the 'at risk' categories to be aware of their attendance rate and strive to continually increase their attendance.

## Destination Schools

Destination Schools	Male	Female	Total
4056 Karratha Senior High School	29	31	60.8%
1335 St Lukes College	10	3	13
1041 Christ Church Grammar School	1		1
1045 Clontarf Aboriginal College		1	1
4072 Denmark Senior High School		1	1
1310 John Paul College		1	1
1312 Kingsway Christian College	1		1
1368 Seton Catholic College	1		1
4168 Shenton College		1	1

Our Year 6 students went to the above schools in 2019 to continue their High School Education. As noted above 60 of the 80 students went to the local Karratha Senior High School.



# Student Achievement Data

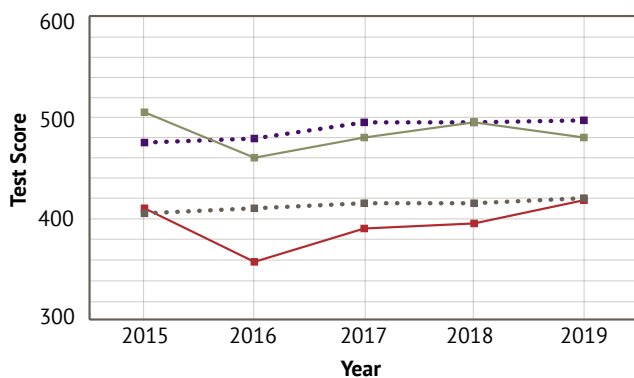
After implementing an in depth school improvement plan through a partnership Baynton West Primary School and the Fogarty Foundation, our 2019 Year 3 and 5 NAPLAN data indicates that we are achieving at or above like schools in every area tested. These results have led us to begin to measure our progress and achievement against WA Public schools (a higher bar) with the end goal of our improvement agenda leading us to measure against Australian Schools-the highest bar.

When measuring against WA Public Schools (graphs below) our results indicate substantial improvement for both Year 3 and 5 cohorts in Spelling, Writing and Grammar and Punctuation. This is through implementation of and high quality teacher training in programs such as Jump Start Grammar, Talk for Writing and Spelling Mastery. Reading and Numeracy have shown some improvements and are targeted areas for improvement in 2020 with the introduction of Talk for Reading and PRIME Maths programs.

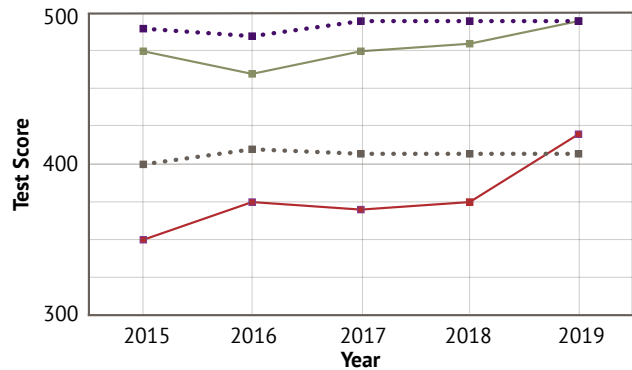
Baynton West Primary Schools ICSEA (Index of Community Socio-Educational Advantage)- a value that provides an indication of the socio-educational background of a school's students- has fallen over recent years. In 2015 our ICSEA was over 1000 with our most recent ICSEA update at the end of 2019 placing the school at 981, a drop of 2 bands in measurement. The lower transient rate for our students; 39% dropping to 22.9% in 2019, somewhat mitigates the effect of our ICSEA decline.



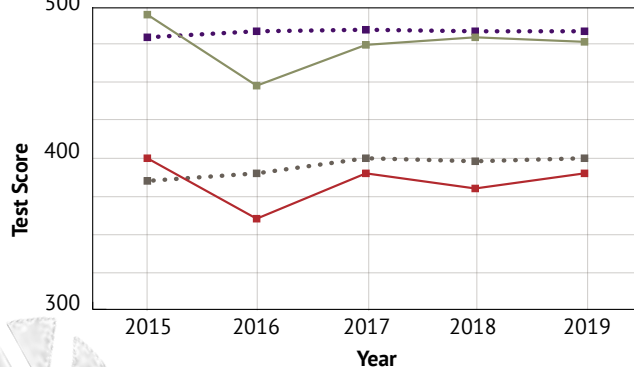
Average Reading Score



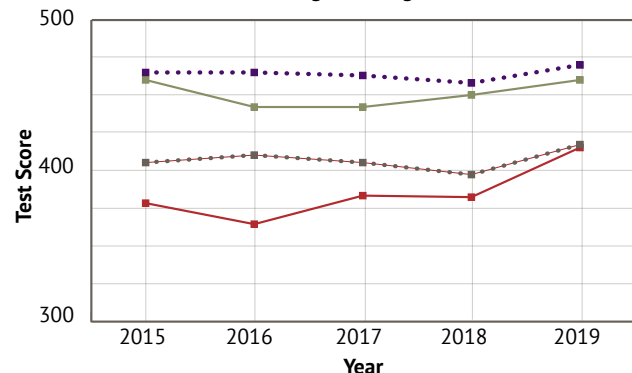
Average Spelling Score



Average Numeracy Score

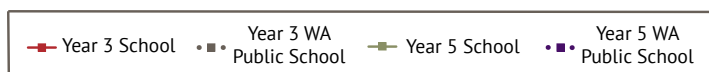


Average Writing Score

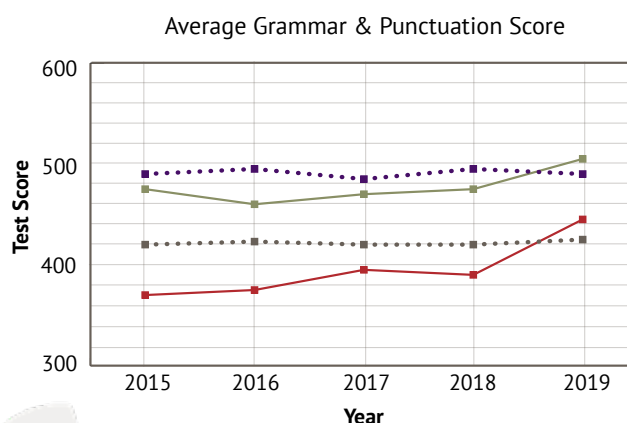


## Student Achievement Data

With a relentless focus on continuous improvement of student outcomes teachers at Baynton West Primary School are data literate and collaboratively employ a range of tools to assist them to analyse data with the specific intent of improving outcomes for our students. DataHub, CNAP, Progressive Achievement Test results, Schools Online and the School Achievement Information System (SAIS) are all used to provide teachers with in depth information regarding student progress and achievement and we plan to continue to our improvement journey into 2020.



<b>ICSEA</b>	2018	981 (6)
	2017	991 (5)
	2016	984 (6)
	2015	1009 (4)
	2014	1001 (5)
<b>Student Transiency</b>	2019	22.9% (8)
	2018	27.8% (8)
	2017	34.9% (9)
	2016	39.0% (9)
	2015	37.1% (9)

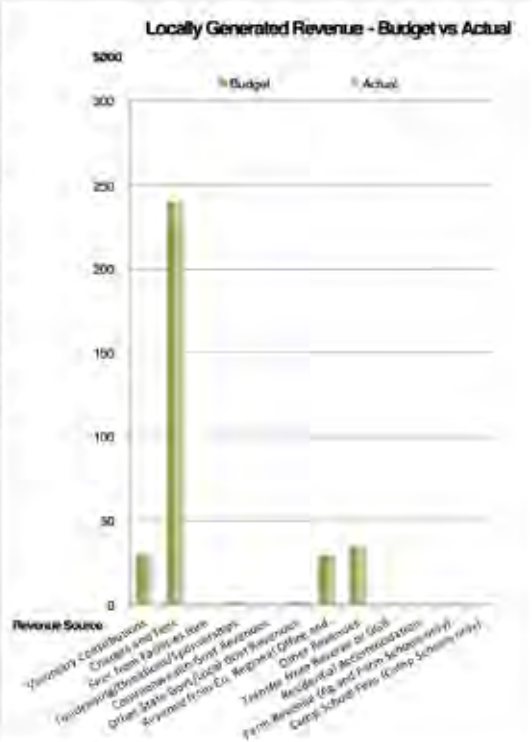




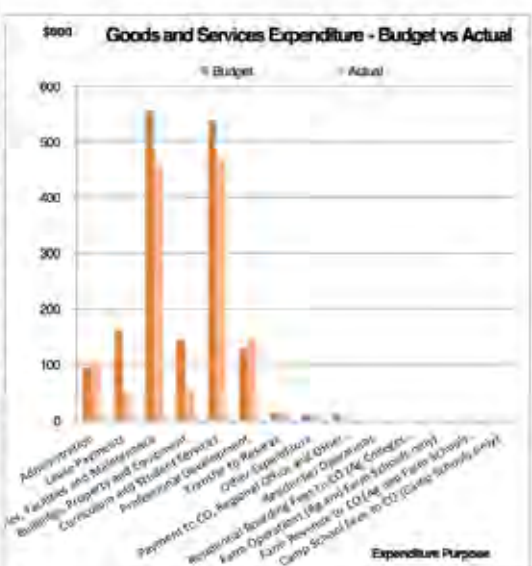
# Financial Report

Financial summary as at 31 December 2019.

Revenue - Cash & Salary Allocation	Budget	Actual
1. Voluntary Contributions	\$ 30,487.00	\$ 27,962.00
2. Charges and Fees	\$ 240,413.90	\$ 240,436.62
3. Fees from Facilities Hire	\$ -	\$ -
4. Fundraising/Donations/Sponsorships	\$ 1,833.88	\$ 1,800.88
5. Commonwealth Govt Revenues	\$ -	\$ -
6. Other State Govt/Local Govt Revenues	\$ 1,100.00	\$ 1,100.00
7. Revenue from Co, Regional Office and Other Schools	\$ 29,643.00	\$ 29,643.00
8. Other Revenues	\$ 34,866.70	\$ 35,175.96
9. Transfer from Reserve or DGR	\$ -	\$ -
10. Residential Accommodation	\$ -	\$ -
11. Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12. Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 338,186.58</b>	<b>\$ 336,148.56</b>
<b>Opening Balance</b>	<b>\$ 75,446.00</b>	<b>\$ 75,446.19</b>
<b>Student Centred Funding</b>	<b>\$ 1,253,847.61</b>	<b>\$ 1,253,847.61</b>
<b>Total Cash Funds Available</b>	<b>\$ 1,668,482.19</b>	<b>\$ 1,666,444.36</b>
<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>	<b>\$ 1,668,482.19</b>	<b>\$ 1,666,444.36</b>



Expenditure - Cash and Salary	Budget	Actual
1. Administration	\$ 96,191.11	\$ 102,937.67
2. Lease Payments	\$ 162,586.00	\$ 51,222.07
3. Utilities, Facilities and Maintenance	\$ 555,659.74	\$ 457,127.22
4. Buildings, Property and Equipment	\$ 144,991.72	\$ 55,443.90
5. Curriculum and Student Services	\$ 339,736.50	\$ 488,674.03
6. Professional Development	\$ 129,647.96	\$ 147,202.87
7. Transfer to Reserve	\$ 14,338.00	\$ 14,338.00
8. Other Expenditure	\$ 11,519.52	\$ 9,160.15
9. Payment to CO, Regional Office and Other Schools	\$ 13,601.08	\$ 1,149.50
10. Residential Operations	\$ -	\$ -
11. Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12. Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13. Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14. Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 1,568,282.65</b>	<b>\$ 1,317,275.41</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>	<b>\$ 1,568,282.65</b>	<b>\$ 1,317,275.41</b>
<b>Cash Budget Variance</b>	<b>\$ 199.54</b>	<b>\$ -</b>

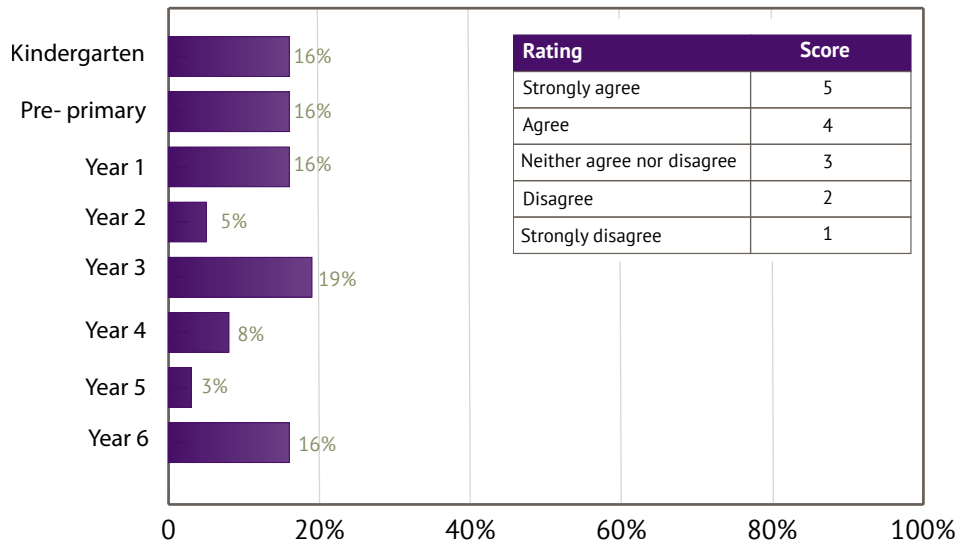


<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 409,830.68</b>
Made up of:	
1) General Fund Balance	\$ 399,168.95
2) Deductible Gift Funds	\$ -
3) Trust Funds	\$ -
4) Asset Replacement Reserves	\$ 40,195.00
5) Suspense Accounts	\$ 23,205.73
6) Cash Advances	\$ -
7) Tax Position	\$ (12,739.00)
<b>Total Bank Balance</b>	<b>\$ 409,830.68</b>

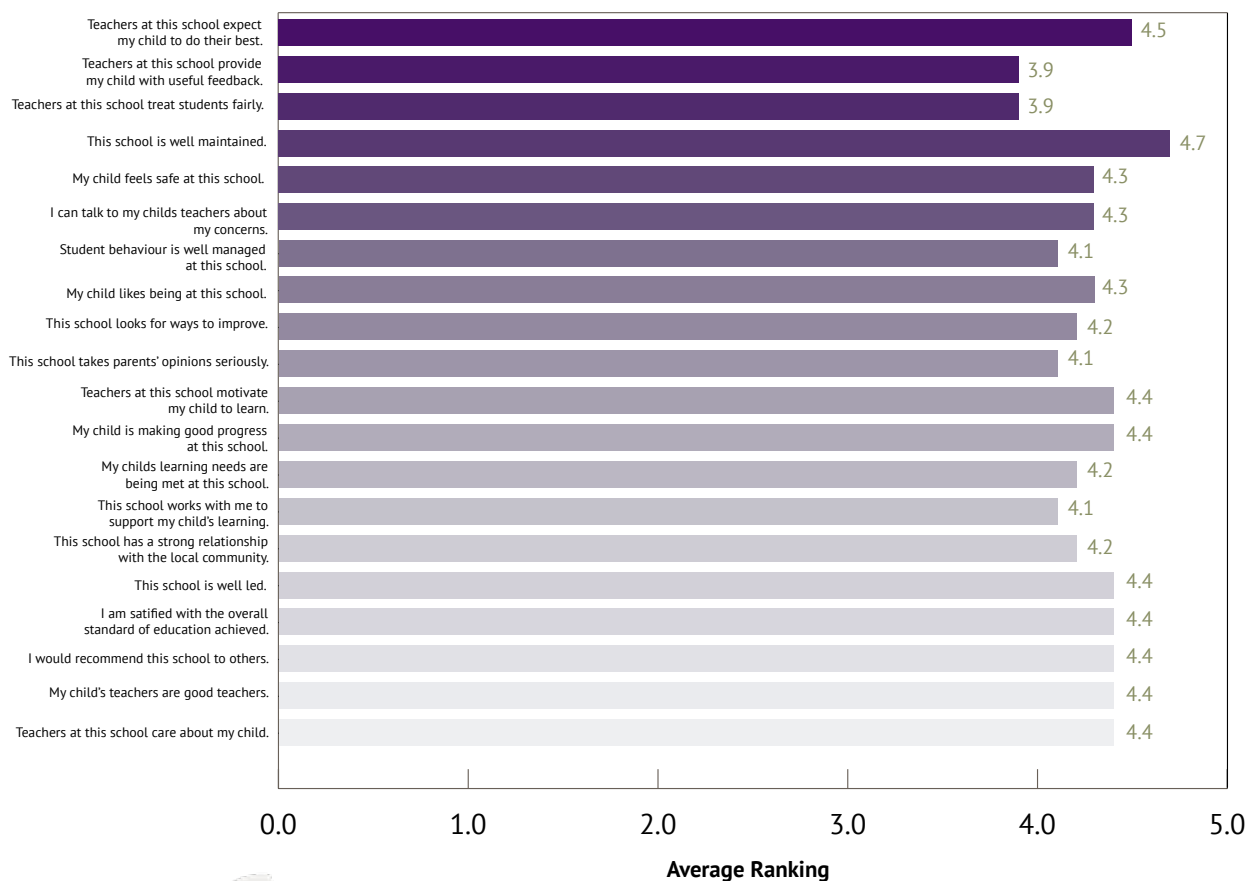
# National School Opinion Survey

During Term four 2019 we surveyed families new to our school within the last two years. We received 37 responses and were proud of the positive experiences that were largely reported. Overall the commendations were wonderful and the suggestions provided insights on how we can improve.

A breakdown of the 37 responses is outlined below.

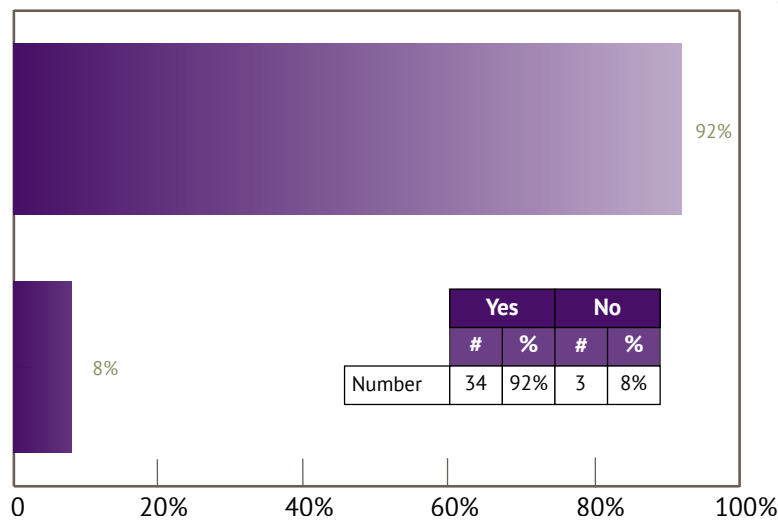


The average rating of each of the questions is detailed in the graph below. The highest score was 4.7; this school is well maintained. The two lowest scores were 3.9 for the following; teachers provide my child with useful feedback and, teachers at this school, treat students fairly.



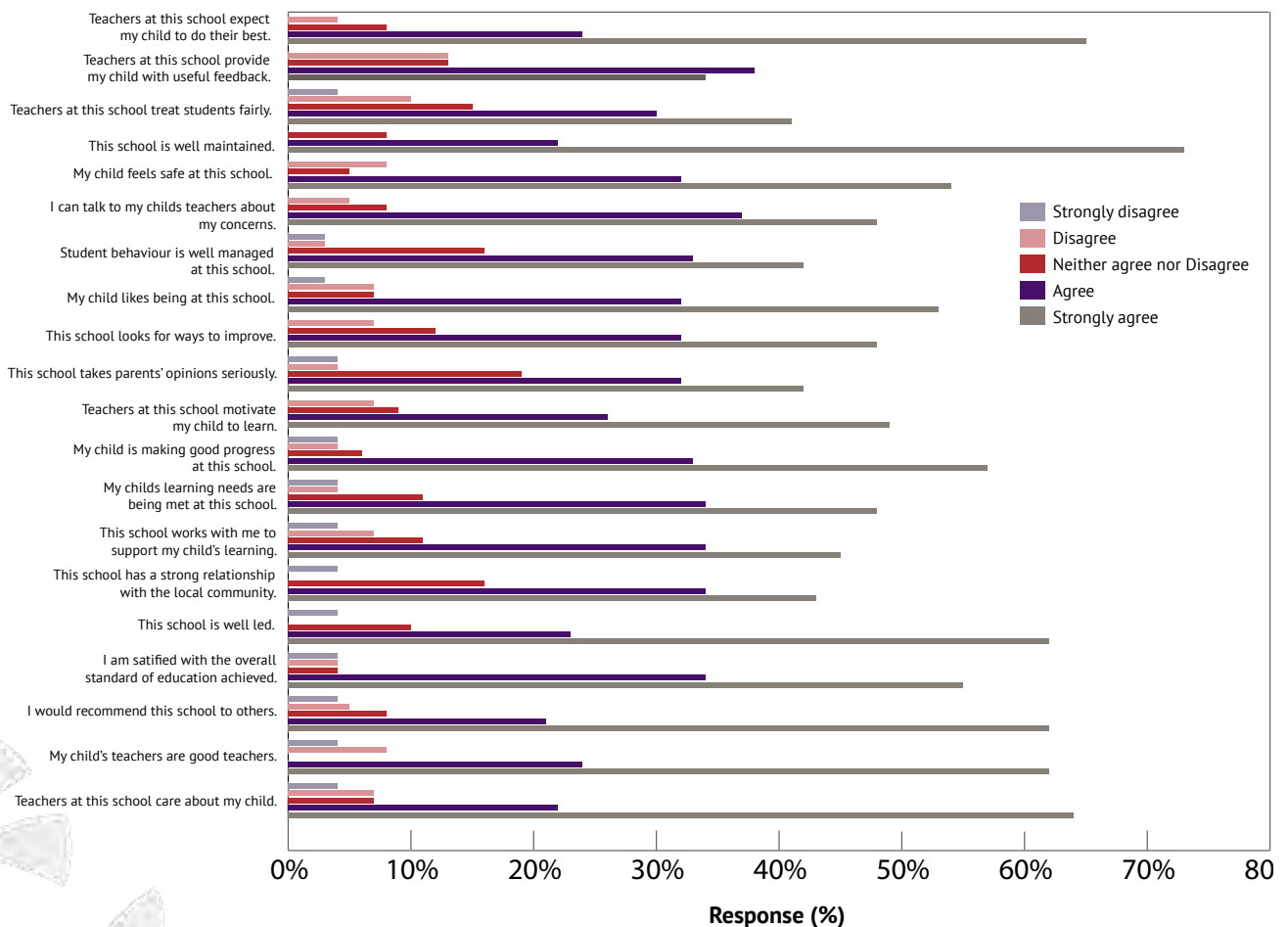
# National School Opinion Survey

Parents were also asked if they would recommend our school to other families?



We were pleased that out of 37 responses, 34 of our new parents would recommend Baynton West Primary School.

## Break down of response categories.





# National School Opinion Survey

We asked what we were doing well and these are some of the responses.

- Keeping kids happy and eager to come to school and learn.
- Your processes and disciplinary code is up to standard. Some of your teachers are amazing and an asset to your school.
- Communication with parents is excellent, the school activities and extra assistance with reading and writing is an amazing opportunity.
- Communication via Facebook, app is great. Notes are being put on the app for parents is great.
- Communication, opportunities. Extra-curricular activities.
- Friendly students. Everyone is welcoming and happy.

We want to improve, we asked what we needed to do.

- Please consider moving the ECE carnival to first thing in the morning and not so many games. The mid-morning start made it difficult for parents with work commitments.
- Difficult to answer...if I had to think of an improvement it would be more play equipment.
- In 2020 you can make the ECE sports carnival first thing in the morning rather than stating mid-morning. More shade structures also.
- My only criticism is the sports carnival. I felt it was a long in the heat and many kids weren't actually participating unless they were top athletes. I know there was shade but there was not enough.
- More fairness among students, have seen and heard of some instances in some classes.
- Nothing, I love it.
- More staff on at lunch as my child seems to be a target (although this has been addressed), however I understand everyone needs a break.

We asked why new parents/ caregivers would recommend us to other families and these are some of the comments.

- Because it is a good school!
- This school has changed my son's life, he is a different kid and is succeeding more than ever.
- The standards are quite high.
- Good communication from the school and excellent facilities.
- The professionalism of all staff at the school is exemplary. The school is led by an amazing and recognised leader. This is evident by high standards, expectations and the culture of the school.
- Baynton West Primary School is an awesome place that lets children express themselves and behaviour problems are handled with great consideration and the school is led by a great leader.
- There is a lot of pride in this school, it seems well resourced, offers lots of extra programs and has great leadership.
- Admin staff are always pleasant and helpful.
- My children have attended four different schools over three different states, and this is by far the best. Great accommodation for my special needs child and above average achieving child.



# National School Opinion Survey

We are making some changes because you told us and we are listening.

- ECE carnival will commence first thing in the morning and take place early Term three.
- The faction athletics carnival will also take place earlier in Term three.
- Our P&C has plans to improve the 'Nature Play' area during the course of 2020, this will only be possible with parent/caregiver support.
- Our school provides an above ratio number of staff providing targeted supervision during lunch and recess, this will continue, with the added use of the Nurture and Care room for students experiencing difficulty at break times.
- We will continue to offer extra-curricular programs including Gifted and Talented programs before and after school.

We acknowledge the time parents/caregivers spent responding to our survey and thank them wholeheartedly.



# School Review

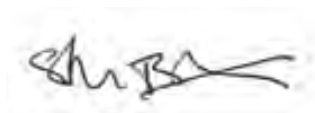
Our School Review went very well; these were some of the findings from the Public School Accountability team:

- The highly valued and respected School Board understands its crucial role in supporting the school and is a vocal advocate for school needs.
- A well-developed strategic workforce management plan is regularly reviewed and is the focus of all recruitment processes.
- The experienced MCS engages in succession planning by providing training for aspirants.
- The Finance Committee members understand the role and align school funds to priority areas as articulated in planning documents.
- Collaborative opportunities for teachers occur through structured cluster meetings during the day in additional DOTT time. Consistency is created across all year levels through the use of cluster goals.
- Staff embrace the school's high expectations of student performance and appreciate the support given by the leadership team.
- All teachers participate in a rigorous performance development which includes classroom observations, feedback and coaching that ensures consistency of agreed practices across the school.
- An evidence-based whole-school approach and an explicit teaching lesson structure have been implemented across the school with anecdotal feedback citing acceleration in student progress.
- Student leaders take pride in their key role to model the PBS expected behaviours and support other students.
- Learning spaces at the school have attractive, modern furniture that can be used flexibly in responding to student needs.
- The school has been proactive in developing a sensory room that is used to support students to reset their behaviour and increase self-management skills, resulting in a calmer learning environment.

There are two ratings; effective and needs improvement.

## Endorsement

Based on this report, I endorse your school performance rating of 'Effective'.  
Your next school review is scheduled for 2022.



Stephen Baxter







## **Growth and Inspiration**

Baynton West Primary School  
Growth and Inspiration  
Marniyarra Loop, Baynton West WA 6714  
T: 08 9187 6200