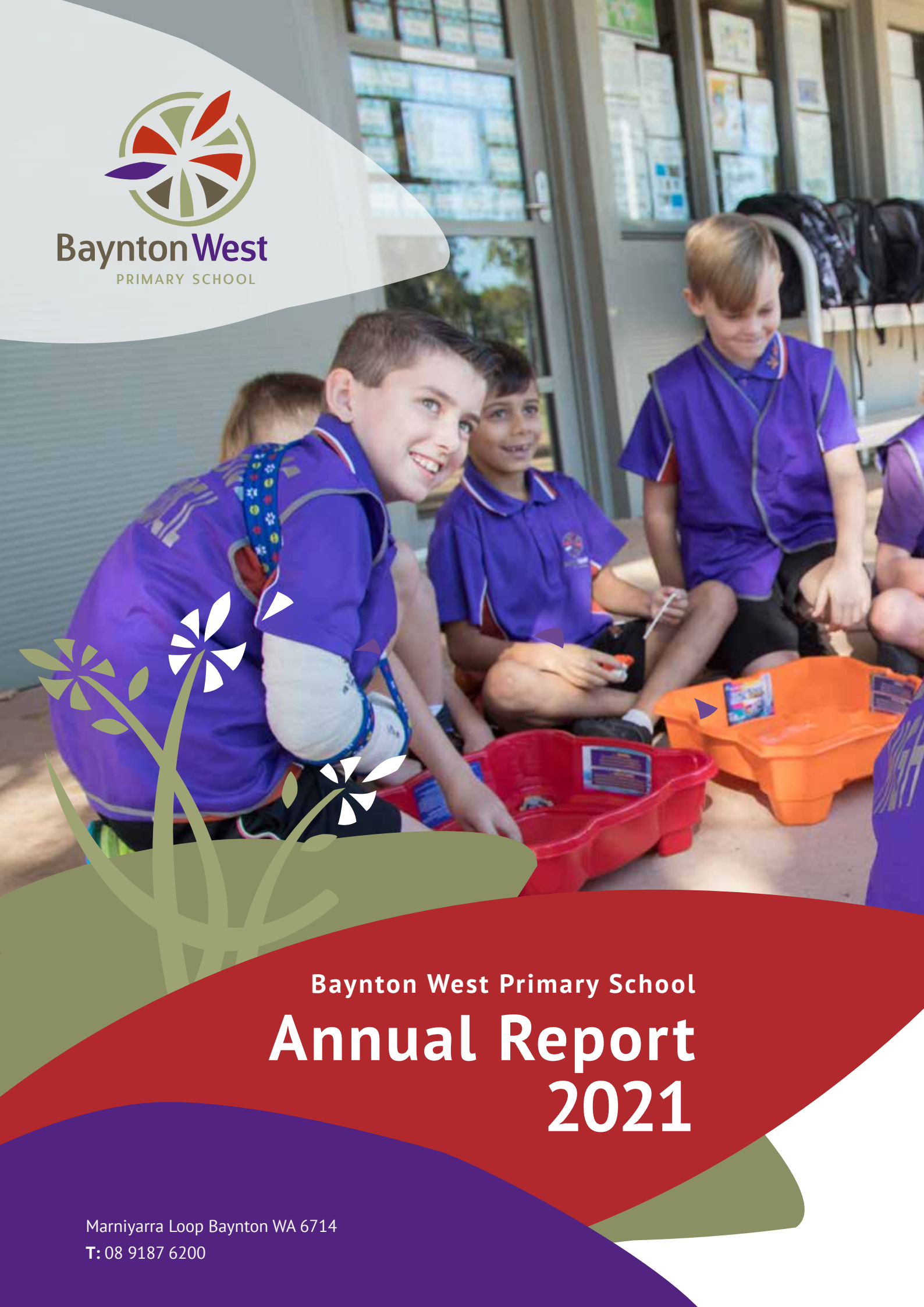




**Baynton West**  
PRIMARY SCHOOL



Baynton West Primary School  
**Annual Report**  
**2021**

Marniyarra Loop Baynton WA 6714  
T: 08 9187 6200

# 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.







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## School Board – Chairperson’s Report



**After many years** of advocating for an investment in a building program, the School Board was very pleased to receive a \$5.5M commitment from the Government of Western Australia to build a new 4 room teaching block and a new 2 room pre-primary block. This work is well underway with construction due to start midway through 2022.

The School Board has, for many years, had a vision to establish an Aboriginal Early Learning Program for children aged 0-3 and their parents and caregivers. Rio Tinto have generously committed to a 3-year funding partnership and the Waja Guma Early Learning Program has now begun. The School Board is immensely proud of this achievement and in partnership with Rio Tinto, will now see this vision come to life.

Baynton West Primary was proud to be a finalist in the Governor’s STEM Award, WA Primary School of the Year and the Premier’s Award for Excellence in Aboriginal Education. Although we weren’t successful in winning any of these awards, it is significant recognition of the very high standards at Baynton West Primary School.

I’d like to thank the School Board members for their continued commitment and support in what has been a very busy year; Travis McNaught (Deputy Chairperson), Brad Cox, Ryan McEwan, Susan Grylls, Mark Bradley,

Rebecca Brooks, Nancy Milligan, Cory Byers, Adam Mian, Mia Zaknich, Maria Martin-Pederson, Lisa Ledger (Principal) and Freyja Lucas. I’d also like to acknowledge those retiring board members for their many years of contributions; Brad Cox and Ryan McEwan.

Baynton West Primary School is very grateful to have such a group of talented staff. The School Board recognises the commitment and devotion to your roles in educating our children. We truly appreciate the important work that you all do every day.

Once again, I’d like to acknowledge the school’s leadership team, expertly led by our Principal, Lisa Ledger. Her dedication and passion as an educator is inspirational. We are very fortunate to have such an energetic and committed leader, thank you Lisa.

To the wonderful children of Baynton West Primary, you are the “Heart of Our School” and every decision we make is for you.

Yours sincerely

A handwritten signature in black ink that reads "Grant Cucel". The script is cursive and fluid.

**Grant Cucel**  
**Baynton West Primary School Board Chairperson**

## School Board

Thank you to our wonderful School Board who serve our School Community



**GRANT CUCEL**  
*School Board Chairperson*



**TRAVIS McNAUGHT**  
*School Board Deputy Chairperson*



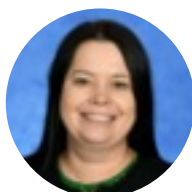
**MIA ZAKNICH**  
*School Board Member*



**ADAM MIAN**  
*School Board Member*



**NANCY MILLIGAN**  
*School Board Member*



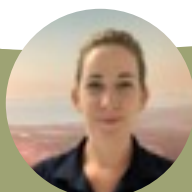
**FREYJA LUCAS**  
*School Board Member*



**SUSAN GRYLLES**  
*School Board Member*



**CORY BYERS**  
*School Board Member*



**REBECCA BROOKS**  
*School Board Member*



**LISA LEDGER**  
*Principal*



**JUSTINE PASSMORE**  
*Executive Officer*

## Principal's Message



**As Principal,** I stand with the Baynton West community of students, teachers, parents/caregivers, local business and organisations, who are all proud of what we do every day to make a difference and impact positively on the lives of our students. 2021 was definitely a year to remember.

Our standards are unrelenting, whether it is pastoral care, wellbeing, literacy, numeracy or intervention. Our teamwork has created an environment that people want to work in, and a place where parents/caregivers choose to send their children. Our reputation is strong and we all work hard to maintain it.

Our standards have been recognised widely throughout the year by teachers visiting from other schools to learn from our expert educators, through inclusion in the Centre for Excellence in Explicit Instruction Program with Curtin University and our school being chosen to be a case study for the Fogarty Foundation EDvance Program, due to our positive growth in student achievement and progress. Our learning community was formally recognised for this when we were announced as finalists for the Western Australian Primary School of the Year, Western Australian Premier's Excellence Award in Aboriginal Education and the Governor's Excellence in STEM Award.

Our teachers are a strong team and the synergy between them, our highly skilled support staff and our engaged parents and wider community, enables us to defy expected progress of regional schools and definitely 'punch above our weight' in terms of student achievement and behaviour.

Our teacher development program, involving coaching, classroom observation and peer support has resulted in a workforce second to none. Each of our school leaders are outstanding educators in their own right and spend a large part of each day in classes, shoulder to shoulder with classroom teachers. The effect on teaching and learning speaks for itself. We are also retaining experienced staff, attracting quality graduate teachers and enticing experienced high performing teachers away from the metropolitan area to experience a regional 'sea change'. In 2021 we were the most requested country school for student teachers completing their third year or final practicums. Several of these student teachers went on to be employed with us, combating the current teacher shortage.

Another highlight was the implementation of Waja Guma (Little Beings Learning Together) in partnership with Rio Tinto. The School Board worked tirelessly to source funding and to establish this partnership, which we commenced at the end of the year and have big plans for 2022. This Early Learning Program focusses on working in partnership with local Aboriginal families to deliver a culturally responsive program for the 0-4 age group.

On a final note and with a heavy heart, we farewell our inspirational School Board Chairperson, Mr Grant Cucel. I have been inspired by his unwavering belief in our school, his hard work and passion, his resilience and most of all, his undying optimism. We are strong and proud, and I look forward to leading this school in 2022.

Thank you, for all of your support.

*Lisa Ledger*

Lisa Ledger  
Principal



**Children are at the  
heart of our school**







## Overview

The 'Baynton West Way' has become a way of life for many of our students and staff. Integrity, innovation, dedication and caring are our key guiding beacons, and 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 achieve their academic potential and that their emotional and social needs are met. We have observed over the years that children's self-esteem is boosted by achievement and progress brought about by hard work and regular school attendance.

We recognise that we work in close partnership with our children's family and that we are a team in the learning process. We acknowledge the support of the silent majority who assist their children through homework, morning reading, attending meetings, and by being 'present' throughout the primary school years.

We embrace the challenge of providing our students with a rich and responsive curriculum, promoting high achievement and excellence through ongoing self-reflection and goal setting, heavily emphasising English, Mathematics and Science. An integrated future focused curriculum which caters for diverse learning styles prepares children for life in the 21st century. The cross curricular priority of science, technology, engineering and maths (STEM) creates opportunities for children to challenge existing understandings and take the lead in the education process. Together with our innovative

approach to languages (Mandarin), our students are at the forefront and primed for a successful future. We have tight bonds with the community and regularly call on expertise to enhance our ambitious, child centred targets.

As a proud Positive Behaviour School (PBS), we understand the need to teach 'behaviour' as part of our curriculum. We use four positive powers (Becky Be Your Best, Safety Boy, Rosie Responsibility and Mr Resilient) to educate children about how to work with others and be part of a functioning group. Positive social behaviours are not assumed, instead they are explicitly taught through our PBS program that is woven throughout every aspect of our life at school.

With strong School Board governance and an active P&C we work closely with our parent community and they provide us with opportunities to enrich the lives of students in our care.

As the newest school in Karratha, our foundations have formed powerful traditions and we are constantly seeking ways to work with our community. We are proud of the support our parents and caregivers provide which contributes to the wonderful atmosphere throughout our school.

Our strong and courageous leaders, students, parents, caregivers and staff bring fun and laughter to our school on a daily basis. Our students definitely turn lemons into lemonade.



## School Priorities 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.





# 2021 Highlights



National ride to school day



Lapathon



Year 5 Camp



Kindy Graduation



National Tree Day



Year 6 Graduation





# 2021 Highlights



Remembrance Day



NAIDOC Day



Robo Cup

Harmony Day



Book Week



National Sorry Day



Festival Carnival

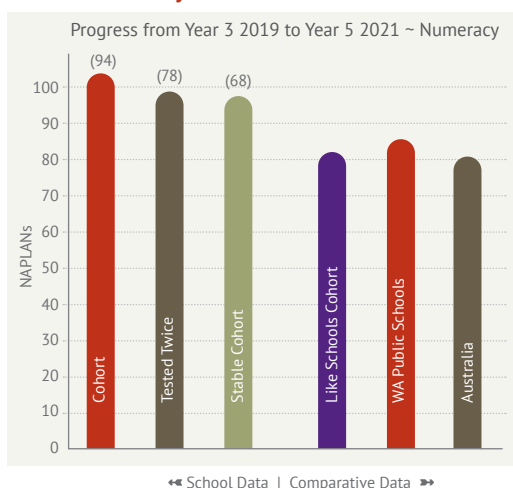
Christmas on the Green



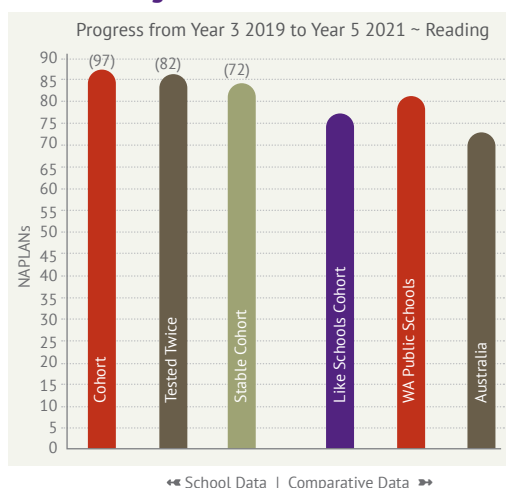
# Our Targets

1. Year 3-5 NAPLAN growth score with the stable cohort for Reading, Writing, and Numeracy is greater than 'like school' and state average scores.

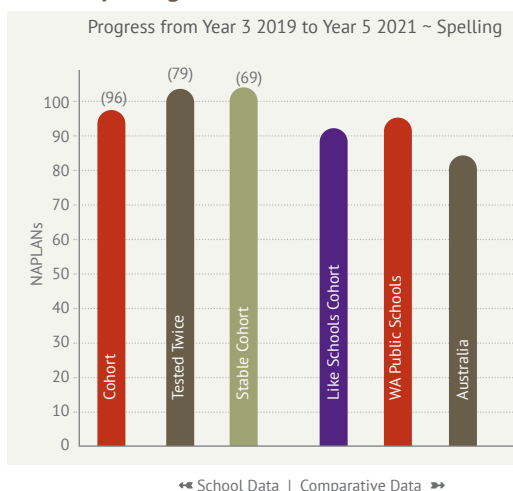
## Numeracy ~ Achieved



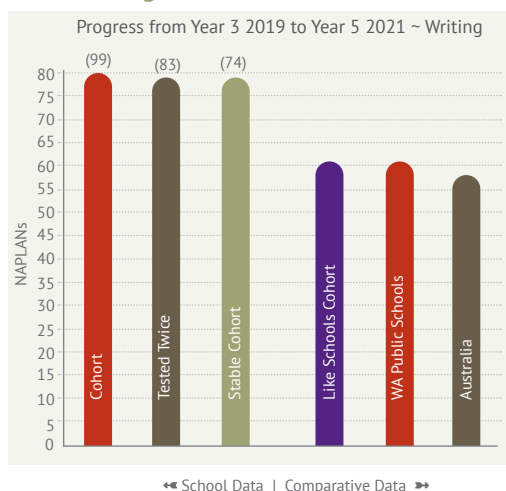
## Reading ~ Achieved



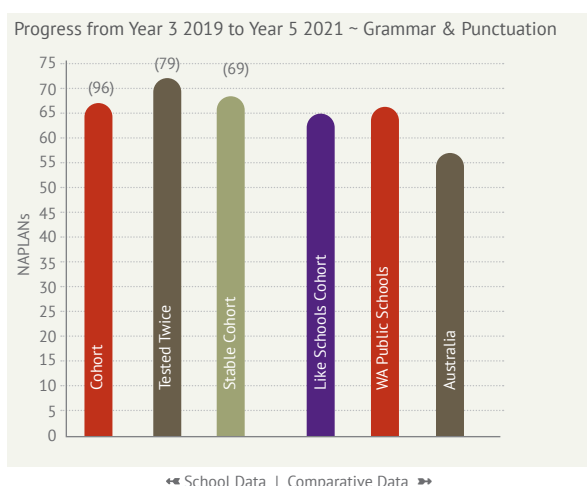
## Spelling ~ Achieved



## Writing ~ Achieved



## Grammar & Punctuation ~ Achieved



The progress made has exceeded both 'like school' and WA Public School averages.



## Our Targets

2. **To reduce the differential score between WA Public schools and students in Year 3 and 5 in Reading, Spelling, Writing and Numeracy (NAPLAN).**

Proficiency Band Summary

| Band | NAPLAN Score Range | READING |         |      |         |        |         |      |         |
|------|--------------------|---------|---------|------|---------|--------|---------|------|---------|
|      |                    | Year 3  |         |      |         | Year 5 |         |      |         |
|      |                    | 2019    |         | 2021 |         | 2019   |         | 2021 |         |
|      |                    | Sch     | WAP Sch | Sch  | WAP Sch | Sch    | WAP Sch | Sch  | WAP Sch |
| 10   | 686 & above        |         |         |      |         |        |         |      |         |
| 9    | 634 - 685          |         |         |      |         |        |         |      |         |
| 8    | 582 - 633          |         |         |      |         | 5%     | 10%     | 14%  | 11%     |
| 7    | 530 - 581          |         |         |      |         | 25%    | 22%     | 23%  | 23%     |
| 6    | 478 - 529          | 23%     | 24%     | 33%  | 26%     | 24%    | 29%     | 34%  | 28%     |
| 5    | 426 - 477          | 26%     | 23%     | 21%  | 21%     | 26%    | 21%     | 18%  | 20%     |
| 4    | 374 - 425          | 21%     | 21%     | 17%  | 21%     | 8%     | 11%     | 9%   | 10%     |
| 3    | 322 - 373          | 16%     | 15%     | 12%  | 15%     | 12%    | 7%      | 2%   | 7%      |
| 2    | 270 - 321          | 12%     | 12%     | 8%   | 11%     |        |         |      |         |
| 1    | Up to 269          | 3%      | 5%      | 8%   | 6%      |        |         |      |         |

|  |                                 |
|--|---------------------------------|
|  | Above National Minimum Standard |
|  | At National Minimum Standard    |
|  | Below National Minimum Standard |

Proficiency Band Summary

| Band | NAPLAN Score Range | NUMERACY |         |      |         |        |         |      |         |
|------|--------------------|----------|---------|------|---------|--------|---------|------|---------|
|      |                    | Year 3   |         |      |         | Year 5 |         |      |         |
|      |                    | 2019     |         | 2021 |         | 2019   |         | 2021 |         |
|      |                    | Sch      | WAP Sch | Sch  | WAP Sch | Sch    | WAP Sch | Sch  | WAP Sch |
| 10   | 686 & above        |          |         |      |         |        |         |      |         |
| 9    | 634 - 685          |          |         |      |         |        |         |      |         |
| 8    | 582 - 633          |          |         |      |         | 4%     | 7%      | 10%  | 7%      |
| 7    | 530 - 581          |          |         |      |         | 16%    | 16%     | 24%  | 17%     |
| 6    | 478 - 529          | 8%       | 14%     | 12%  | 12%     | 26%    | 29%     | 28%  | 29%     |
| 5    | 426 - 477          | 22%      | 22%     | 23%  | 20%     | 32%    | 28%     | 26%  | 26%     |
| 4    | 374 - 425          | 31%      | 27%     | 22%  | 28%     | 18%    | 13%     | 9%   | 14%     |
| 3    | 322 - 373          | 20%      | 20%     | 16%  | 22%     | 4%     | 7%      | 4%   | 7%      |
| 2    | 270 - 321          | 16%      | 12%     | 12%  | 12%     |        |         |      |         |
| 1    | Up to 269          | 3%       | 6%      | 6%   | 6%      |        |         |      |         |

|  |                                 |
|--|---------------------------------|
|  | Above National Minimum Standard |
|  | At National Minimum Standard    |
|  | Below National Minimum Standard |

### Reading – Achieved

We have made notable improvements in the top two band across the assessment areas in Year 5. In 2021, our Year 3 and Year 5 students surpassed the WA average for the first time in Numeracy (Y3 +2, Y5 +13), Reading (Y3 +4, Y5 +8) and Writing (Y3 +6, Y5 +18), and maintained above WA averages in Spelling (Y3 +9, Y5 +20) and Grammar & Punctuation (Y3 +5, Y5 +18).

### Numeracy – Achieved





## Our Targets

Proficiency Band Summary

| Band | NAPLAN<br>Score Range | WRITING |            |      |            |        |            |      |            |
|------|-----------------------|---------|------------|------|------------|--------|------------|------|------------|
|      |                       | Year 3  |            |      |            | Year 5 |            |      |            |
|      |                       | 2019    |            | 2021 |            | 2019   |            | 2021 |            |
|      |                       | Sch     | WAP<br>Sch | Sch  | WAP<br>Sch | Sch    | WAP<br>Sch | Sch  | WAP<br>Sch |
| 10   | 686 & above           |         |            |      |            |        |            |      |            |
| 9    | 634 - 685             |         |            |      |            |        |            |      |            |
| 8    | 582 - 633             |         |            |      |            | 4%     | 3%         | 8%   | 5%         |
| 7    | 530 - 581             |         |            |      |            | 8%     | 12%        | 23%  | 15%        |
| 6    | 478 - 529             | 7%      | 15%        | 29%  | 17%        | 28%    | 28%        | 33%  | 31%        |
| 5    | 426 - 477             | 39%     | 32%        | 34%  | 33%        | 34%    | 32%        | 23%  | 28%        |
| 4    | 374 - 425             | 29%     | 31%        | 19%  | 27%        | 17%    | 16%        | 6%   | 13%        |
| 3    | 322 - 373             | 15%     | 12%        | 7%   | 13%        | 8%     | 9%         | 6%   | 8%         |
| 2    | 270 - 321             | 6%      | 6%         | 5%   | 6%         |        |            |      |            |
| 1    | Up to 269             | 3%      | 4%         | 6%   | 4%         |        |            |      |            |

|  |                                 |
|--|---------------------------------|
|  | Above National Minimum Standard |
|  | At National Minimum Standard    |
|  | Below National Minimum Standard |

### Writing – Achieved

Proficiency Band Summary

| Band | NAPLAN<br>Score Range | SPELLING |            |      |            |        |            |      |            |
|------|-----------------------|----------|------------|------|------------|--------|------------|------|------------|
|      |                       | Year 3   |            |      |            | Year 5 |            |      |            |
|      |                       | 2019     |            | 2021 |            | 2019   |            | 2021 |            |
|      |                       | Sch      | WAP<br>Sch | Sch  | WAP<br>Sch | Sch    | WAP<br>Sch | Sch  | WAP<br>Sch |
| 10   | 686 & above           |          |            |      |            |        |            |      |            |
| 9    | 634 - 685             |          |            |      |            |        |            |      |            |
| 8    | 582 - 633             |          |            |      |            | 10%    | 11%        | 22%  | 14%        |
| 7    | 530 - 581             |          |            |      |            | 20%    | 21%        | 27%  | 23%        |
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| 5    | 426 - 477             | 26%      | 22%        | 23%  | 22%        | 23%    | 22%        | 16%  | 20%        |
| 4    | 374 - 425             | 23%      | 22%        | 22%  | 21%        | 10%    | 10%        | 5%   | 10%        |
| 3    | 322 - 373             | 12%      | 16%        | 16%  | 16%        | 6%     | 8%         | 5%   | 8%         |
| 2    | 270 - 321             | 8%       | 10%        | 6%   | 9%         |        |            |      |            |
| 1    | Up to 269             | 8%       | 9%         | 7%   | 10%        |        |            |      |            |

|  |                                 |
|--|---------------------------------|
|  | Above National Minimum Standard |
|  | At National Minimum Standard    |
|  | Below National Minimum Standard |

### Spelling – Achieved



## Our Targets

3. **15% or more** of our students are in top 2 proficiency bands in Years 3 & 5 for Numeracy, Spelling and Writing (NAPLAN).

### Achieved – Year 3 and Year 5

#### YEAR 3

| Assumed area | Baynton West PS | WA Public Schools |
|--------------|-----------------|-------------------|
| Numeracy     | 35%             | 32%               |
| Spelling     | 48%             | 44%               |
| Writing      | 63%             | 50%               |

#### YEAR 5

| Assumed area | Baynton West PS | WA Public Schools |
|--------------|-----------------|-------------------|
| Numeracy     | 34%             | 24%               |
| Spelling     | 49%             | 37%               |
| Writing      | 31%             | 20%               |

4. **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.

### Achieved in 2 out of 6 areas.

#### Maths:

Year 2 – 81% of stable cohort achieved an increase in 5 scaled points or more

Year 4 – 62% of stable cohort achieved an increase in 5 scaled points or more

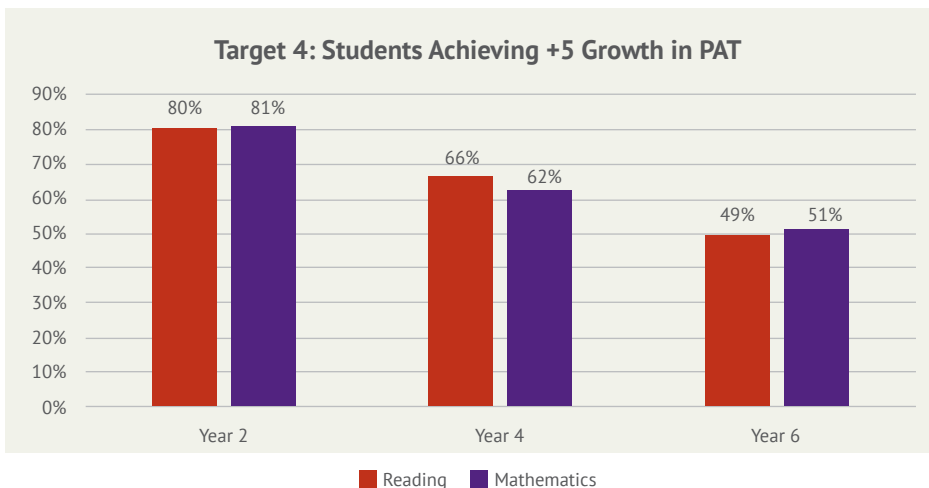
Year 6 – 49% of stable cohort achieved an increase in 5 scaled points or more

#### Reading:

Year 2 – 80% of stable cohort achieved an increase in 5 scaled points or more

Year 4 – 66% of stable cohort achieved an increase in 5 scaled points or more

Year 6 – 51% of stable cohort achieved an increase in 5 scaled points or more



## Our Targets

5. **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.

**Achieved in 5 out of 6 areas.** Non-completion of assessments due to attendance affected Year 6 Maths results.

### Maths:

Year 2 – 86% achieved an increase in 5 scaled points or more

Year 4 – 100% achieved an increase in 5 scaled points or more

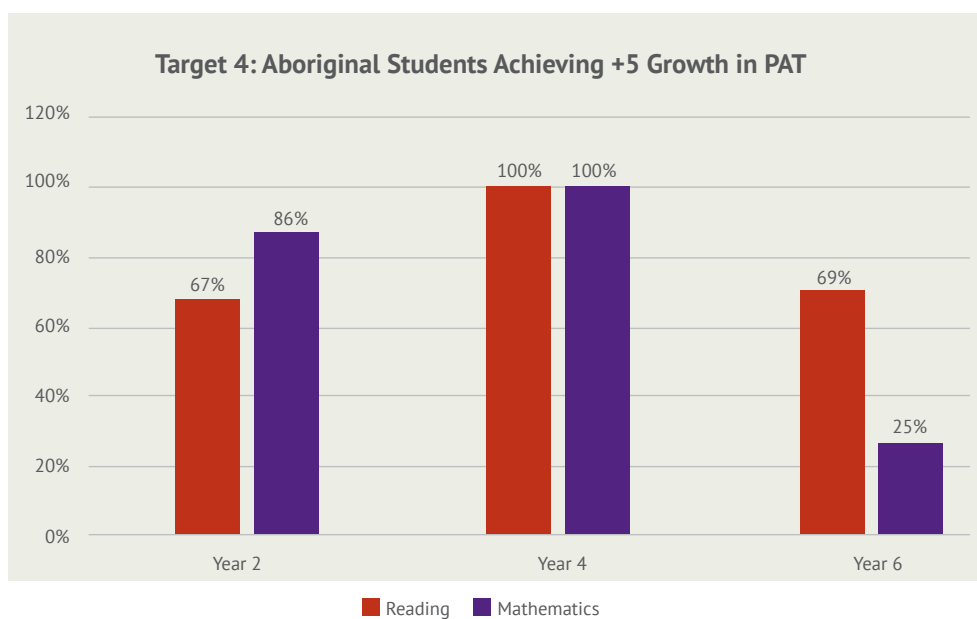
Year 6 – 25% achieved an increase in 5 scaled points or more

### Reading:

Year 2 – 67% achieved an increase in 5 scaled points or more

Year 4 – 100% achieved an increase in 5 scaled points or more

Year 6 – 69% achieved an increase in 5 scaled points or more







## Our Targets

6. **Increase** regular attendance to 85%.

**Not achieved**, however we have made a slight improvement.

7. **Reduce** the number of students in the moderate/severe attendance category (less than 5%)

**Not achieved** with no improvement noted.

|                   | ATTENDANCE CATEGORY |           |          |        |
|-------------------|---------------------|-----------|----------|--------|
|                   | Regular             | At Risk   |          |        |
|                   |                     | Indicated | Moderate | Severe |
| 2019              | 67.2%               | 17.9%     | 8.5%     | 6.4%   |
| 2020              | 67.7%               | 18.7%     | 8.4%     | 5.3%   |
| 2021              | 68.2%               | 18.7%     | 7.7%     | 5.3%   |
| Like Schools 2021 | 71.0%               | 20.7%     | 6.5%     | 1.8%   |
| WA Public Schools | 71.0%               | 19.0%     | 7.0%     | 3.0%   |

8. **Increase the percentage of parent** education seminars with more than 15 parents in attendance

These are now all online and parents are able to access these at their convenience We had 87 views from July 2021 when they were published onto our website.

9. **75% or more** of parents/caregivers pay their children's' voluntary contributions and charges

**Not Achieved** – there is an overall decline of 1.5% of parents/caregivers paying their voluntary Contributions and charges.

| YEAR LEVEL OF COLLECTION | <i>As of December 2021</i> |
|--------------------------|----------------------------|
| Kindy                    | 59.6%                      |
| Pre Primary              | 61.5%                      |
| Primary                  | 56.0%                      |
| <b>TOTAL</b>             | <b>57.1%</b>               |

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

**Achieved** – Parents/Caregivers were surveyed in 2021.

Out of a total possible school of 5 for each question the lowest score was 4 and the highest score was 4.6.

The highest rated domains were:

- Teachers at this school expect my child to do their best.
- The school is well maintained.
- My child's teachers are good teachers.

These domains rated a 4.

- The school takes parents' opinions seriously.
- The school works with me to support my child's learning.



## STEM at Baynton West Primary School

**STEM continued to** be a whole school focus in 2021 resulting in Baynton West Primary School becoming finalists in the Governor's School STEM Awards. This nomination acknowledged our whole school STEM culture, where school leaders and teachers enthusiastically embrace STEM learning opportunities.

Our STEM approach focused on a Pilbara Perspective and the creation of community links to enhance learning experiences. 2021 saw us grow our connections through a focus on caring for culture and country. Our teachers acknowledge the land on which our students are educated as belonging to the Ngarluma people. Through connections with the Murujuga Aboriginal Corporation, staff and students participated in 'On Country' learning experiences led by local traditional owners. This exposure to traditional knowledge and understandings culminated in the creation of innovative and culturally responsive STEM units.

Term 3 saw us host a successful community open night in the form of a STEM Exhibition with interactive displays and presentations. Community and industry groups that we partnered with such as, Murujuga Aboriginal Corporation and the West Pilbara Turtle Program, attended the event and engaged with our school community to view the work being completed by students.

In addition to engaging in in-class STEM projects, students were provided with the opportunity to participate in before and after school STEM groups, lunch time activities in the Digital Technology Labs and a STEM Gifted and Talented Extension group. A leadership opportunity for Year 6 students was also developed in 2021 with the introduction of Technology Leaders. This is an elected role with ongoing training being provided by teachers. These students lead Technology at assemblies, upskill teachers and support classes in the area of STEM. They wear their badges with pride and are valued highly by staff and students at our school.

### STEM Partnerships

#### Woodside STEM in Schools' Program

Woodside partnered with our school through STEM in Schools to deliver programs to students in Year 5 and Year 6. They engaged students by describing and sharing their careers at Woodside and the plant processes, as well as facilitating hands on activities such as building electrical circuits and using sandwiches to demonstrate the Earth's layers.

#### West Pilbara Turtle Program

The West Pilbara Turtle Program partnered with Baynton West Primary School to deliver programs ranging from Pre-Primary to Year 6. They conducted activities such as looking at turtle bones, turtle songs, stories and games, as well as information about turtle biology, habitats, life cycles and threats.



### Pilbara Ports Authority Mangrove Mates Program

The Mangrove Mates program partnered with our school to emphasise the important role mangroves play in soil stabilization, enhancing sedimentation and providing habitat and food for many juvenile and adult fish species and other forms of wildlife. Students propagated mangrove seedlings which were taken back to the Pilbara Port Authority Mangrove Nursery to be raised and planted.



### Murujuga Aboriginal Corporation

Baynton West Primary School collaborated with the Murujuga Aboriginal Corporation on a range of incursions and excursions across multiple year levels throughout the 2021. Year Six students partnered with the Murujuga Rangers to participate in their Junior Ranger Program, learning on Country on the Burrup Peninsula. Students learnt about the role of the Murujuga Rangers in monitoring the land and sea that makes up Murujuga National Park. Through their involvement in the program students learnt about the impact feral animals have on the National Park and designed and created feral animal traps as part of their STEM learning.

### Karratha Earth Moving

STEM GATE students worked in collaboration with Karratha Earth Moving on a line marking project for our whole school Athletics Carnival. They created a scaled sketch of the school's oval using Google Earth and used their knowledge of coding to program an automated line marker to mark out the oval for the carnival. This authentic and engaging real-world application of STEM provided students with the problem-solving, critical thinking and digital skills that are going to be relevant to jobs in the future.



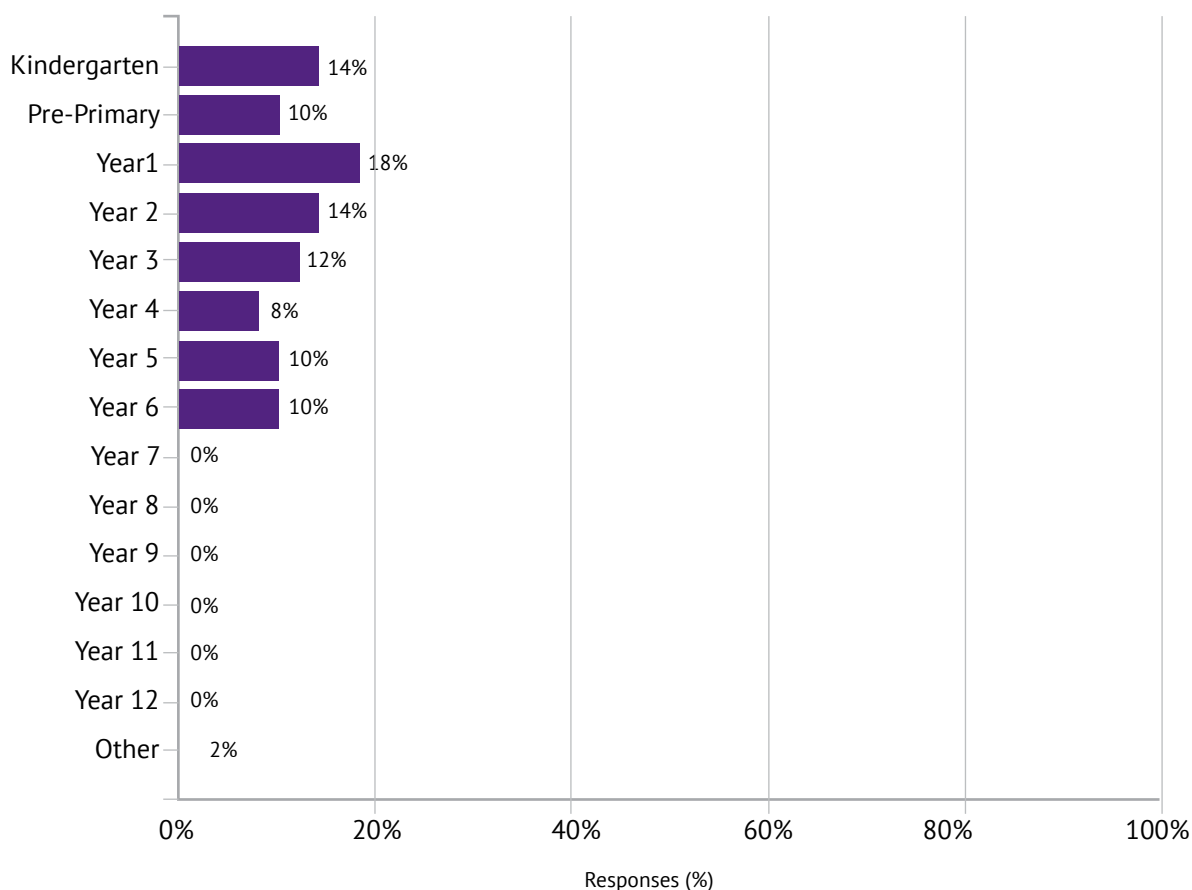




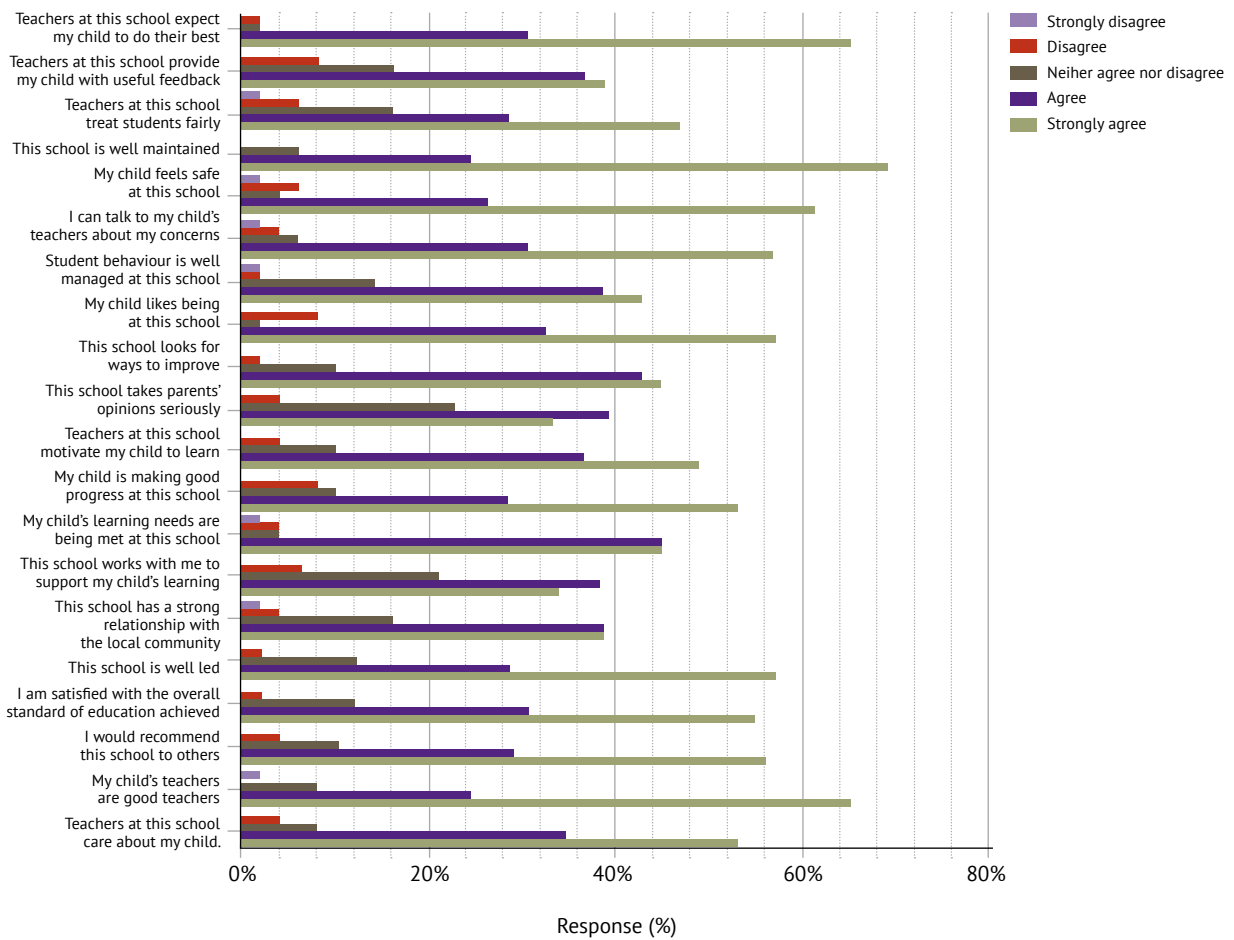
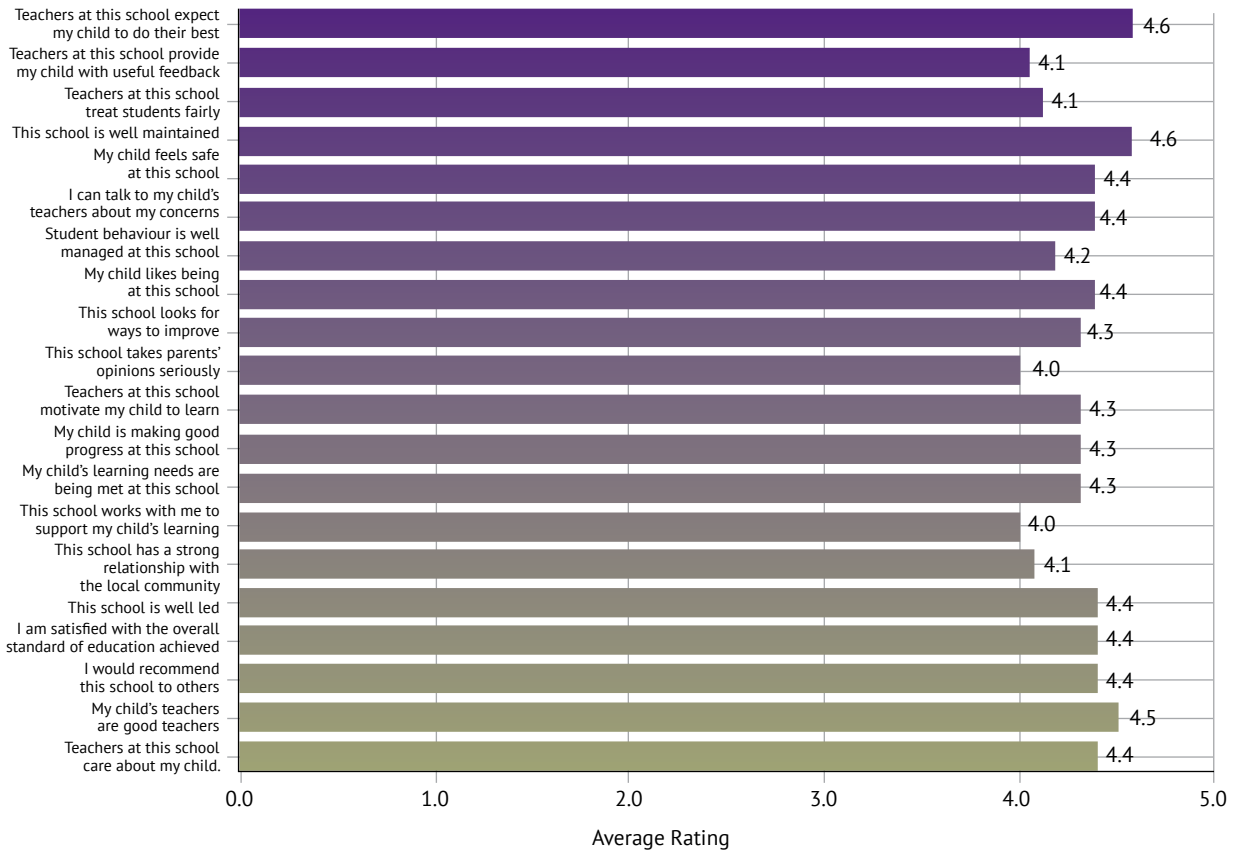
## School Survey Report

### Parent Survey

At the end of 2021, our parent/caregiver community were surveyed using the National Schools Opinion Survey utilised by all schools across Australia, to ascertain levels of satisfaction with the education provided for their children by our school. The response rate was 6% of our parent cohort with 51 responses recorded.



### The results:



Overall the majority of responses were 'strongly agree', however, several themes emerged. Therefore, our focus for working with our community are:

- Teachers at this school provide my child with useful feedback.
- The school works with me to support my child's learning.
- The school takes parents' opinions seriously.

Actions: further embed Seesaw, scheduled parent/caregiver interviews, learning journey Fridays to continue (COVID permitting).

### Some parent responses to further consider are:

- Upper school needs more attention on behaviour.
- Reconsider timing of sport carnivals.
- Better communication between teachers and parents.
- Teachers to provide more feedback to parents about their children.
- Better accessibility to allied health professionals.
- Continue expansion of Aboriginal Education programs and local culture and language.
- Help connect parents together.
- More notice so parents can plan work around school events.

### Parent/caregivers were asked to outline Baynton West Primary School's strengths. Here are some of the responses:

- Events are well run, we are new to the school and they were very helpful welcoming us and supporting us through the transition, communication from the teacher is great too.
- Great communication between parents and teachers.
- Excellent teaching staff, fantastic community spirit and connections, my children feel valued and are being supported to achieve to the best of their abilities.
- High level of education and connected to the local culture.
- Inclusive of everyone, employs high quality staff and a safe school to be at.
- My son had a dyslexia diagnosis at the end of last year. The school supported us receiving this diagnosis. My son is coming on and making so much progress in his class with his teacher and the extra learning resources offered to him. I cannot fault this school. Staff are always friendly

and welcoming and strive for greatness.

- Communication with parents. Supporting, encouraging and guiding our children. Giving additional help when needed.
- Leader at the top makes sure things run smoothly.
- Lots of before school programs to suit students.
- Opportunities for children to participate in extracurricular and sporting activities. Safety/security is well managed and behaviour is monitored well.
- Genuine concern for my child, caring nature, excellent and well led academically. Cannot fault.
- This school keeps children at the heart of all things. Teachers are well educated and care about their students. School is well structured and every minute is utilised for learning. Learning is interactive and fun and my children love coming to school.
- School is very good at being inclusive with students whether they are from different cultural backgrounds or have special needs.

The school has very strong leadership and very committed teaching staff. Everyone seems to live and breathe the school's values. They are always trying to improve the way they do things. They are open minded to doing things differently. Their meaningful engagement with culture and country is evident throughout the school. It's a wonderful school and we feel very grateful to have had our kids attend. Thanks to Mrs Ledger and all of the staff. You are so dedicated and our community is so much better off as a result.







## Closing the Gaps – English Enrichment

**Achieving a high** level of functional literacy is essential to our students' success in their daily lives as they learn, work, play and engage with each other and within the community.

At Baynton West Primary School, our staff target focus groups catered towards a range of data sets including students who are above expected level, as well as those who experience barriers to learning. Targeted students attend four block sessions of a half hour per week from Pre-Primary to Year 6.

We offer engagement to a great number of children through intensive cycles of explicit and systematic teaching of phonics, phonemic awareness, fluency, vocabulary and comprehension.

### Before-School English Enrichment

We run two rigorous and explicit sessions before school daily; Reading Mastery and Reading Embassy. Students who require additional support or extension are involved in fun, systematic and celebratory programs.

The Reading Embassy program, which supports the reading development of students in Years 1 and 2, focuses on decoding words and utilising phonics knowledge. This program is run by our Year 4 and 5 Reading Ambassadors. Being selected as a Reading Ambassador is an opportunity for students to showcase not only their strong abilities in academically supporting others but also to take on leadership within the school.

The Reading Mastery program focuses on extending and building on students' ability to comprehend texts and

enhance their vocabulary. Students across Year 2 and Year 3 who are invited into this program are exposed to high quality texts and extensive text questioning. This program is run by our highly skilled Education Assistants, who work with classroom teachers and the Leadership Team in identifying students who would benefit from this enrichment.

Students from Reading Embassy and Reading Mastery, and their educators, celebrate their successes through graduations, ice-cream celebrations and pancake breakfasts for each graduating cohort.





## A Multisensory Approach

Our school provides a sensory rich environment that includes all learners. To enhance the way our student's access the curriculum, we cater for the preferences of our multifaceted students through consultation and collaboration with our student Occupational Therapists (OTs).

Occupational Therapy students, in partnership with Western Australian Centre of Rural Health, provide early intervention and paediatric interventions to school-aged students. Student OTs produce professional learning materials, capacity building around emotional regulation and handwriting within staff, as well as observe and run programs in classes.

Teachers meet with our Learning Support Coordinator and in phases of learning teams to integrate tools into the classroom such as:

- Visual organisers
- Tactile beanbags, cushions and characters
- Social narratives
- Movement boards, stools and chairs
- Noise cancelling headphones
- Flexible seating options



## Student Voice

**As quantified in** our 2020 Annual Report as one of our School Key Focus Areas, 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. We encourage students to identify areas of need and to share those with our staff, because collectively we can continue with our student's positive trajectory at Baynton West Primary School.

### Playground Leaders

The Year 5 Students expressed a continued desire to become Playground Leaders. Students self-nominate and complete an expression of interest in the role. Collectively, key stakeholders read nominations and select from the nominated group during Term 1. Elected Playground Leaders partake in afterschool training where students partake in a range of sessions centred on developing their leadership skills. At the completion of the training a graduation ceremony is held. Newly appointed Playground Leaders are timetabled to support junior primary students in the playground. They wear a vest which states their role and invites students to seek them out. Each week, the Playground Leaders meet with a member of the Leadership Team to check in with the students. The Playground Leaders program has become a significant role in our school community, acting as a rite of passage for students hoping to become future Student Councillors and Faction Captains



### Maths Mastery

Fortnightly on a Wednesday, during recess, students from Pre-Primary to Year 6, have the opportunity to compete against themselves to answer skip counting and multiplication fluency questions accurately in a 30 second time limit. Successful completion of these questions, sees students receive a Math Mastery Badge. If unsuccessful, students are eligible to retry at the following Maths Mastery session. The Leadership Team drives this initiative at assigned times. Classroom teachers support their students daily by ensuring Mathematics fluency is included in their morning routines. 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 created more badges to ensure students of all abilities can partake in this much-loved recess activity.

### Junior Play Leaders

Our Junior Play Leaders hold a very significant role within our school. Each week two students from each Pre-Primary to Year 2 class, are selected to be Junior Play Leaders for the week. Their role is to ensure the small worlds outside their classroom are utilised in a safe and fun manner. The Junior Play Leaders play with other students and help organise the space throughout the day. The Junior Play Leaders initiative has provided the opportunity for students of all ages to take on leadership roles at Baynton West Primary School.

### Clubs

The 2021 year brought an influx of students wishing to initiate a club. Each student with a club idea, produced a written proposal to the Leadership Team, who then analysed the club request. The successful clubs received time with a member of the Leadership Team to organise a location, timetables and guidelines for their enterprise. Each club is identifiable by the coloured and labelled vest, worn by the respective club leaders. 2021 saw the introduction of the 'Beyblade Bros', 'Lego Masters' and 'Hand Tennis Umpire' clubs.



## Supporting Students with Additional Needs

**As a school** we respond to individual needs, foster unique talents and support all of our students to access exceptional individual learning outcomes and experiences. We currently have 36 students with a diagnosed disability and a proportion of students with an imputed disability. To ensure that we have a supportive, cohesive whole school approach our students, staff and families are supported by the following services and initiatives:

- Nurture and Care Room for students to self-regulate using sensory tools
- Close working relationship with allied health to support students to access required therapy
- Collaboration with the Karratha Network of Schools SAER Network for staff development
- A range of sensory tools and coaching to support the correct implementation and use
- A partnership with WACRH to host Occupational Therapy interns who support students and offer upskilling to staff
- Involvement in the Karratha Network of Schools Health and Wellbeing Network
- Promotion of Autism Awareness and Socks for Socks Day
- All staff trained in Asthma, Anaphylaxis and Epilepsy
- Autism support teachers from the School of Special Educational Needs: Disability, working with Teachers and Education Assistants to provide targeted support for students and professional learning for staff
- Twenty hours of professional learning delivered by the Autism support team on the Ziggurat Model, Zones of Regulation, Autism Modules, data collection and the use of visuals to provide specialised support for students with Autism
- All Education Assistants trained in Team Teach strategies for de-escalation
- Development of External Schools policy to enhance working relationships with outside services including NDIS providers
- School Psychologist servicing students' educational needs four days a week
- School Health Nurse support
- Trauma informed approach and specialised training.





## Year 5 Coral Bay Camp 2021

**In Term 3**, two groups of Year 5 students adventured to Coral Bay for a week long camp. After a very exciting bus trip we arrived at the Coral Bay Camp School. Students quickly made themselves at home, establishing their living quarters for the week. The fun-filled week involved many awesome experiences including snorkeling in open water, sightseeing on glass bottom boats, beach games, an amazing race, movie night, some intense volleyball competitions and many more! Students challenged themselves with activities out of their normal comfort zone and every student showed excellent resilience, perseverance and developed a sense of self-achievement.



This was an amazing experience for our students, who were able to establish and build on their interpersonal skills, resiliency, independence and were exemplary role models of the Baynton West Way. Students not only participated in set team building activities but also non-structured activities such as ensuring their living space was neat and tidy for inspections. Students built on their personal autonomy and community spirit by taking turns

...serving food and cleaning up after meals. This created a real sense of belonging, kinship and resilience in our students.

The relationships and personal growth, that came out of the Year 5 Coral Bay Camp, have set our students up for future successes and the entire experience is one they will talk about for many years to come.



## Year 6 Camp

**Term 3 2021** saw two groups of Year 6 students embark on a journey to Perth for their Year 6 Camp. An excited group of students met at Karratha Airport ready to leave their families to travel to what would be their home and classroom for the following week. Upon arrival in Perth, we were met by our private coach service and taken to our accommodation at Point Walter Recreation Centre. During our stay we enjoyed the magnificent views of the Swan River and Perth City skyline whilst participating in a range of fun and challenging team building activities.

Our action packed week included learning about the Australian system of government through a visit to Parliament House, the Constitutional Centre of Western Australia and the Electoral Education Centre. At Parliament House we were lucky enough to see Parliament sitting and were acknowledged by none other than our Premier, Mr Mark McGowan. The Electoral Education Centre provided us with the opportunity to participate in a mock voting session, counting and collecting ballot papers. Some rainy weather even gave us the opportunity to make an unplanned visit to Perth's Aquarium of Western Australia.

History was abundant during our stay and we enjoyed the opportunity to spend a day exploring the vibrant and colourful suburb of Fremantle. We learnt about the interesting and sometimes unpleasant history of Fremantle during our Horrible Histories walking tour and a visit to the Western Australian Maritime Museum gave us a glimpse into the lives of the many people



who migrated to Australia. We finished our day with a fun filled and at times frightening torch light tour of the Fremantle Prison.

Other highlights of our camp included a trip to the Perth Mint where we watched real gold being poured and worked out what our weight was worth in gold! Self-guided tours of the Western Australian Museum Boola Bardip and Scitech catered to everyone's interests. We even managed to fit in a shopping trip, Hungry Jacks for dinner and a skating session at Rolloways Leisure Centre.

Perth certainly did not disappoint as it offered many amazing educational experiences and an opportunity for us to develop friendships and grow in our own leadership, confidence and independence.







## Positive Behaviour Support Program



students and assembly guests. There was a surprise flash mob of Baynton West's PBS Song which was performed by the school's Performance Troupe, with the whole school joining in for the final chorus. Following the assembly, parents joined their children for an extended shared lunch and built connections with other families and educators. When students returned to class, they engaged in collaborative activities, with a class from a different year level, which allowed them to practise behaviours outlined in the school PBS Matrix. The event allowed the whole community to come together and celebrate the values and inclusive culture of our school.

**Baynton West Primary School** implements the Positive Behaviour Support Program (PBS) across our school to encourage and teach expected behaviours. In 2021, all teachers taught fortnightly lessons utilising the lesson plans and videos created by the PBS Team, which resulted in exemplary behaviour across our school. The PBS team took a proactive approach in 2021, examining data to identify areas for future focus lessons. A highlight of the 2021 year, was our annual School Culture Day. On this day, the community were invited into Baynton West Primary School to attend a special assembly, which was run by our students. During the assembly, the students embodied the PBS way through a series of skits. Some of the senior students also dressed up as the Positive Powers and interacted with other




## Student Attendance

In 2021, our school continued with its school wide initiative of attendance target setting at the classroom level. The Attendance Team calculates each classrooms attendance percentage for the week and provides this information to the teacher. The classroom teachers set targets with their students on a weekly basis after our School Assembly. The junior and senior classes who obtain the highest percentage for the week, are awarded the Attendance Trophy. The students are motivated and want to be in the class with the highest attendance.

The focus for 2022 will be to continue with whole class goal setting as well as implementing an updated attendance procedure. We will continue to aim to improve our whole school 'Regular' attendance.

The focus on our Aboriginal Student Attendance data, is to move it closer to the 'WA Public Schools' average attendance rate, which is presently 76.8 %. Baynton West Primary School Aboriginal student overall attendance is 73.3%.

| Attendance Target  | Baynton West<br>PRIMARY SCHOOL  |        |        |        |         |
|--|--|--------|--------|--------|---------|
| Last Week  | New Target   |        |        |        |         |
|  |  |        |        |        |         |
| We reached our target goal!<br><input type="checkbox"/> YES<br><input type="checkbox"/> NO | Week 1   | Week 2 | Week 3 | Week 4 | Week 5  |
|  | Week 6   | Week 7 | Week 8 | Week 9 | Week 10 |

### Attendance Profile

Compulsory Attendance:

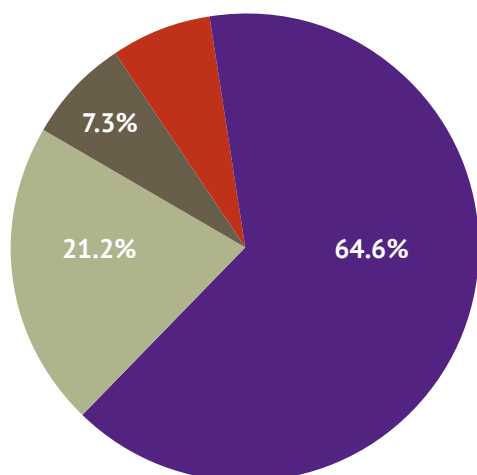
From the Semester 2, 2020 to Semester 2, 2021 there was a decrease of 4% in the 'Regular' attendance category from 68.8 % to 64.6%.

There has also been an increase in the percentage of students in the 'Indicated' category from 18.5% to 21.2%, an increase of 2.7% in total.

The 'Moderate' category has increased slightly, from 6.45% in Semester 2 2020 to 7.3% in Semester 2, 2021.

The 'Severe' category has also increased slightly, from 6.45% in 2020 to 6.9% by the end of Semester 2, 2021.

### Attendance Profile 2021 Semester 2



- Regular (90% or greater)
- Indicated (80% to <90%)
- Moderate (60% to <80%)
- Severe (<60%)



## Destination Schools

Out of the eighty Year 6 students who left Baynton West Primary School last year, the majority enrolled at Karratha Senior High School. We had a further sixteen students commence at St Luke's College in Karratha. Seven students are attending various Public and Private schools in Perth and three students are at Private schools in country or remote locations.

| Destination Schools                    | Male | Female | Total |
|--|------|--------|-------|
| 4056 Karratha Senior High School       | 28   | 26     | 54    |
| 1335 St Luke's College                 | 9    | 7      | 16    |
| 4146 Australind Senior High School     | 1    |        | 1     |
| 4193 Byford Secondary College          | 1    |        | 1     |
| 4176 Comet Bay College                 |      | 1      | 1     |
| 1021 Edmund Rice College               |      | 1      | 1     |
| 5267 La Grange Remote Community School | 1    |        | 1     |
| 1380 Mandurah Catholic College         | 1    |        | 1     |
| 1152 Penrhos College                   |      | 1      | 1     |
| 1109 Sacred Heart College              |      | 1      | 1     |
| 1394 St Mary Mackillop College         | 1    |        | 1     |
| 4126 Willetton Senior High School      | 1    |        | 1     |

## Red Dog Award

The Red Dog Award was introduced in 2021 to continue to encourage students' high attendance rates and positive behaviour. The Red Dog Award is awarded to students who have displayed exemplary behaviour and high levels of attendance throughout the school year. Each term students can be awarded a different coloured Red Dog Award pin, if they meet the following requirements; over 85% attendance, received no detentions, received no suspensions and maintained 'Good Standing' status. Pins may be worn daily on the students' t-shirt collar. Lost and misplaced pins will not be replaced by the school.





## Annual Report Data

### P.A.T Testing Data

| Mathematics      |                                     | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------|-------------------------------------|--------|--------|--------|--------|--------|--------|
|                  | Baynton West Primary School Average | 105.7  | 107.7  | 112.5  | 120.2  | 126    | 126.7  |
| National Average | 93.2                                | 103    | 110.9  | 117.4  | 122.7  | 127    |        |

| Reading          |                                     | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------|-------------------------------------|--------|--------|--------|--------|--------|--------|
|                  | Baynton West Primary School Average | 84.2   | 101.1  | 112.7  | 123.6  | 127.8  | 129.4  |
| National Average | 87.1                                | 100.5  | 110.9  | 118.7  | 124.5  | 128.8  |        |

| Spelling         |                                     | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------|-------------------------------------|--------|--------|--------|--------|--------|--------|
|                  | Baynton West Primary School Average | N/A    | N/A    | 107.2  | 115.9  | 134.1  | 139.4  |
| National Average | N/A                                 | N/A    | 97     | 112    | 124    | 132    |        |

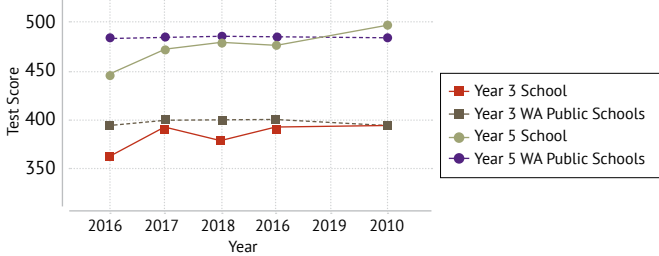
| Grammar          |                                     | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------|-------------------------------------|--------|--------|--------|--------|--------|--------|
|                  | Baynton West Primary School Average | N/A    | N/A    | 124.5  | 126.1  | 131.8  | 131.6  |
| National Average | N/A                                 | N/A    | 115    | 123    | 128    | 131    |        |

| Vocabulary       |                                     | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------|-------------------------------------|--------|--------|--------|--------|--------|--------|
|                  | Baynton West Primary School Average | N/A    | N/A    | 110.9  | 116.3  | 122.1  | 123    |
| National Average | N/A                                 | N/A    | 107    | 112    | 118    | 125    |        |

Comment: The school's strong early years program provides a strong foundation for future learning.

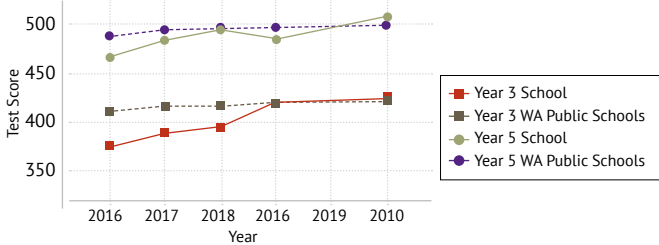
## NAPLAN Summary

**Average Numeracy Score**



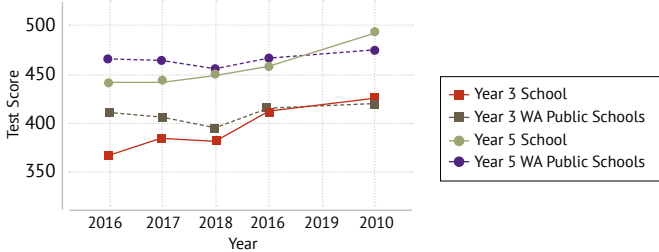
The school's Maths program is seeing excellent results since its full implementation in 2019. Our Year 3 and 5 students have continued their upward trend in numeracy achievement, surpassing WA public schools for the first time.

**Average Reading Score**



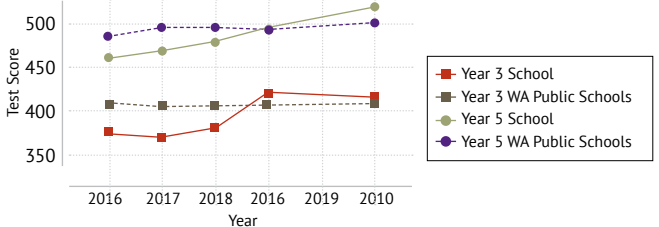
Our reading results indicate continued improvement, bucking the WA public trend of decreased achievement! Great work!

**Average Writing Score**



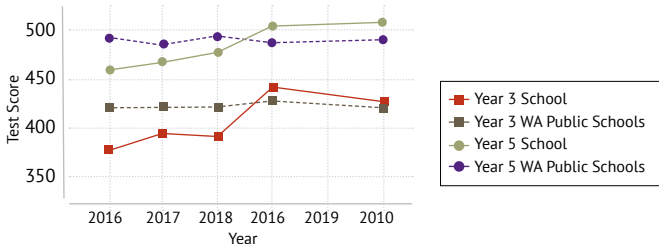
Our Year 5 students smashed the WA average in writing by over 18 points. Our Year 3 students have continued to show great improvement in their writing, surpassing WA public schools for the first time too!

**Average Spelling Score**



Our strong spelling program continues to see our students achieve above the WA average.

**Average Grammar & Punctuation Score**



Our Year 5 students maintained their excellent results in this area and our Year 3 students remained above the WA average.

## Workforce Profile

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 staff, all are highly accomplished educators with additional training in Explicit Instruction. 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 literacy, with ongoing specialised training provided by our school and region. We also employ two Aboriginal Islander Education Officers, a male and female to further support our students.

### Current Employment Breakdown

|                                      | No        | FTE         | ABL      |
|--------------------------------------|-----------|-------------|----------|
| <b>Administration Staff</b>          |           |             |          |
| Principals                           | 1         | 1.0         | 0        |
| Associate / Deputy / Vice Principals | 3         | 3.0         | 0        |
| <b>Total Administration Staff</b>    | <b>4</b>  | <b>4.0</b>  | <b>0</b> |
| <b>Teaching Staff</b>                |           |             |          |
| Level 3 Teachers                     | 2         | 2.0         | 0        |
| Other Teaching Staff                 | 52        | 44.4        | 0        |
| <b>Total Teaching Staff</b>          | <b>54</b> | <b>46.4</b> | <b>0</b> |
| <b>School Support Staff</b>          |           |             |          |
| Clerical / Administrative            | 5         | 3.8         | 0        |
| Gardening / Maintenance              | 1         | 0.7         | 0        |
| Instructional                        | 3         | 2.5         | 2        |
| Other Non-Teaching Staff             | 26        | 21.0        | 0        |
| <b>Total School Support Staff</b>    | <b>35</b> | <b>28.0</b> | <b>2</b> |
| <b>Total</b>                         | <b>93</b> | <b>78.4</b> | <b>2</b> |

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

The below table presents the student and staff numbers (teaching and school support) for each year since 2018.

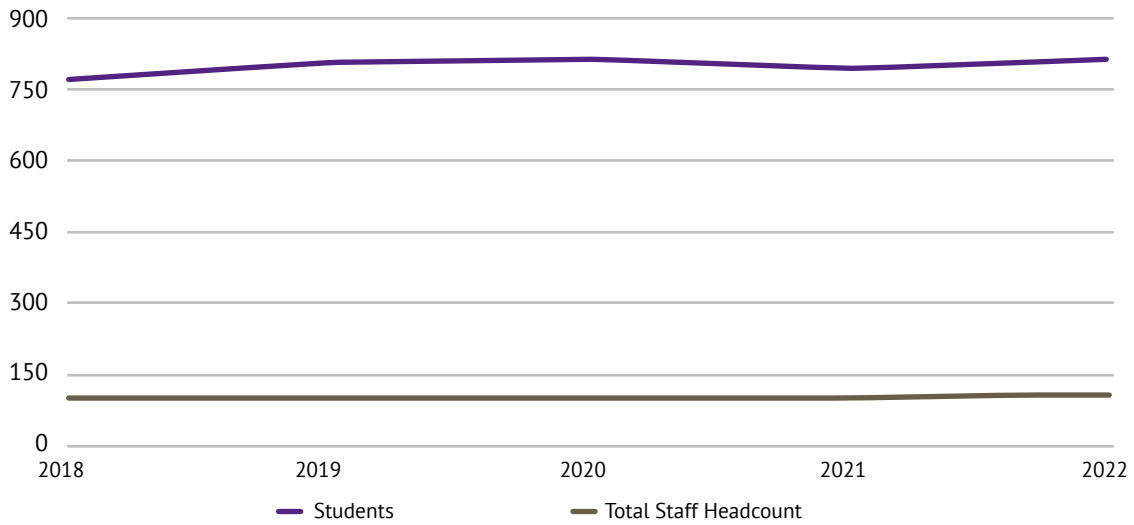
### Students and Staff Trend

| Year | Total Staff Headcount | Teaching Staff Headcount | School Support Staff Headcount | Students |
|------|-----------------------|--------------------------|--------------------------------|----------|
| 2018 | 97                    | 64                       | 33                             | 781      |
| 2019 | 96                    | 62                       | 34                             | 807      |
| 2020 | 98                    | 66                       | 32                             | 809      |
| 2021 | 99                    | 65                       | 34                             | 796      |
| 2022 | 103                   | 66                       | 37                             | 813      |

\*Note: student numbers are taken from Semester 1 schools online figures each year. As indicated in Figure overleaf, student numbers have followed a similar trend to total staff headcount.



### Students and Staff Trend

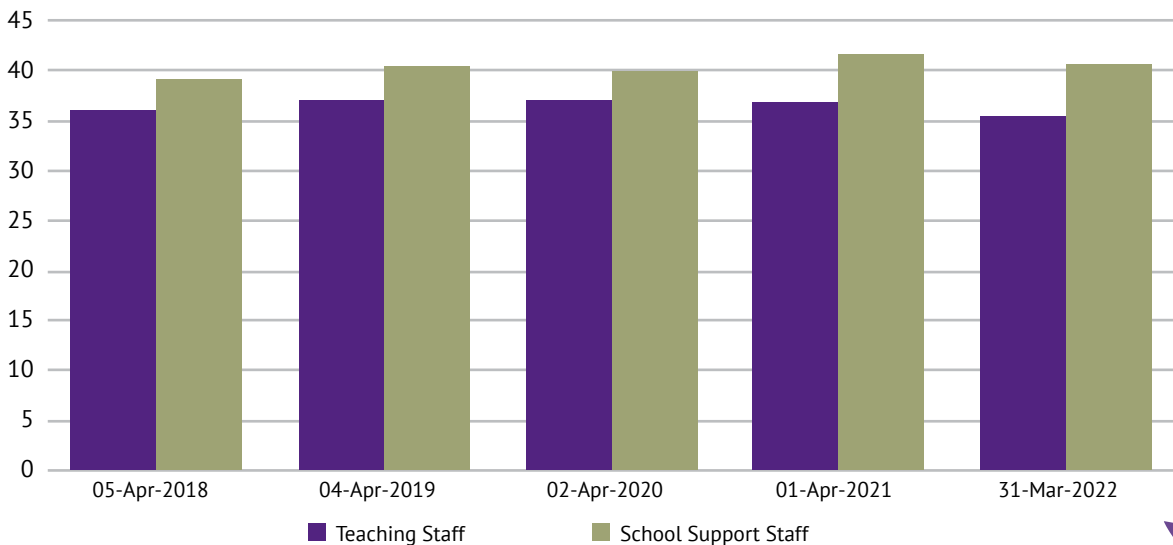


- Student and staff numbers have been relatively stable since 2018.
- The majority of our teachers work full-time with less than ten individuals in a job share arrangement.
- 28 full time support positions are shared between 35 staff members. Many of whom have relatively young families and are not ready to engage in full time employment.

### Average Age of all Staff Members 2018 - 2022

| Pay Period  | All Staff | Teaching Staff | School Support Staff | Male S | Female S |
|-------------|-----------|----------------|----------------------|--------|----------|
| 05-Apr-2018 | 37.1      | 36.0           | 39.0                 | 31.2   | 37.6     |
| 04-Apr-2019 | 38.2      | 36.8           | 40.4                 | 32.3   | 38.7     |
| 02-Apr-2020 | 37.9      | 37.0           | 39.7                 | 29.9   | 38.5     |
| 01-Apr-2021 | 38.3      | 36.6           | 41.5                 | 36.0   | 38.6     |
| 31-Mar-2022 | 37.3      | 35.4           | 40.5                 | 36.8   | 37.3     |

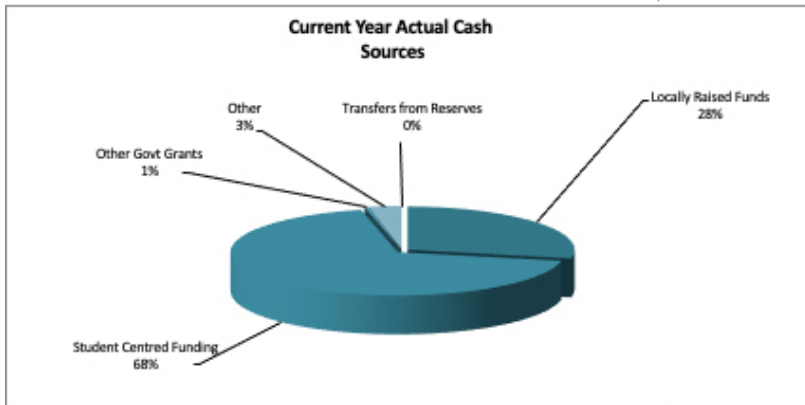
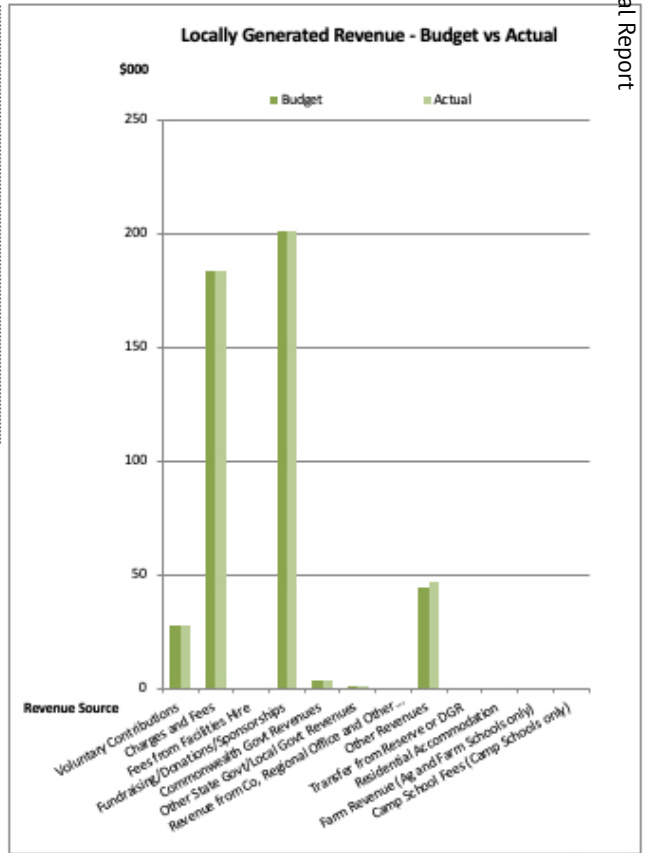
### Average Age of Teaching and School Support Staff Members



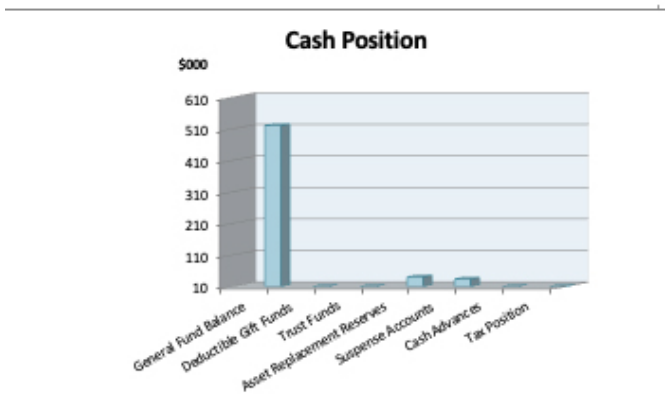
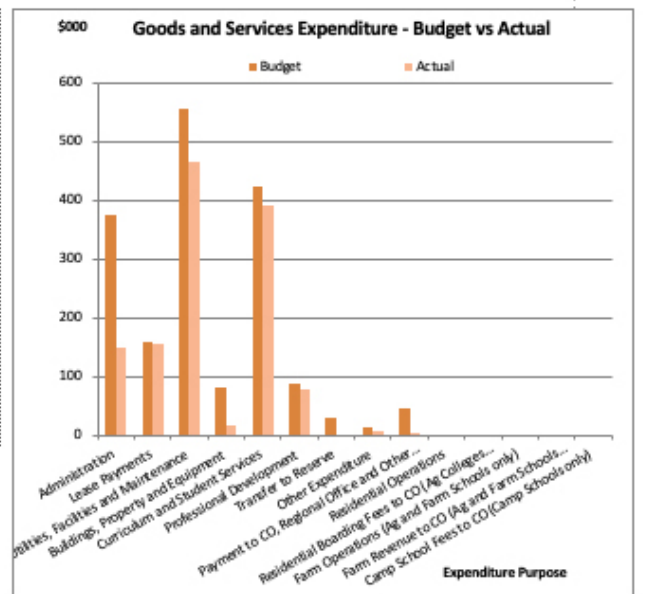
Our workforce is relatively young, which means we do not need to plan for upcoming retirements.

# Financial Report

| Revenue - Cash & Salary Allocation                    |    | Budget              | Actual                 |
|---|----|---------------------|------------------------|
| 1: Voluntary Contributions                            | \$ | 27,444.00           | \$ 27,444.00           |
| 2: Charges and Fees                                   | \$ | 183,556.95          | \$ 183,556.95          |
| 3: Fees from Facilities Hire                          | \$ | -                   | \$ -                   |
| 4: Fundraising/Donations/Sponsorships                 | \$ | 201,172.00          | \$ 201,172.00          |
| 5: Commonwealth Govt Revenues                         | \$ | 3,458.57            | \$ 3,458.57            |
| 6: Other State Govt/Local Govt Revenues               | \$ | 1,100.00            | \$ 1,100.00            |
| 7: Revenue from Co, Regional Office and Other Schools | \$ | -                   | \$ -                   |
| 8: Other Revenues                                     | \$ | 44,437.80           | \$ 46,838.06           |
| 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>461,169.32</b>   | \$ <b>463,569.58</b>   |
| Opening Balance                                       | \$ | 326,292.00          | \$ 326,292.34          |
| Student Centred Funding                               | \$ | 987,280.58          | \$ 996,599.22          |
| <b>Total Cash Funds Available</b>                     | \$ | <b>1,774,741.90</b> | \$ <b>1,786,461.14</b> |
| Total Salary Allocation                               | \$ | -                   | \$ -                   |
| <b>Total Funds Available</b>                          | \$ | <b>1,774,741.90</b> | \$ <b>1,786,461.14</b> |



| Expenditure - Cash and Salary                          |    | Budget              | Actual                 |
|--|----|---------------------|------------------------|
| 1: Administration                                      | \$ | 375,153.43          | \$ 150,247.46          |
| 2: Lease Payments                                      | \$ | 157,296.38          | \$ 154,718.11          |
| 3: Utilities, Facilities and Maintenance               | \$ | 556,839.14          | \$ 465,393.59          |
| 4: Buildings, Property and Equipment                   | \$ | 80,816.36           | \$ 17,585.40           |
| 5: Curriculum and Student Services                     | \$ | 423,004.70          | \$ 392,284.72          |
| 6: Professional Development                            | \$ | 88,129.44           | \$ 77,814.65           |
| 7: Transfer to Reserve                                 | \$ | 28,676.00           | \$ -                   |
| 8: Other Expenditure                                   | \$ | 13,231.88           | \$ 7,907.52            |
| 9: Payment to CO, Regional Office and Other Schools    | \$ | 44,845.59           | \$ 286.36              |
| 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>1,767,992.92</b> | \$ <b>1,266,238.21</b> |
| Total Forecast Salary Expenditure                      | \$ | -                   | \$ -                   |
| <b>Total Expenditure</b>                               | \$ | <b>1,767,992.92</b> | \$ <b>1,266,238.21</b> |
| Cash Budget Variance                                   | \$ | 6,748.98            |                        |




| Cash Position as at:          |                      |
|-------------------------------|----------------------|
| Bank Balance                  | \$ 602,589.97        |
| Made up of:                   |                      |
| 1: General Fund Balance       | \$ 520,222.93        |
| 2: Deductible Gift Funds      | \$ -                 |
| 3: Trust Funds                | \$ -                 |
| 4: Asset Replacement Reserves | \$ 40,195.00         |
| 5: Suspense Accounts          | \$ 33,281.04         |
| 6: Cash Advances              | \$ -                 |
| 7: Tax Position               | \$ 8,891.00          |
| <b>Total Bank Balance</b>     | <b>\$ 602,589.97</b> |



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.









## **Growth and inspiration**

Baynton West Primary School  
Marniyarra Loop Baynton West WA 6714

**T: 08 9187 6200**