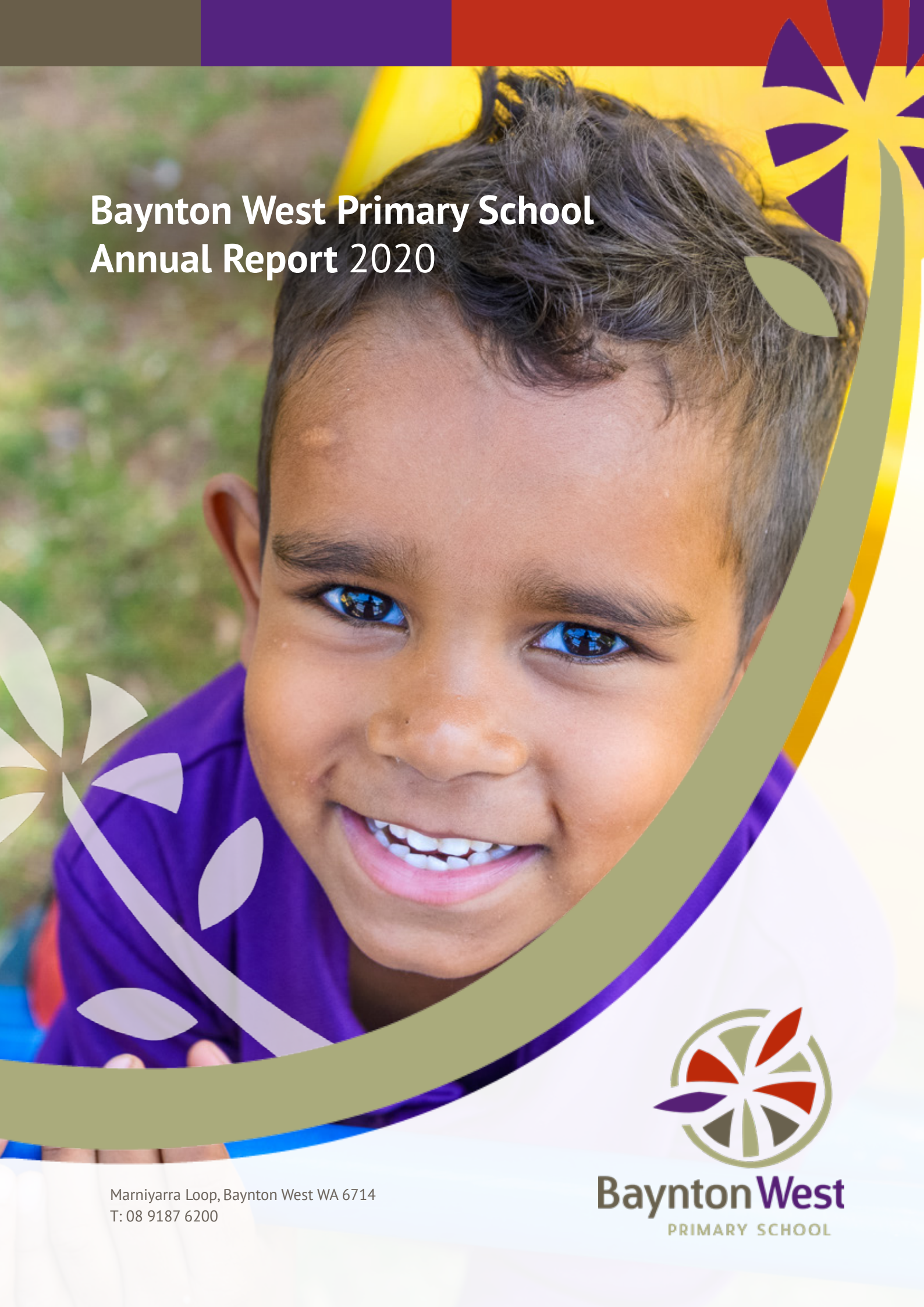


Baynton West Primary School Annual Report 2020



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Baynton West
PRIMARY SCHOOL



Many wonderful achievements

Baynton West Primary School celebrated many wonderful achievements in 2020 and the School Board was proud of the role we played in many of them.



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.



Ngayintharri-Gumawarni-Ngurrangka (We all come together for country)

We respectfully acknowledge the past, present and emerging custodians of this land on which we meet, the Ngarluma people. It is a privilege to be standing on Ngarluma country. We also acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education of all children and people in this country we all live in and share together- Australia.



From the School Board

The COVID-19 global pandemic and a significant cyclone event, saw 2020 begin like no other. Despite these challenges, Baynton West Primary School had what can only be described as a remarkable year.

With commendable leadership, the School Staff developed programs for our children to learn from home during the lockdown in Term 1. The approach taken by Baynton West proved to be a shining example to other schools across Western Australia.

The School Board continued to advocate on the further development of a new permanent building at the school. With anticipated economic development in the region and projected enrolment growth, the Board feels this investment is critical.

The School Board worked on seeking funding to establish an Aboriginal Early Learning Program for the 0-3 age bracket and their parents and caregivers. We sought funding partnerships with various industry stakeholders as well as the Western Australian Government and the Australian Government. We hope to make a positive announcement regarding this important initiative in 2021.

Baynton West Primary is very fortunate to attract such an experienced and dedicated cohort of staff. As the School Board, we truly value the work you do to bring the best out of each individual student. Thank you for considerable efforts in a particularly challenging year, with considerable change and uncertainty. You rose to the challenge superbly. Thank you.

I'd like to thank the School Board members for their continued commitment and support; Travis McNaught (Deputy Chairperson), Kylie Gibson, Brad Cox, Andy Barrow, Ryan McEwan, Susan Grylls, Mark Bradley, Lisa Ledger (Principal) and Freyja Lucas. I'd also like to acknowledge those retiring board members; Kylie Gibson, Andy Barrow and Ashton Hansen.

I'd like to especially recognise the significant contribution made by Kylie Gibson. Kylie has been a board member since 2016 and has been such a strong advocate for the school. Kylie had a particular interest in road safety and we thank her for her considerable commitment over the last 5 years.

Once again, I'd like to pay tribute to the Schools leadership team. In particular, I'd like to acknowledge the devotion and energy shown by our Principal, Mrs Lisa Ledger. We are truly blessed to have such an exemplary and visionary educator leading our school.

Finally, the astounding children of Baynton West Primary. You are at the heart of our school and every decision we make has you and your future in mind.

Yours sincerely,

Grant Cucel

School Board Chairperson - Baynton West Primary School



From the Principal

Welcome to the 2020 Annual Report for Baynton West Primary School.

2020 was a year like no other we have experienced, COVID-19 hit our global community dramatically and for the first time, students at our school were required to work from home due to government precautionary measures. Even though we were relatively spared in Karratha, COVID-19 has had a massive impact on our society in Australia. Our annual NAPLAN testing was cancelled and even though our students returned to school in term two, our parents/caregivers were unable to join us in many aspects of school life, despite this, our school enjoyed very high (over 90%), attendance rates due to closed borders and the inability to take holidays during term. We are very much looking forward to NAPLAN in 2021 as we believe this will be reflected in our students' academic results.

Throughout 2020, our P&C were a shining light, led by the energetic team consisting of Stephanie Small, Carly Watton, Jenna Heemi, Amber Davies as the office bearers, not forgetting our bundle of energy, Ange Blackwood. They kept up with fundraising and instilled a sense of cheer and optimism in our community with their ongoing presence. I thank them for their fun and optimism.

The School Board provided ongoing Governance at the highest level and offered support, guidance, expertise and unequalled passion for our school and their role. Each member delivered qualities of integrity and was motivated by an overarching

desire to assist the school through unprecedented times. It was indeed sad to lose a long serving member, Mrs Kylie Gibson who relocated to Broome with her family, we will miss her cultural expertise, compassion for all, and wisdom. Mr Grant Cucel (Chair) provides our school with outstanding leadership as does, the Deputy Chair, Mr Travis McNaught. My admiration for their skills is exceeded only by my gratitude for their support. The End of Year Concert was enhanced by the magnificent stage, sourced and constructed by Yara and KBSS, this was coordinated by Mark Bradley (School Board member). We are a proud Independent Public School and our School Board certainly adds value to our school.

“ We discovered something truly amazing, that is, that our real strength is our people. ”

I wish to congratulate our staff, students and parents/caregivers on their ongoing resilience, trust and support of each other, and our school during this trying time. Our carnivals looked different, with parents cordoned off, our open night cancelled, camp Canberra cancelled, assemblies were scaled back and our end of year concert was performed in the rain. All of the things that we thought defined us were modified, and we discovered something truly amazing, that is, that our real strength is our people.

Thank you for everything and keep being the best school community, it is a privilege to serve you.

Kind regards,

Lisa Ledger

Principal - Baynton West Primary School

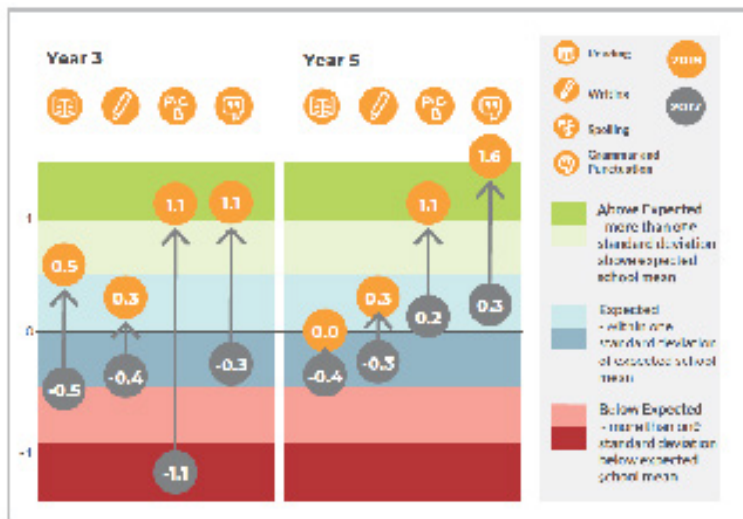


Fogarty Report Card



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 done from below expected performance in 2017 to show 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

Target One

Year 3-5 NAPLAN growth score with the stable cohort for reading, writing, and numeracy is greater than the 'like school' and state average scores.

To reduce the differential score between WA Public schools and students in Year 3 & 5 in Reading, Spelling, Writing and Numeracy (NAPLAN). Unable to report due to NAPLAN cancellation

Target Two

15% or more of our students are in top 2 proficiency bands in Year 3 & 5 for Numeracy, Spelling and Writing (NAPLAN). Unable to report due to NAPLAN cancellation

Target Three

75% of students in Years 2, 4 & 6 demonstrate growth greater than 5 scaled points when Progressive Achievement Tested (PAT) tested in the same calendar year in Reading and Maths. q Unable to report on due to assessments not completed due to COVID- 19 restrictions

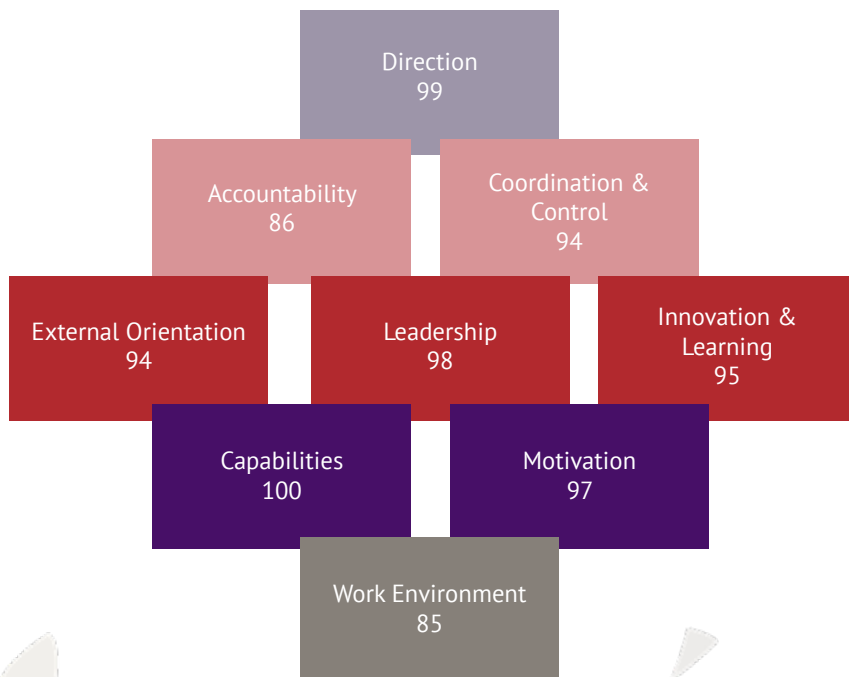
Target Four

65% of Aboriginal students in Years 2, 4 & 6 demonstrate growth greater than 5 scaled points when Progressive Achievement Tested (PAT) tested in the same calendar year in Reading and Maths. Unable to report on due to assessments not completed due to COVID- 19 restrictions

Target Five

Increase regular attendance to 85%
Unable to report due to COVID-19 restrictions

Figure 1 Outcome Profile



Our Targets

Target Six

Reduce number of students in the moderate/severe attendance category (less than 5%)
Unable to report due to COVID-19 restrictions

Target Seven

Increase the percentage of parent education seminars with more than 15 parents in attendance
Unable to report due to events cancelled due to COVID-19 restrictions

Target Eight

Maintain the top decile health outcome on all 9 outcomes of Organisational Health Index
Achieved (our school of 94 puts us in the elite category)

Our school's organisational health rating is extremely high, this means we are an extremely Healthy school, that dramatically outperforms our peers. The healthier other school, the stronger the culture and the higher the student performance in academic and non-academic areas.

Target Nine

75% or more of parents/caregivers pay their children's' voluntary contributions and charges
Not Achieved

Table 1 Voluntary Contributions

Area of collection	As of December 2020
Kindy	62%
Pre Primary	64.7%
Primary	56.8%
Total	58.5%

Target Ten

The National School Opinion Survey results for Community, staff and Students remain positive (3.6 or above)

Achieved – Staff were surveyed in 2020.

Out of a total possible school of 5 for each question the lowest score was 4.2 and the highest score was 4.9



Highlights and Achievements

Sustainability

- Whole school recycling of paper and cardboard
- Whole school recycling of bread tags
- Whole school recycling of plastic markers, crayons and textas
- Vegetable gardens in the pre-primary and senior school areas
- Cooking of fresh produce for gardening club
- Gardening club working on gardens twice a week
- Two active worm farms
- Mangrove Mates incursion to teach about the importance of mangroves to the environment and how to manage the Port areas of the Pilbara to ensure sustainability

Student Leadership

- Transition to Karratha Senior High School
- Camp at Home
- Next Step Conference
- Playground Leaders program
- Reading Ambassador program
- Graduation at Red Earth Arts Precinct
- Organising fundraisers for local causes

Science

With COVID-19 restrictions in place, we held Science Week at our school

All classes participated in an ocean themed STEM inquiry project

- Integrated ICT with Ipads to record students work, which was then presented to staff at a staff meeting
- Student work displayed in the library
- Scitech worked with Pre-primary and Year Three teacher to undergo Professional Learning
- Planning with Scitech at a whole school level for further integration of ITC and STEM in classrooms.
- Future Minds Accelerator for Year Two and Three, participating in an online STEM lesson

Maths

- Mastery Badges
- Progressive Achievement Testing, with improved outcomes across all year levels
- Westwood 1 Minute Basic Fact Fluency testing demonstrated improvement across all year levels
- Introduction of Prime Mathematics program
- Parent workshops: Let's Count – 1.30pm



Highlights and Achievements

Physical Education

- Tambrey Cup
- Modified Cross Country due to COVID restrictions
- Baynton West Faction Athletics Carnival and Interschool Athletics Carnival
- ECE Athletics Carnival
- Basketball Competition

English

- Book Week Parade
- Mrs Ledger's Summer Reading Challenge
- Additional decodable readers purchased to support classroom learning
- School Development Day all staff participated in Talk for Reading
- Parent Workshop Pre-primary to Year 2 on Home Reading
- Parent Workshop Year 3 – Year 6 Let's Read
- Two Coaches in Explicit Instruction

Community

- Remembrance Day at RSL
- Continuing with Year Five Playground Leader Program, including a graduation afternoon
- Waste Wise Tuesday from Pre-primary to Year Six
- Kindergarten and Pre-primary Bike-a-Thon
- Whole School Music – Count Us In
- Book Fair
- End of Year Concert

STEM

- STEM club - Years 2-3 (before School)
- STEM Girlz
- Whole School STEM day with the "Under The Sea" theme
- Partnership with Experimentary with lessons being delivered via Zoom
- Partnership with SCITECH



Highlights and Achievements

Learning Support

Nurture and Care room for students who need time in a calming environment

- Case Management in Years K-6
- MiniLit and MacLit Intervention in Years 1 – 4
- Spelling Mastery in Years 1-6
- PRIME Maths Years 1-6
- A range of sensory tools purchased to ensure each class has tools in their room
- Collaboration with SAER Network
- Reading Mastery program for Year 3
- Reading Embassy program to support students in Year One and Two
- Close working relationship with outside agencies to support students
- Free Dress Day to fundraise for “Move Your Body”
- Partnership formed with Move Your Body Studio to support sensory needs and Staff training
- Involvement in Health and Wellbeing Network

Visual Arts

Whole School Pre-primary to Year 6 Harmony Day art activity

- Year 6 excursion to the Cossack Art Awards
- Art Club was involved with YOH Fest and awarded a Certification of Commendation for one of the entries
- Teacher Development School presentation to Improve Response in the Arts with Review which was presented by Michelle Lucev and Simone Saffro
- Whole School Pre-primary to Year 6 PALS project saw 32 works of art displayed permanently in the School Library, depicting scientific discoveries made by Aboriginal and Torres Strait Islanders



Year 5 Coral Bay Camp

After much anticipation the Monday of Week 9, Term 3 arrived and as it did, 83 Year 5 students and a team of Teachers and Education Assistants filled the undercover area with excitement and smiles, ready for the adventure of Coral Bay Camp 2020!

After a long bus ride, we arrived at the Coral Bay Camp School for our week long adventure. Over the course of the week, we were involved in a wide range of activities including; snorkelling along the drift, coral exploring on the glass bottom boat, deep sea adventures, informational talks from Marine Biologists, expeditions to the shark sanctuary, beach games, shopping (where there were multiple trips to the famous Coral Bay Bakery!) and the Coral Bay Amazing Race. We were even fortunate to see an array of marine life; including turtles, dolphins and whales!

During the camp, the Year 5 students had the opportunity to showcase The Baynton West Way, and they did so in outstanding fashion. The activities they were involved in required them to demonstrate excellent team work, to show resilience when faced with a challenge and to be willing to step outside of their comfort zone and try new things! The leadership that these students showed on camp was exemplary and their positive attitudes made this camp one to never be forgotten!



Year 6 Camp Week

Camp Week for the Year 6 group of 2020 was definitely one to remember. With interstate travel off the table and even travelling to Perth considered risky, the students voted between a return to Coral Bay or a week of fun in their very own home town. Karratha won hands down!

Conscious that this was the very first group of students to have been enrolled in Kindy at Baynton West in the school's foundation year and that we didn't COVID to impact on the tradition of camp week, we set to work! Specialist teachers all planned spectacular activities and parents were recruited to assist with catering, cooking and planning some of the events—all hands on deck.

During the Week of Fun, the students headed all over town enjoying the sights and locations that our unique town has to offer. Dampier Palms for fishing, relaxing, a picnic lunch and fun; the REAP theatre to see our very own movie - Red Dog; a morning of inflatable fun on the BWPS oval followed by pop art portraits, a whole day of Aqua-run fun at the Leisureplex with a scrumptious barbeque lunch and milkshakes provided by our fabulous parent volunteers; Team Wars Day with a twilight long table dinner and disco—again with the amazing support of our parents volunteers and Friday saw the week out with a bacon and egg breakfast shared with parents and Mr Ross' day of technology—every student's dream!



Year 6 Camp Week

“ My favourite part of our Karratha Camp was the long table dinner and disco.
Ella ”

“ Karratha camp was fun, the Tech day was really cool and so was going to the movies and having the whole theatre to ourselves, and Red Dog is a classic.
Tom ”

“ Karratha camp was so awesome, I got to hang out with my friends and do some really fun things like the VR goggles on Tech Day and creating our amazing artwork.
Ava ”

“ I really enjoyed hanging out with my friends on the Karratha camp. I loved the Bungee Run and water fight too.
Anna ”



Student Voice

Playground Leaders

As stated in our 2019 Annual Report as one of our School Key Focus Areas, Allegiance with our stakeholders, Baynton West Primary School values student agency and commitment through positive engagement with students, allowing individuals to be heard and respected through strong partnerships. Students demonstrated a continued desire to become Playground Leaders in year 5. The role has become prestigious throughout the school community, with an increase in the number of students nominating and a range and diversity of students. Elected Playground Leaders partake in afterschool training in term 1 followed by a graduation. Once training is completed and the graduation ceremony has concluded students are timetabled to support junior primary students out in the playground. Playground Leaders wear a vest which states their role and they ensure they implement their learning from previous training sessions. Students meet once a week with a member of the leadership team to discuss and make decisions about how they are finding their role and what we can do to refine the program and enhance all students time at lunch.

Reading Ambassadors

As part of the before school Reading Embassy program, which supports the reading development of students in Years 1 and 2, Reading Ambassadors from Years 4 and 5 play important leadership roles within this program. The Reading Ambassadors are selected not only on their strong displays of academic achievement, but are chosen because of strong social competence and responsibility.

These students manage and tutor a small group of Year 1 and 2 students each day. They check and assess student sight words, listen and support student reading and engage the Year 1 and 2 students in activities to support their reading development. The Reading Ambassadors are responsible for the organisation of their group and also regularly communicate with both the Education Assistants and Teacher Leader on the progress that their small groups are making.

Each morning the Reading Ambassadors complete a check in with the Teacher to discuss how the program is running, where improvements can be made and what areas they want further support and guidance in. The Reading Ambassador program is an opportunity for students to showcase not only their strong abilities in academically supporting others but also to take on a high level of responsibility, independence and leadership within the school.



Student Voice

Maths Mastery

Maths Mastery is a highlight for many students at Baynton West Primary School. Every student from Pre-Primary to year 6, has the opportunity to answer skip counting and multiplication questions accurately in the 30 second time frame, with the end goal, if successful to receive a Math Mastery Badge. If unsuccessful, the student is eligible to retry at the following Maths Mastery recess. The leadership team drives this initiative at allocated recess times and classroom teachers support students by having multiplication mornings before formal learning begins. Students are encouraged to receive as many badges as they can during their time at Baynton West Primary School. Due to the increasing student demand to receive badges, the Leadership team has allowed all students to apply for their badges each fortnight.

Student Librarian

Our Student Librarians hold a very significant role within our school library and continue to be in high demand. Their duties consist of regular Student Librarian meetings where the students will write down their ideas as well as notes in their Librarian diaries and we discuss upcoming events, themes, introducing new activities, discussing our library pets, suggestions of new books to put on display.

The Student Librarians are given a voice on what competitions that they would like to run as a team, prizes, assisting with Homework Club, so other fellow students can come into the library at Thursday lunchtime and complete their homework or quiet reading with a Student Librarian.

The Student Librarians wear their uniform vest very proudly whilst on duty in either the junior or senior's area, setting up table top activities, helping with outside games, helping with our art and craft activities, looking after our library pets, assisting with the set up and pack away, tidying our book shelves, planning and making new games and activities for all students to enjoy, and door monitoring to ensure sure that other students have their hats, lunch boxes and are following correct lining up procedures..



STEM in 2020

COVID did its best to delay some big STEM events planned for 2020 however we did our very best to not let it interrupt the integrated, hands on learning happening across the school.

Extra-curricular STEM programs

Miss Tamara Clarke and Mrs Ellen Grochowski ran two separate before school STEM programs aimed at building skills in robotics and coding in the hopes of entering a RoboCup team or two to our regional competition, however it was not to be. The students still continued to work on developing their coding skills to produce a synchronised robotic dance with BeeBots and EV3s, including backdrops and costumes.

After school, Mr Brenton Green and a group of senior students investigated Lego We Do robotics and their ability to be used across a number of applications.

Mr Cameron Ross ran a gifted and Talented Extension STEM program weekly across the year for students with a high level of interest in the problem solving world of EV3 robotics. Creating and coding robots for specific tasks such as collecting and retrieving with links to real world applications such as mining and medicine. The students finished off the year creating Battlebots to challenge their class members.



STEM & Regional Teacher Development School

As the world moved online during 2020 so did our support of teachers across the state. In an attempt to support teachers implement high quality STEM programs, incorporate ICT into teaching and learning programs and make connections to their local area and community while doing so we moved to providing professional learning through the Department of Education's online training platform WebEx. Over the course of 2020 we ran courses attended by over 1000 WA educators.

Also involved in the STEM enterprise school program, Baynton West Primary School acts as a mentor school for 3 metro schools as they work towards successful implementation of school wide STEM programs. Through workshops we share successes and failures and assist innovate new and exciting programs that foster 21st century learning for students.

SciTech- Pilbara Teacher support program

In 2020 a group of our teachers were supported through this program to implement new interactive Science & STEM resources into their teaching. 'Our Sandy Shores' and 'Dive into the deep' provided a suite of resources that promote engagement in STEM & Science with students through the use of interactive online science journals and thematic learning based on sustainability and the environment. Our teachers then rolled these programs out across the school, upskilling our teachers in use of interactive science journaling as well as engaging our students in hands on learning activities.

Extra-Curricular activities

Junior STEM

In 2020, two before school sessions of STEM club ran every week, with positions being highly sort after by students in Year Two and Three.

Over the year students worked on developing their robotic and coding skills with the end goal of producing a choreographed dance in sync with their chosen song. The students thoroughly enjoyed using trial and error as they planned and programmed their Beebots to follow along with their chosen music as well as designing and building backdrops and costumes for their performance.

STEM GATE

The STEM Gifted and Talented program runs on alternating Wednesday and Thursday afternoons and is attended by a group of Year 5 students who are selected through their Year 4 PEAC testing data.

Over the course of 2020 the STEM GATE students completed a number of activities using the Lego Mindstorms EV3 robot kits. Students are able to build, program and test their robots and initially the after-school club began preparing for the annual regional RoboCup competition in Wickham where they would have competed in a rescue challenge using their designed EV3 robot. Unfortunately, this was later cancelled due to COVID19.

Students continued to continue with their planned rescue coding but we added additional tasks such as collecting and retrieving objects with in a set of parameters. The final project (and arguably the most popular!) the students worked on was creating a Battle-bot where on completion they battled each other.

Gardening Club

Students at Baynton West Primary School are passionate about sustainability. We currently have designated garden beds in both the senior area and the pre-primary of the school that are utilised by classroom teachers and the Gardening Club to plant and grow a variety of seasonal vegetables, herbs and flowers. The Gardening Club meets twice a week at lunchtime and is open for any students from Year 1 to Year 6 to join. Our activities include preparing the garden beds; planting seeds and seedlings; weeding, watering and maintaining the garden beds. We also have several fruit trees that we are nurturing and are extremely excited to see the Mulberry tree starting to produce more fruit. During the growing season we pick the delicious produce and use it to cook healthy meals, which is definitely our favourite activity!



Extra-Curricular Activities

Music

2020 was an interesting year, with the emergence of COVID and performance restrictions. The Performance Troupe, Beat Busters, Ukulele Group and Junior Choir still found opportunities to showcase their talents. All four groups performed assembly items during the year and the Performance Troupe and combined Ukulele and Beat Busters opened the End of Year Concert again this year. Performance Troupe was also invited to perform at the Seniors Christmas Lunch, hosted by the City of Karratha, at the end of the year. Selected students had an opportunity to work with HoleyOak Drum Beat Program, who continue to run a drumming course aimed at improving confidence and social skills in young students. 2020 saw a greater need to come together and celebrate each other. 'Baynton West Has Got Talent' was introduced for the first time, as a series of lunchtime concerts designed to celebrate our diverse students and give those wanting an opportunity, a chance to showcase their talents. The series of lunchtime concerts were shared with our school community through Facebook. The highly successful series helped to connect our school community and provide performance opportunities that students looked forward to hearing each week.

Classroom Music continued to offer a high standard of music education, focussing on the art of reading, composing and performing music (using the keyboard, ukulele, recorders, marimbas, xylophones, tuned and non-tuned percussion). 2020 saw the inclusion of a class set of iPads in the senior Music room, further enhancing the use of technology in the classroom.



Art Club

Art Club 2020 was an extra-curricular program that was run on Monday and Wednesday lunchtimes for Yr. 3-6 students. The aim of Art Club is to encourage our passionate young artists' creativity by introducing them to new techniques, as well as participating in local and state-wide competitions.

We started the year by creating an artistic response to the cyclone. The students used a variety of media to create their representation of the cyclone.

For our next project, we explored the technique of papier-mâché to produce a three-dimensional sculpture of an animal.

Later in the year, the Art Club participated in YOH Fest. The theme for this competition was 'The Boredom of Isolation'. Students worked in small groups to create dioramas that expressed what they had felt during COVID-19 lockdown. One group received a 'Certificate of Commendation' for their entry. All entries were displayed in a virtual online exhibition.

Our final project was spent creating artworks on canvas that illustrated positive messages. The students enjoyed illustrating phases that they found inspiring.



Extra-Curricular Activities

Art Club continued



DRUMBEAT

Holyoake DRUMBEAT (Discovering Relationships Using Music, Beliefs, Emotions, Attitudes and Thoughts) is a program that builds resilience through rhythm. An evidence based social and emotional learning program that enables real change. Drumbeat incorporates hand drumming, behavioural therapeutic principals and cognitive and dialectical elements to achieve positive outcomes. The program addresses specific themes including self-responsibility, values, emotional expression, identity, peer pressure, harmony and teamwork and culminates with a public performance.

Holyoake Drumbeat is a government funded program provided through Karratha Community House. Two facilitators are funded to run the program from Karratha Community House in collaboration with our school. The program is run during lunchtime with a different year 4 class selected each term and limited places are available for this popular program.



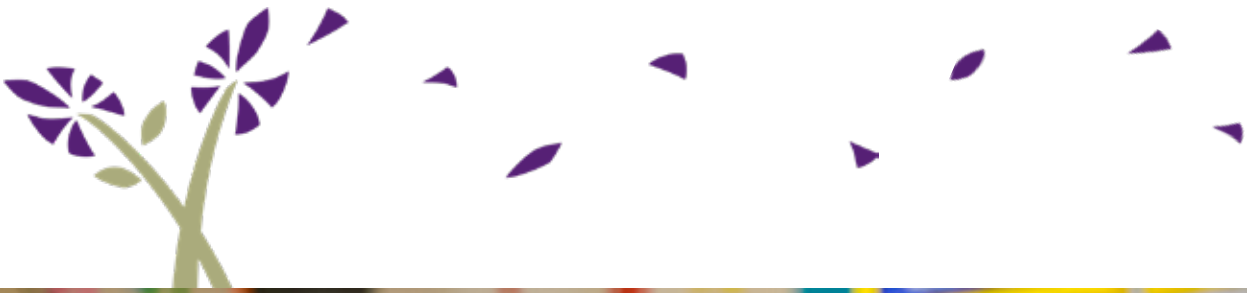
COVID-19

In 2020 we had a global pandemic which had a big impact on us at Baynton West Primary School. During Term 1 we began to plan for what appeared to be an inevitable transition to on-line learning. Our teachers worked together to prepare online lessons and create work packages to send home with our students as the term came to an end.

Progressively over the final weeks of the term student's attendance declined as the community was encouraged to stay home and social distance. We remained open to cater for the children of essential workers. During this transition all of our classes trialled online learning to ensure we were set-up and ready to go for Term 2.

We ensured that we had strong communication with families, this included regular video messages and Facebook updates. To keep up community moral we held an online Easter bonnet parade, Principal's Covid-19 Reading challenge and daily sporting challenges. This was well received by the community.

We were very fortunate that the students of Western Australia were permitted to return to school following the school holidays. We put in place social distancing protocols, increased cleaning routines and encouraged good personal hygiene practices.



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.

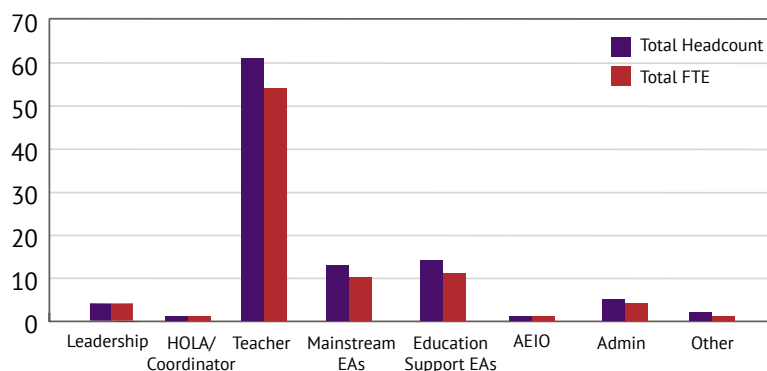
Below is an outline of the staff classified into each occupation group:

- 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 2 FTE 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
HOLA/Coordinator	1	1.0	0	0.0	1	1.0
Teacher	53	46.2	6	6.0	59	52.2
Mainstream EA	12	10.3	0	0.0	12	10.3
Education Support EAs	13	10.6	0	0.0	13	10.6
AIEO	1	1.0	0	0.0	1	1.0
Admin	4	3.2	0	0.0	4	3.2
Other	2	1.4	0	0.0	2	1.4
Total	90	77.7	6	6.0	96	83.7

Figure 2 presents the FTE and headcount data from Table 1



Staff Profile

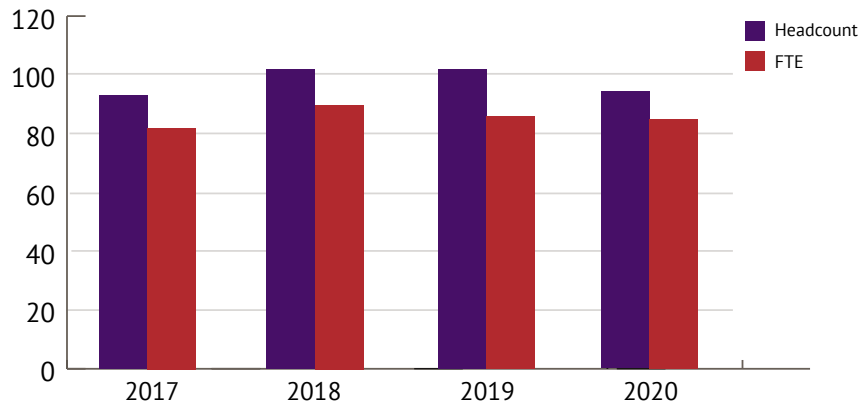
2. Total Employment

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

Table 3 Total employment FTE and headcount 2017-2020

Year	Headcount	FTE
2017	94	82.4
2018	102	89.5
2019	101	87.2
2020	96	83.7

Figure 3 Total employment FTE and headcount 2017-2020



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.

Table 4 Gender Profile

Year	All Staff (Headcount)		Teaching Staff (Headcount)		School Support Staff (Headcount)	
	Male	Female	Male	Female	Male	Female
2017	7	87	6	58	1	29
2018	7	95	6	60	1	35
2019	7	94	7	58	0	36
2020	9	87	6	58	3	29
Year	All Staff (FTE)		Teaching Staff (FTE)		School Support Staff (FTE)	
	Male	Female	Male	Female	Male	Female
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
2020	8.3	75.4	5.6	51.6	2.7	23.8

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 intervention in MiniLit and MacqLit, with ongoing specialised training provided by our school and Region.



Growth and Inspiration

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Student Achievement Data

2020 was a year unlike any other and NAPLAN being cancelled was one of the major differences for Baynton West Primary School. In the third and final year of our involvement with the in depth school improvement plan led through our partnership with the Fogarty Foundation, we are without the main measure used to indicate improvement in student outcomes.

However, Baynton West Primary School continues to have a relentless focus on improvement of student outcomes. Staff at the 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 2021 and beyond.

Looking back, 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.

Progress between Years 3 & 5 is monitored by the school using a Best Performance tool CNAP and off year level NAPLAN testing, meaning every student from years 2-6 are tested annually with their progress monitored. The graph below demonstrates that progress for students between Year 3 (2017) and Year 5 (2019) was mainly in the High Progress-Higher Achievement quadrant. Improvement in Numeracy and is a school wide focus with progress evident in Reading.

Through high quality teaching training in programs focused on spelling, grammar, writing and numeracy we continue demonstrate improvements in targeted improvement areas. With the implementation of programs such as Spelling Mastery, Prime Maths and Talk for Writing our targeted areas of improvement continue to be a whole school focus.

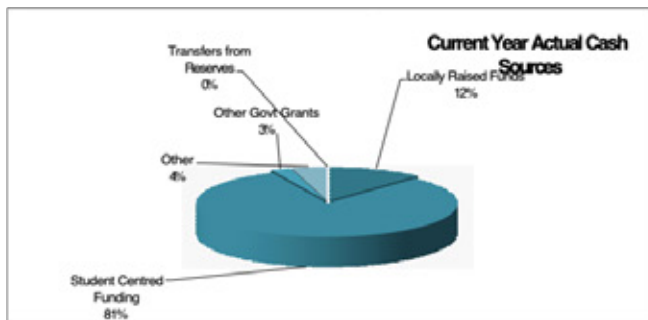
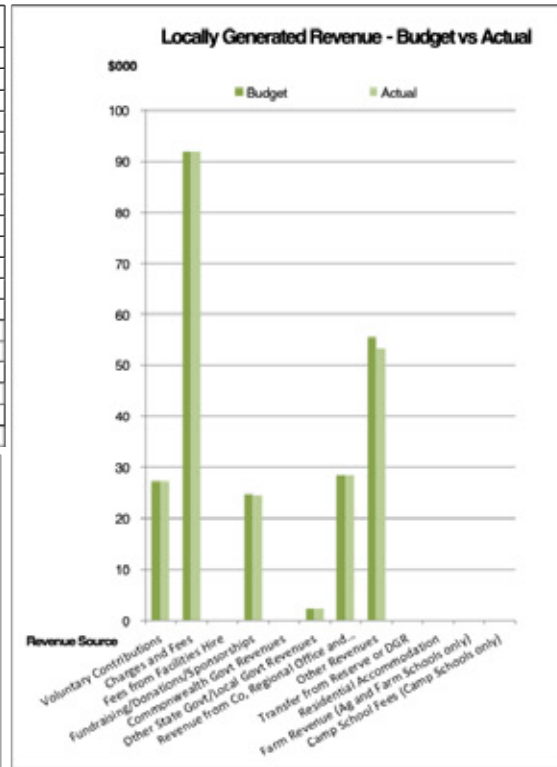
In 2015 our ICSEA was over 1000 with our most recent ICSEA update at the end of 2020 placing the school at 997. The lower transient rate for our students; 39% dropping to 22.9% in 2019, somewhat mitigates the effect of our ICSEA decline.



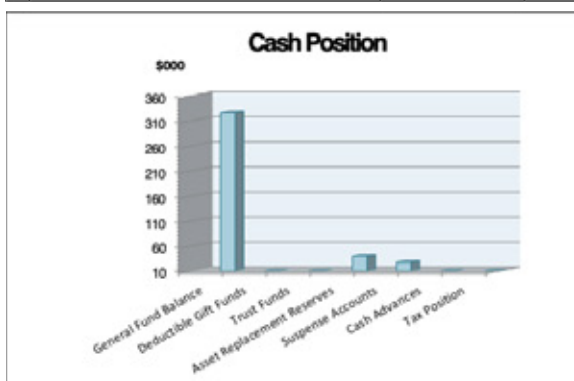
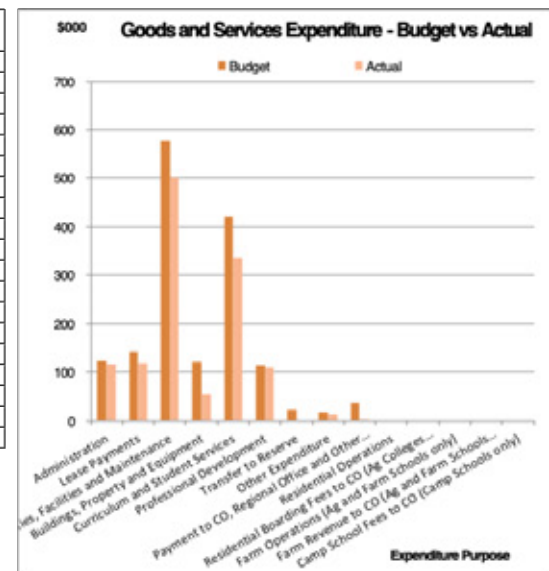
Financial Report

Financial summary as at 31 December 2020.

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 27,324.00	\$ 27,322.00
2	Charges and Fees	\$ 92,012.83	\$ 92,012.83
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 24,827.96	\$ 24,676.96
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 2,200.00	\$ 2,200.00
7	Revenue from Co, Regional Office and Other Schools	\$ 28,430.00	\$ 28,430.00
8	Other Revenues	\$ 55,398.47	\$ 53,275.02
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 230,193.26	\$ 227,916.81
Opening Balance		\$ 350,167.00	\$ 350,168.95
Student Centred Funding		\$ 909,014.83	\$ 909,014.83
Total Cash Funds Available		\$ 1,578,375.09	\$ 1,576,100.59
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 1,578,375.09	\$ 1,576,100.59



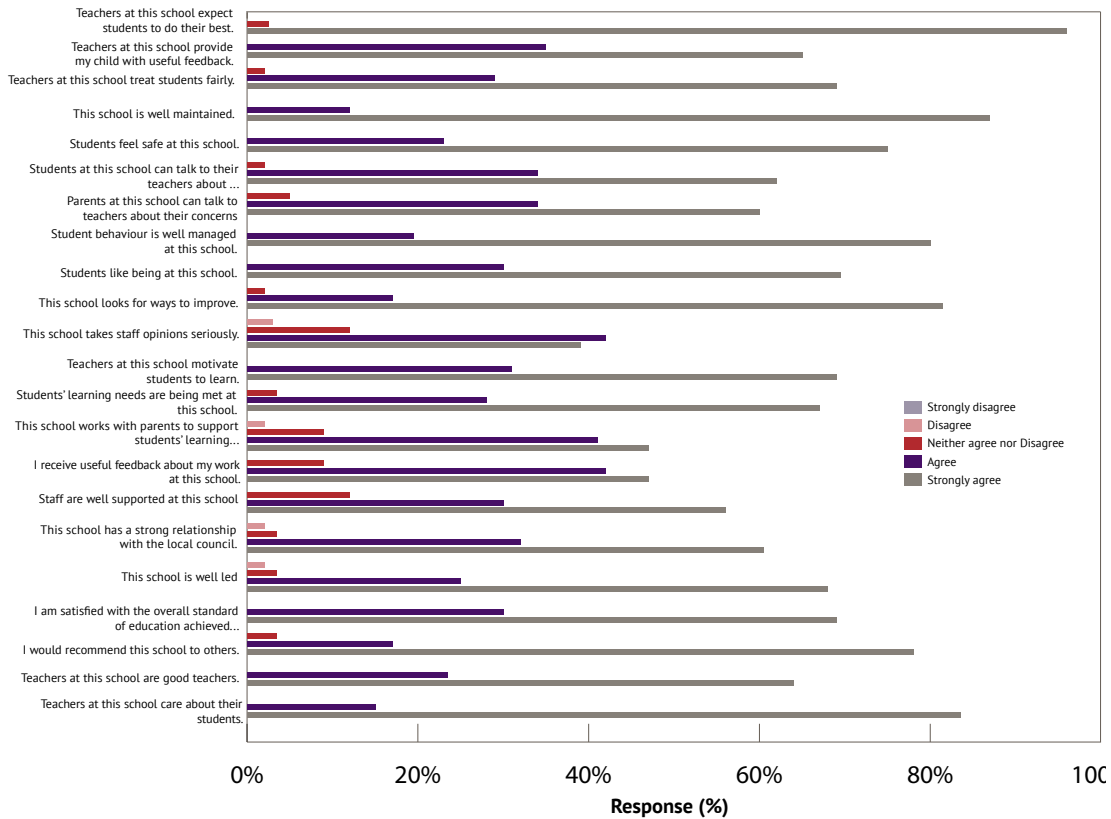
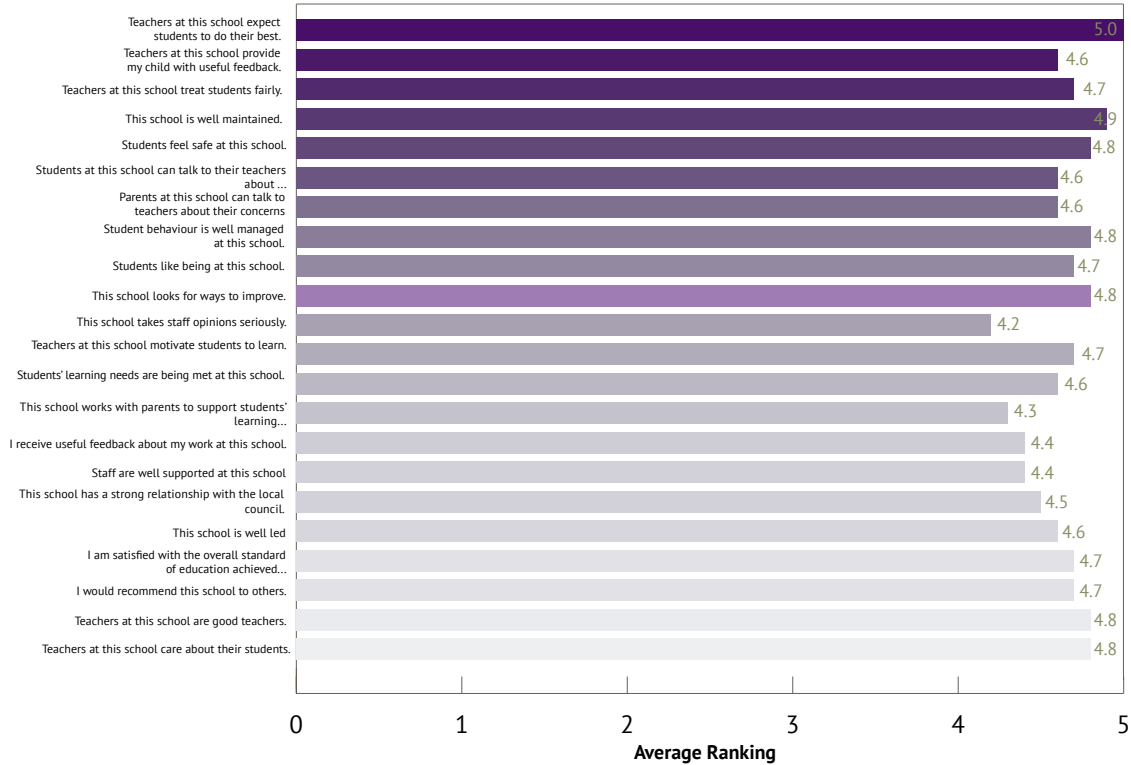
Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 121,907.19	\$ 115,891.99
2	Lease Payments	\$ 142,326.00	\$ 118,391.06
3	Utilities, Facilities and Maintenance	\$ 578,306.36	\$ 502,784.23
4	Buildings, Property and Equipment	\$ 121,659.54	\$ 53,205.85
5	Curriculum and Student Services	\$ 419,363.55	\$ 335,789.92
6	Professional Development	\$ 114,840.73	\$ 108,921.90
7	Transfer to Reserve	\$ 21,507.00	\$ -
8	Other Expenditure	\$ 16,740.72	\$ 12,331.48
9	Payment to CO, Regional Office and Other Schools	\$ 37,504.00	\$ 2,491.82
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)	\$ -	\$ -
Total Goods and Services Expenditure		\$ 1,574,155.09	\$ 1,249,808.25
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 1,574,155.09	\$ 1,249,808.25
Cash Budget Variance		\$ 4,220.00	



Cash Position as at:	
Bank Balance	\$ 388,250.14
Made up of:	\$ -
1 General Fund Balance	\$ 326,292.34
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 40,195.00
5 Suspense Accounts	\$ 27,913.80
6 Cash Advances	\$ -
7 Tax Position	\$ (6,151.00)
Total Bank Balance	\$ 388,250.14

School Surveys

At the end of 2020, our staff were surveyed using the National Schools Opinion Survey utilised by all schools in Australia, to ascertain levels of satisfaction and enjoyment of their roles within our school. The response rate was 80% of full time staff and 20% of part time staff.



School Surveys

Survey Indications

The survey indicated that staff are mostly very happy to work at our school.

Some of the things they love are;

- The collaboration, the collegiality, the structure and the learning that takes place, the high standards, the high levels of organisation, the challenge to strive for ongoing professional growth, the student progress, our whole school approach, the leadership of the school and our amazing students!

Things that would like to improve are;

- More collaborative time, social days on boats, a standardised curriculum, more maths intervention, more social events and some responses indicated that nothing needed to improve.

Changes made as a result of the survey:

- The curriculum is now drilled down, expanded and developed further, it is implemented in all classes.
- Now that COVID-19 restrictions are relaxed, our staff are engaged in more social outings.





Growth and Inspiration

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