

Baynton West Primary School Annual Report 2023



Children are at the heart of our school

Acknowledgment of Country

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.

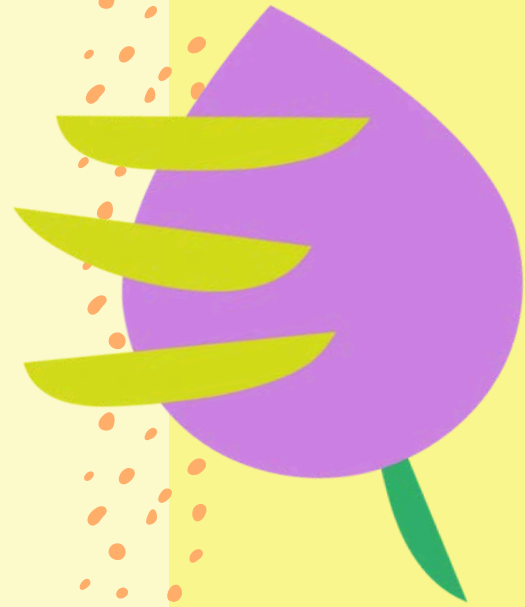
It is a privilege to be standing on Ngarluma country. We also acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education of all children and people in this country we all live in and share together - Australia.

PLEASE CLICK ON THE BEAUTIFUL PILBARA LANDSCAPE BELOW TO VIEW A PERSONALISED ACKNOWLEDGEMENT OF COUNTRY.



*Baynton West Primary School proudly lives and learns on
Ngarluma country*

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School Board Chair's Message

As the academic year concludes at Baynton West Primary School, I wish to acknowledge key contributors who have played pivotal roles in our achievements.

Firstly, Principal Lisa Ledger's leadership has been integral to the school's success. The recent outstanding results of the School Review underscore her vision and strength in leadership.

I extend appreciation to the teaching cohort for their dedication to the education of students. Their tireless efforts, creativity, and support have been instrumental in the success of the academic year.

Congratulations to the students for their resilience, creativity, and commitment to learning. Each student is recognised as a testament to a bright future, inspiring the entire school community.

Acknowledgment is extended to the School Board, with special recognition for outgoing Chair Travis McNaught, whose leadership since 2016 has been instrumental in steering the Board toward numerous achievements.

As we welcome new School Board members, Yael Katz, Nigel Rimmer, and Jessica Miller, along with ongoing members, the Board remains poised to face new challenges and opportunities.

A notable success this year is the Waja Guma program. Sincere appreciation is extended to the entire School Board for their commitment to this program, and the ongoing efforts of Waja Guma Chair and former School Chair Grant Cucel. The Board's proactive efforts in securing an on-ground facility for the program and welcoming over 20 families in 2023 reflect dedication. The commitment to extending funding partnerships for the program into the future aligns with our goal of providing an enriching educational experience.

In conclusion, I encourage the entire school community to carry the spirit of collaboration, dedication, and success into the coming year. Together, we have created a positive and thriving learning environment, and I am confident that the future holds even greater possibilities for Baynton West Primary School.

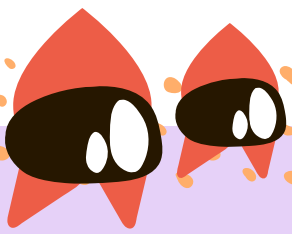
Nancy Milligan

School Board Chairperson



STEM Open Night





Principal's Message

I am writing to extend my heartfelt gratitude to all members of our wonderful school community. Your unwavering support, dedication, and hard work has been instrumental in fostering an environment of excellence, collaboration, and resilience within our school.

First and foremost, I would like to express my deepest appreciation to our incredible students. Their commitment to learning, perseverance in the face of challenges, and determination to strive for their individual and collective best has not gone unnoticed. Their achievements, both academically and personally, are a testament to hard work and strength. Our students are the future leaders, innovators, caretakers, and change-makers, and I am immensely proud of each and every one of them. I cherish the opportunity to provide a world class education at Baynton West Primary School.

I am privileged to acknowledge the outstanding efforts of our diligent staff members. Their tireless dedication to our students and unwavering commitment to putting them first is truly commendable. Their passion for education and relentless pursuit of high levels of student wellbeing and achievement are the driving forces behind our school's success. I thank them for always going above and beyond to ensure that our students receive the support and guidance that they need to flourish. Parents and caregivers, we value the tight knit partnerships we share with you, that encourage our students to thrive in this complex world.

Lastly, I would like to thank our entire school community: parents, caregivers, our School Board, the P&C, community stakeholders and our many supporters. Your ongoing support and encouragement plays a crucial role in creating a positive and nurturing environment for our students to grow and succeed. Your contributions, whether big or small, are held in high regard and make a significant difference in the lives of our students.

As we continue our journey forward, let us remain united in our commitment to excellence, resilience, and wellbeing. Together, we can empower our students to reach their full potential and make a positive impact on the world around them.

Thank you once again for for walking beside us as one on Ngarluma Country.

Warm regards,

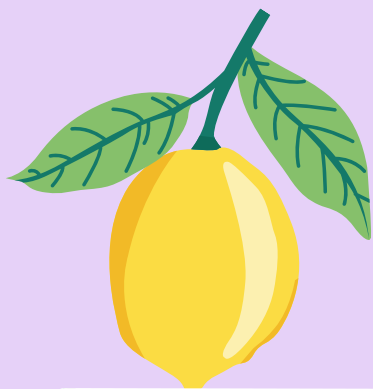
Lisa Ledger

Principal

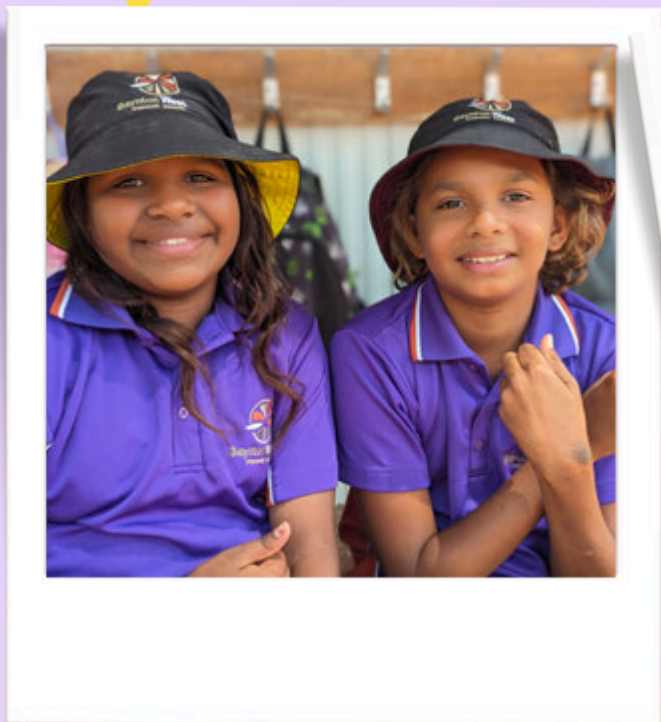
Baynton West Primary School

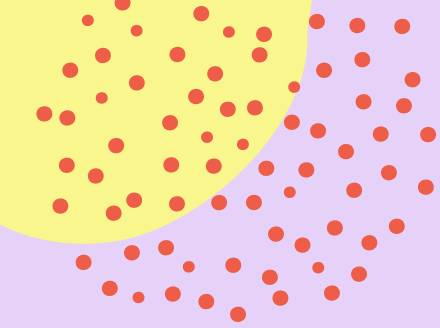


PLEASE CLICK ON LISA LEDGER'S PORTRAIT TO FIND A SPECIAL MESSAGE



"When Life gives you lemons,
make lemonade."





Our Pillars of Success

Our vision is divided into three pillars which drive what we do each day. It dictates how we allocate resources, how we represent our school and how we engage with each other.

Our Pillars are Wellbeing, Student Learning and Pedagogy.

Wellbeing

This focuses on being connected with peers and with staff through building and strengthening relationships.

Student Learning

This refers to providing our staff with time to plan together and resources to assist with lesson design and delivery. All classes adopt a common approach to ensure consistency.

Pedagogy

This is the 'art' of good teaching; we use a research-based, and student data-driven approach, to promote great teaching and each of our school leaders work alongside our teachers in classrooms. Expert teachers are given time to support those in their early career stages.

Wellbeing	Student Learning	Pedagogy
<ul style="list-style-type: none"> • Positive Behaviour Support curriculum program • Culture and Country focused – proud to be learning on Ngarluma Country • Anti-Bullying and Good Standing policies • Special Educational Needs supported • Attendance is a priority • Celebrations of success: Principal's High Tea, Leadership Luncheons, Maths Mastery badges, Red Dog behaviour and attendance reward, Holiday Reading programs • Nurture and Care program • Sensory Needs prioritised • Partnership with WA Clinical School of Rural Health. • Partnerships with outside agencies, corporations, and the NDIS • Trauma informed • Large number of staff First Aid trained 	<ul style="list-style-type: none"> • High Impact Teaching strategies • School Developed Scope and sequence based on the WA School Curriculum and Standards Authority • Higher order thinking using Bloom's Taxonomy • Parent Information Sessions and online seminars • Extracurricular program • Reading Embassy and Mastery • Before School programs • Student Voice and Leadership opportunities 	<ul style="list-style-type: none"> • School leaders as Pedagogical Coaches and visible in the school • Mentoring of new staff: Phase Leaders • Classroom observation and feedback for all staff • Collaborative planning for all year levels • Research based teaching practices • Lessons planned around student achievement and progress data

Children are at the Heart of our School

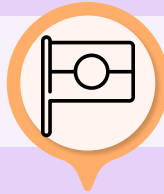


School Profile

2023 STUDENT PROFILE



3%
**STUDENTS WITH
A DISABILITY**



17%
**ABORIGINAL
STUDENTS**



27.2%
**TRANSIENCY
RATE**

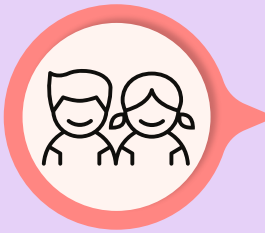


**53% - 436
MALES**



**47% - 383
FEMALES**

TOTAL STUDENT POPULATION



819

ICSEA

INDEX OF COMMUNITY SOCIO-EDUCATIONAL
ADVANTAGE

1005

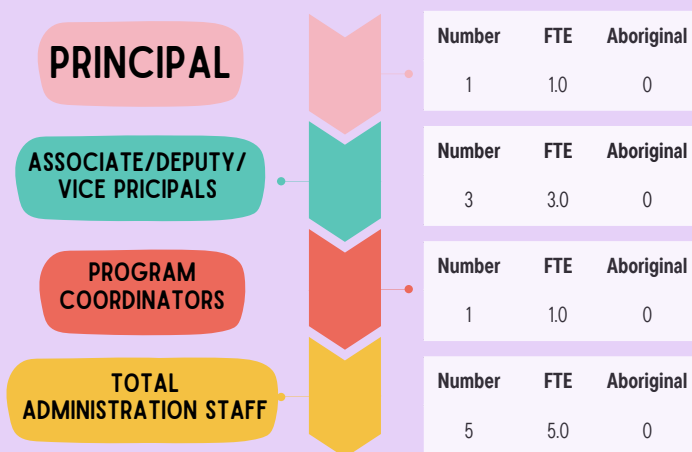
ICSEA provides an indication of the socio-educational backgrounds of students; it has nothing to do with the staff, school facilities or teaching programs at the school. ICSEA is not a school rating.



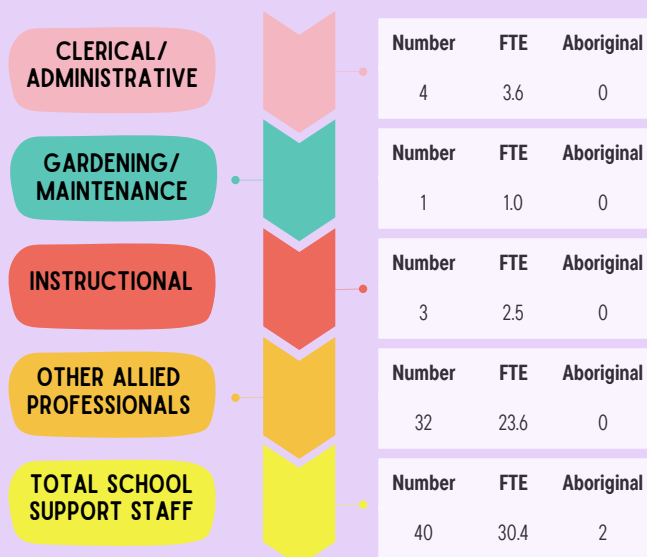
Workforce Profile

We have a dynamic and diverse staff profile, utilising the expertise of teachers with over five years' experience, in combination with the fresh perspectives and ideas of graduate teachers. All are highly accomplished educators and have received additional training in High Impact Instruction and STEM Learning. This mix has created an innovative and driven workforce with a high number of aspirant leaders. 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 to ensure succession planning. We also employ three Aboriginal Islander Education Officers (AIEOs), to further support our students, including one cultural leader in our Waja Guma Aboriginal Early Learning Centre. Our AIEOs are highly valued cultural leaders in our school and in the wider community.

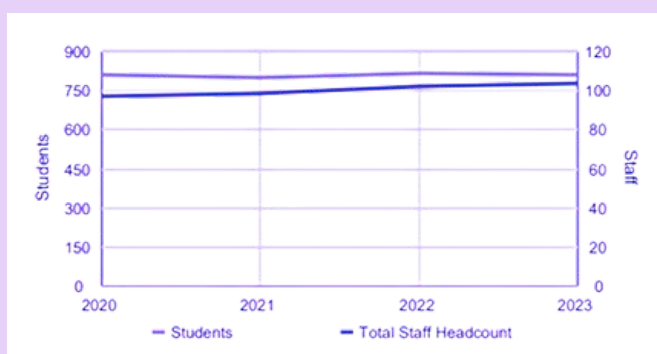
ADMINISTRATION STAFF



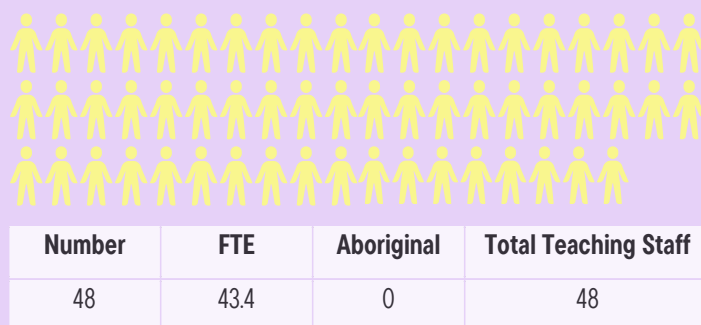
SCHOOL SUPPORT STAFF



STUDENT AND STAFF TREND

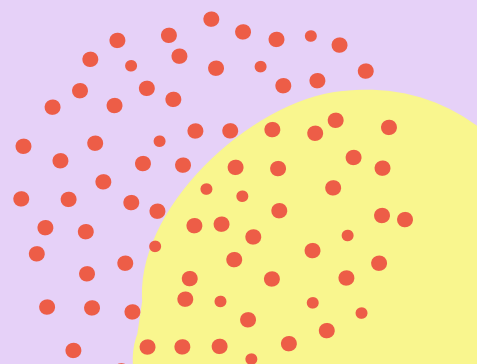


TEACHING STAFF



Year	Total Staff	Teaching Staff	Support Staff	Students
2020	97	65	32	809
2021	99	65	34	796
2022	102	65	37	813
2023	104	67	37	806

Our student numbers have remained very stable over the last four years. We have also retained large numbers of staff, reversing the transient trend.



Key Focus Areas

Excellence in Teaching and Learning

Every student in our school notably improves academically every year.

A Commitment to Care, Belonging and Inclusivity

We promote Health and Wellbeing for our staff and students, and we empower our students to use their voice.

A Strong Connection to our Local Community and Culture

Our community is proud of our school and views it as an extension of family.

Professional Leadership

As a team of highly professional educators, we foster collaborative partnerships, trust and loyalty. We are all leaders who seek professional growth and add value to Public Education.

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.

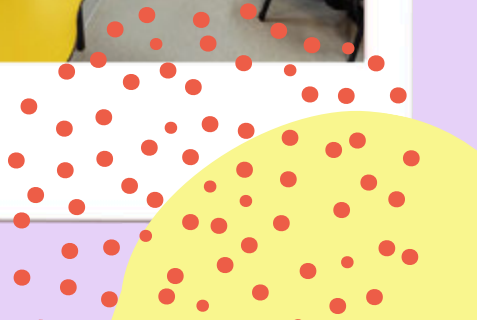
Innovation means we are continually striving for ways to achieve success for all in a world of continuous change. We demonstrate this by providing responsive learning and encouraging deep thinking and creativity.

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.



Premier's Reading Challenge





THE BAYNTON

Opening our doors for the first time in 2013, Baynton West Primary School is located in the North-West of Western Australia within the beautiful Pilbara region. Consisting of over 500, 000 km, the Pilbara is home to many rich and diverse cultures. Drawing upon this vibrant community, we provide educational successes to each and every one of our 835 students of which 16.4% are proudly Aboriginal and we continue to grow with each passing year.

We are positioned upon Ngarluma Land and proudly demonstrate our ongoing commitment to recognising the Traditional Owners of this land and their ongoing contributions to our country, our people and our futures.

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 exceed 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 families 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.



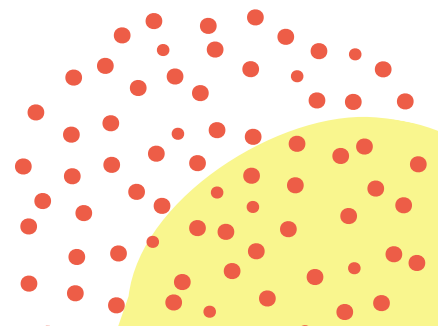
The cross curricular priority of Science, Technology, Engineering and Maths (STEM) creates opportunities for children to challenge existing understandings and take the lead in the education process. Together with our innovative approach to languages (Mandarin), our students are at the forefront and primed 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.

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.





Our Targets

Excellence in Teaching and Learning

NAPLAN 2023 was administered in an earlier testing window compared to previous assessments, Week 7 of Term 1. Additionally, NAPLAN 2023 saw the introduction of four new proficiency levels to track individual and cohort achievement against comparison data.

1. We will increase the percentage of students in the top two proficiency bands in all NAPLAN areas.

With the introduction of the new proficiency levels in NAPLAN 2023, this year's data will be used as the benchmark for future comparison. Included in the table below are the 'like' school comparison percentages provided by the Curriculum Authority.

YEAR 3

	Numeracy		Reading		Writing		Spelling		Grammar & Punctuation	
	School	Like School	School	Like School	School	Like School	School	Like School	School	Like School
Exceeding	16.7%	8.7%	21%	13.5%	18%	6.3%	20%	10%	15%	5%
Strong	51.7%	55.7%	47%	45.5%	66%	68.9%	55%	44%	40%	42%
Developing	26.7%	24.7%	19%	27%	9%	16.8%	19%	34%	29%	36%
Needs Additional Support	5%	10.9%	11%	13.9%	5%	7.9%	7%	12%	16%	17%
Overall Percentage	68.4%	64.4%	68%	59%	84%	75.2%	75%	54%	55%	47%

YEAR 5

	Numeracy		Reading		Writing		Spelling		Grammar & Punctuation	
	School	Like School	School	Like School	School	Like School	School	Like School	School	Like School
Exceeding	7.7%	4.9%	16.3%	12.5%	12.4%	4.9%	22%	11%	18%	8%
Strong	54.8%	53.2%	60.6%	53.6%	57.1%	54.8%	48%	50%	46%	42%
Developing	28.8%	28.1%	15.4%	22.9%	22.9%	26%	20%	25%	23%	34%
Needs Additional Support	8.7%	13.3%	7.7%	10.6%	7.6%	13.8%	10%	14%	13%	16%
Overall Percentage	62.5%	58.1%	76.9%	66.1%	69.5%	59.7%	70%	61%	64%	50%

Excellence in Teaching and Learning

2. The overall percentage of Aboriginal students demonstrating growth within a calendar year (tested Term 1 and 3) in Progressive Achievement Test (PAT) Reading and Mathematics improves annually.

	2022	2023	p value
Mathematics	80%	78%	0.83
Reading	66%	69%	0.77

* The p value indicates a variation in data not statistically significant when comparing 2022 and 2023.

3. We continue to perform close to, or above, WA Public Schools and Australian Schools means in all assessment areas.

YEAR 3

	School	WA Public Schools	Australian Schools
Numeracy	400	398	406
Reading	398	390	404
Writing	430	408	417
Spelling	420	396	404
Grammar & Punctuation	410	397	409

YEAR 5

	School	WA Public Schools	Australian Schools
Numeracy	473	480	488
Reading	487	484	496
Writing	485	474	483
Spelling	486	485	490
Grammar & Punctuation	498	487	496

4. The Year 3-5 NAPLAN growth score is greater than the 'like' school and WA Public School score.

* NAPLAN 2023 assessments have been rescaled which means 2023 will be the commencement of a new data time series. No comparisons on score growth can be made in 2023.



5. We will maintain and improve the performance of students in each year level on Australian Council for Educational Research (ACER) Progressive Achievement Tests (PAT); Reading, Mathematics, Vocabulary, Spelling and Grammar and Punctuation.

Our PAT results indicate substantial growth across all year levels, surpassing average growth expectations and national median comparison norms, in all subjects and year levels, with the exception of Year 5 and 6 Reading.

PAT RESULTS

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
MATHEMATICS	Baynton West Primary School Median	103.9	111.6	117.3	124	126.2	128.2
	National Median	99.5	108.3	115.4	121.1	125.5	127
READING	Baynton West Primary School Median	82.5	102.8	113.8	121.6	123.3	125.5
	National Median	84.2	101.1	113	120.9	125.8	128.8
SPELLING	Baynton West Primary School Median	N/A	N/A	116.6	120.4	136.2	141.4
	National Median	N/A	N/A	97	112	124	132
GRAMMAR	Baynton West Primary School Median	N/A	N/A	126.4	127.8	131.8	131.6
	National Median	N/A	N/A	115	123	128	131
VOCABULARY	Baynton West Primary School Median	N/A	N/A	114.4	120.5	123	126
	National Median	N/A	N/A	107	112	118	125

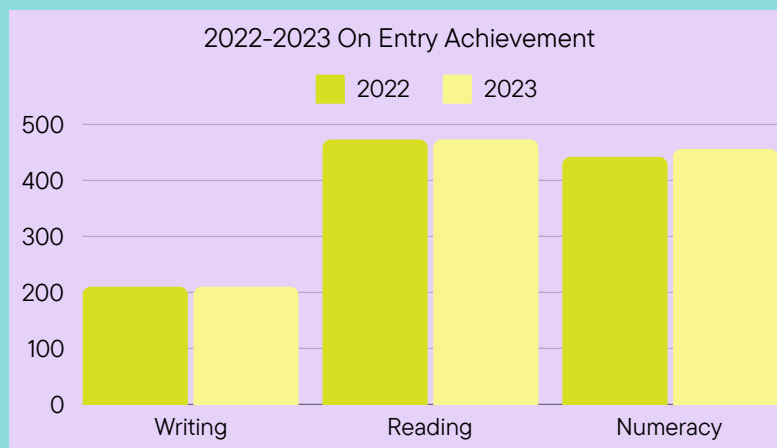
*PAT are used to assist teachers in diagnosing starting points for student learning. It allows all students the opportunity to demonstrate growth in content mastery, across multiple years. Year level data (as pictured above) is analysed and compared against a 'norming sample', based upon data from over 2 million PAT tests.



Excellence in Teaching and Learning

6. Raise levels of student achievement on On-Entry testing (Pre-Primary) when comparing to previous cohorts.

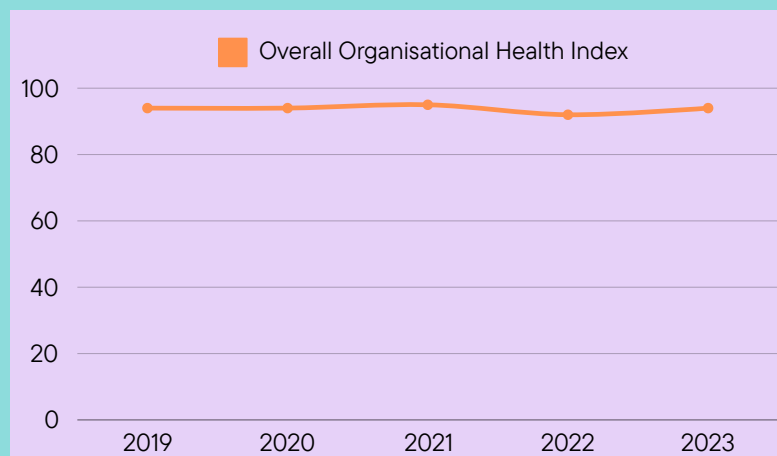
Writing and Reading results in On Entry testing remained unchanged, however a +14 point increase was observed in Numeracy.



A Commitment to Care, Belonging and Inclusivity

1. Organisational Health Index data (McKinsey & Company) remains in the top decile.

We have continued to rank in the top decile of global benchmark in 2023.



2. Improve the percentage of students who report a positive sense of belonging, and are motivated and interested, as evidenced in the Tell Them From Me Survey (TTFM), Year 3-6.

The TTFM survey was not conducted in 2023. However, an alternative student survey was conducted in Term 4 which asked our Year 5 and 6 students a number of questions relating to school behaviour, belonging, challenge and level of support offered.

94.3% of students surveyed reported feeling accepted, listened to and valued.

85.4% of students surveyed reported feeling encouraged and supported to always do their best and achieve to a high standard

Interestingly, 66% of students reported that lessons and expectations were appropriately challenging, whilst 21% believed they were too easy.



Student Reported Level of Academic Challenge



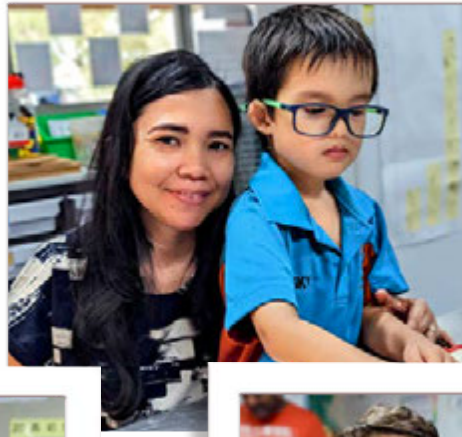
These results were analysed by staff and a set of key recommendations were established for 2024.

3. The regular attendance rate of students is at 'like' school level.

The regular attendance rate of students increased by 4.3% over 2023 (58.2%) but remained behind Like Schools level (61.7%).

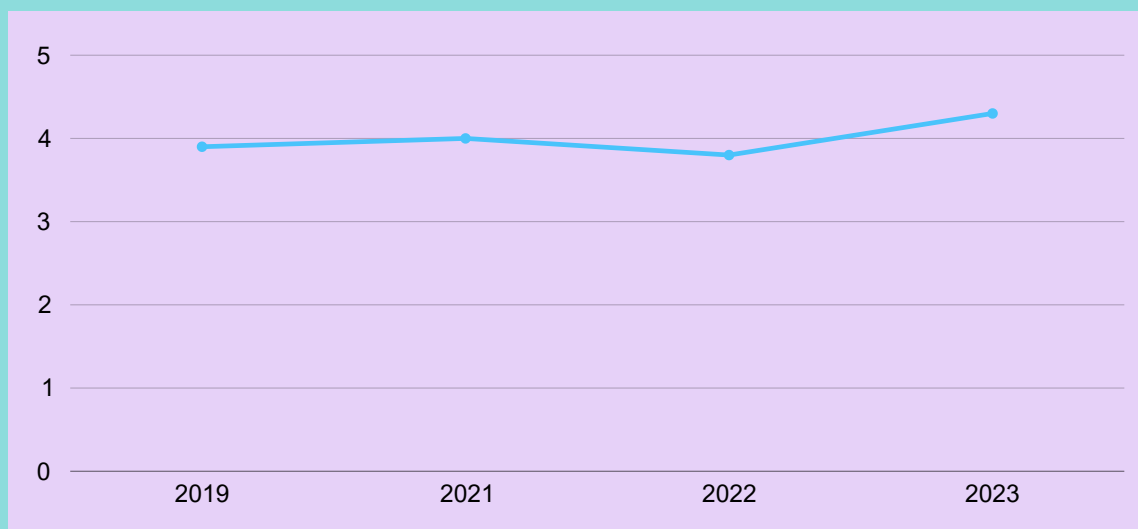
We have seen a drop in severe at-risk students by 1.9% compared to 2022.

Aboriginal student attendance rates have also improved in 2023, to 70%.



A Strong Connection to our Local Community and Cultures

1. The parent National Schools Opinion Survey (NSOS) results continue to be positive (3.6 or above)



* In 2020, School Staff were surveyed in lieu of parents (4.2)

2. Increase the number of views of online parent information and education sessions by 10% each school year.

In 2023, we observed a 66% decrease in views of online parent information videos compared to 2022. As reported in the schools 2022 Annual Report, the information videos were viewed 96 times, compared to 32 in 2023.

Additionally, the school hosted several in person education sessions for parents. These included 'Spending Time Apart', with a record number of 18 parents in attendance and 'Fear-less Triple P Positive Parenting Program', with 12 families attending. With the success of these education sessions and the positive feedback from parents, we will again offer these in 2024.

Professional Leadership

1. 70% of teaching staff are retained for four years or longer.

In 2023 the percentage of teaching staff who have remained at Baynton West Primary School for 4 years or longer was 60%





Academic Care & Support

At Baynton West Primary School, we are committed to supporting all students. We have a supportive whole school approach to ensure all of our students are given the opportunity to succeed and reach their potential.

We currently have 32 students with a diagnosed disability and a proportion of students with an imputed disability. We respond to individual needs, unique talents and support all students to access individual learning outcomes.

Baynton West Primary School is committed to creating and maintaining a safe, orderly, inclusive, supportive and culturally responsive learning environment for all members of the school community. To achieve these outcomes the following initiatives were implemented in 2023:

- Student Behaviour Policy reviewed to align with departmental policies
- Trauma Informed Working Party formed to develop a whole school action plan
- All staff trained by the School Psychologist in Trauma Informed Practices
- Whole school approach to integrating sensory tools into everyday learning
- Nurture and Care Room for students to self-regulate using Trauma Informed Practise
- Close working relationship with allied health to support students to access the required services
- Autism Key Support teacher released one day per week
- Lead Education Assistant identified
- Coaching to support and upskill Education Assistants to enable them to deliver effective learning programs
- A partnership with WACRH to host Occupational Therapy interns who support students and offer upskilling to staff
- Promotion and celebration of World Autism Day through a morning tea with students, staff and families
- All staff trained in Asthma, Anaphylaxis and Epilepsy
- Autism support teachers from the School of Special Education Needs: Disability, working with Teachers and Education Assistants to provide targeted support for students and staff
- School Psychologists servicing students' educational needs five days a week
- School Health Nurse support
- Parent workshops delivered by the School Psychologist on anxiety and spending time apart



Trauma Informed Practice

The Trauma Informed Practice Team was formed in early 2023. The team was formed to maintain our existing Trauma Informed Practice and identify how we will continue to improve and implement new practices. Data was gathered from staff, students, and families to inform our direction. Through data collection, we identified an area for improvement, our students' wellness and mental wellbeing. Professional learning was undertaken by all staff to further develop our understanding of how trauma impacts our students. This included modules 1 to 4 of Trauma Awareness in schools which was facilitated by our school psychologist Louise Ford. Following this, our team implemented some changes, including the introduction of Mindfulness Monday and a Mindfulness lunch club. Through these small changes, staff have noted an improvement in students' overall wellbeing and happiness. Students comment on how much they look forward to Mindfulness Mondays, and staff have seen students practising learnt regulation strategies in both playground and classroom settings. The design of a Whole School Wellness and Mental Wellbeing Scope and Sequence is also in the early planning stages. As the year continues, we will embed our Scope and Sequence into our practice and have plans to host a Whole School Wellness Day, as well as morning yoga and meditation classes for our students and local community.





Cultural Responsiveness at Baynton West Primary School

Baynton West Primary School has been on a journey to understand the importance of Cultural Responsiveness, particularly in the context of education for Aboriginal children, specifically on Ngarluma Country, our special place in the Pilbara.

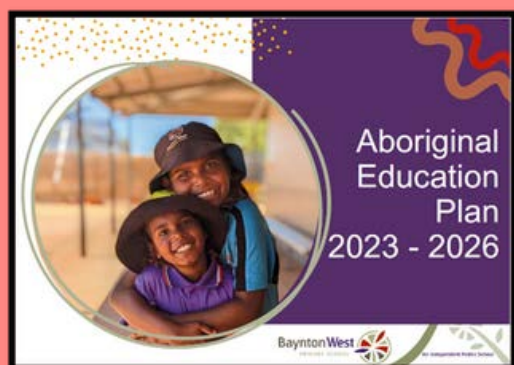
Creating a culturally safe learning environment involves acknowledging and respecting the cultural heritage and identity of Aboriginal people, including engaging with Elders and integrating cultural practices into the education we offer. We facilitate this by engaging deeply with the Murujuga Aboriginal Corporation, local Elders, parents and caregivers, Aboriginal staff, and most importantly of all, our students. We learn when we listen deeply.

Key elements of our approach to Cultural Responsiveness in education include:

Acknowledgment of Country: Starting events, meetings, or classes with an acknowledgment of the Traditional Custodians of the land, in this case, the Ngarluma people. All our classes have written their own acknowledgements, honouring Elders, past, present and emerging. All meetings commence with these and when you enter our school, through any gate, you are greeted by an acknowledgement partially in language.

Culturally Relevant Curriculum: Developing curriculum that incorporates Aboriginal perspectives, histories, and knowledges, reflecting the unique cultural context of the Ngarluma people. This year, we have worked extensively with Elders, often on Country, to develop a Scope and Sequence around Culture, with relevant resources highlighted, to ensure we have a whole school approach. This sits within our Aboriginal Education Operational Plan reviewed and revised in 2023.

Community Engagement: Building positive relationships with the local Aboriginal community, including Elders, families, and organisations. The Waja Guma Aboriginal Early Learning Centre is proudly operated at Baynton West Primary School through generous funding from Rio Tinto. Our Aboriginal and Islander Education Officers conduct weekly 'good news' visits to families, sharing successes and supporting families to celebrate what their children have learnt.



Our Aboriginal Education Plan outlines our goals and aspirations around Closing the Gap in education outcomes.



The Education Department of WA's Aboriginal Cultural Standards Framework informs much of our work in this space.

Professional Development: Providing training and support for staff to increase their cultural competency and understanding of Aboriginal cultures and histories. This takes place at school, and out on Country with Elders.

Celebrating Success: Recognising and celebrating the achievements of Aboriginal students, as well as the contributions of Aboriginal staff members, fostering a sense of pride and identity. We are walking together, as one, on Ngarluma Country. All staff are involved and engaged in this learning and reflect on and celebrate our milestones often.

Where to Next?

A focus for 2024 is Learning on Country: Facilitating opportunities for students to learn directly from the land and engage in cultural activities on Ngarluma Country through a strong partnership with the Murujuga Aboriginal Corporation.

Closing the Gap: Actively working towards addressing disparities in educational outcomes between Aboriginal and non-Aboriginal students through targeted support and initiatives, including introducing Ngarluma language by developing a scope and sequence of key phrases and words. This work is led by local Elders.

By implementing these strategies, we can further enhance a truly inclusive and culturally safe learning environment where Aboriginal children can thrive, succeed, and maintain their cultural identity. Non-Aboriginal people can learn about and embrace the rich and ongoing Aboriginal cultures that have shaped the land on which we learn.



The Scope and Sequence developed by staff with support from Elders identifies what needs to be taught with timeframes.



The resource companion provides staff with relevant resources for use in the classroom.



Our Business Plan articulates targets and milestones with comprehensive strategies to further promote Cultural Responsiveness.





Attendance

Attendance at Baynton West Primary School has undertaken a significant shift in 2023. Building upon solid processes already in place, an Attendance Team consisting of Lisa Ledger (Principal), Blair Johns (Deputy Principal), Karen Hancock (School Officer), Kylie Giddens (AIEO), Troy Baldwin (AIEO) and Caleb Conder (Clontarf) was formally established, meeting each week. During this meeting, attendance data was discussed and actions were undertaken to help support identified families with attendance concerns. Home visits and Good News Visits facilitated by members of the Attendance Team are then conducted with detailed reporting to conclude. Substantial parent/caregiver education was undertaken at the end and commencement of each term to communicate important dates. Families surveyed anonymously at the end of 2023 reported being well supported and family-school relationships were strengthened as a result of this intensive case-management style approach.



1

- Data is gathered
- Integris
- Phone calls
- Seesaw
- Community interactions



2

- Attendance team meets
- Discuss attendance data
- Sharing information
- Identify actions for each family
- Identify success stories for AIEO GNV



3

- Prepare for home visits
- Collect additional data
- Discuss concerns with teachers
- Collect photos and work samples for GNV



4

- Conduct home visits



5

- Report findings

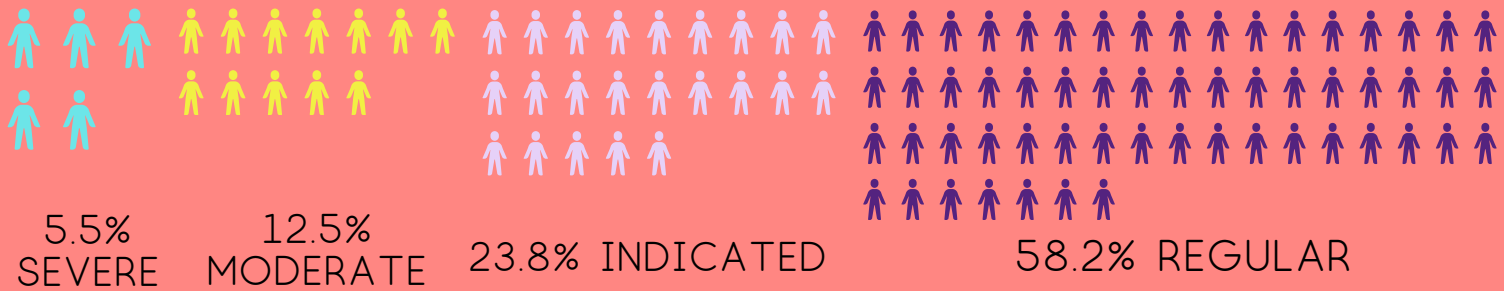
Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like School	WA Public Schools	School	Like School	WA Public Schools	School	Like School	WA Public School
2021	92.9%	92.1%	92.4%	73.3%	84.4%	76.8%	89.6%	91.5%	91%
2022	90.1%	88.2%	88.3%	64.3%	79.8%	69.5%	85.5%	87.7%	86.6%
2023	90.4%	90.3%	90.3%	70%	82.6%	74.3%	86.9%	89.9%	88.9%

Attendance Profile

- Attendance improved for both Aboriginal (+5.7%) and non-Aboriginal (+0.3%) students in 2023. There was a 1.4% improvement in overall attendance.
- Regular attendance saw an increase of 4.3% from 2022. Meanwhile, the percentage of students in the severe and indicated categories decreased by 3.3%, and 1.9%, respectively.

2023 Attendance Categories



The 2023 Attendance Team



LISA LEDGER



BLAIR JOHNS



KYLIE GIDDENS



TROY BALDWIN



CALEB CONDER

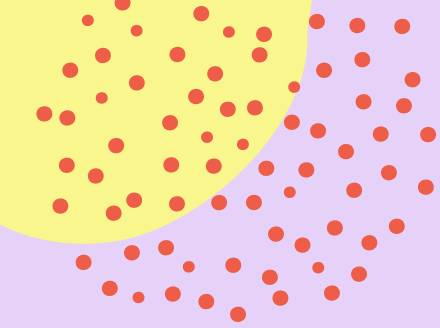


KAREN HANCOCK

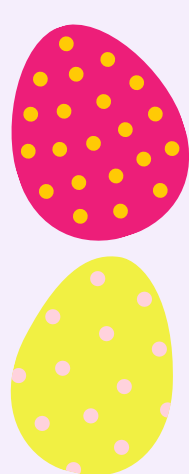


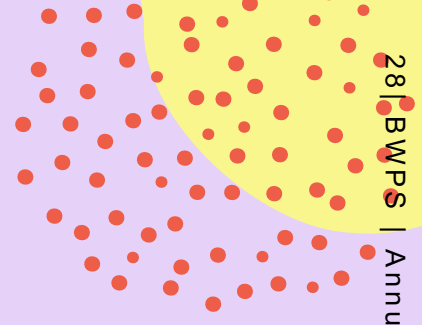
THE BAYNTON WEST TEAM



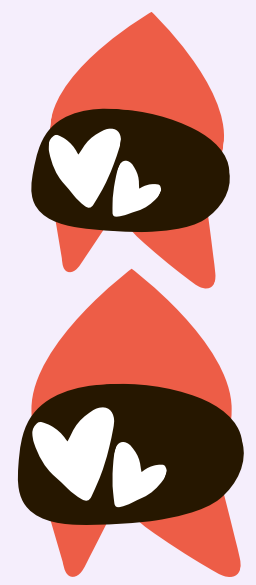


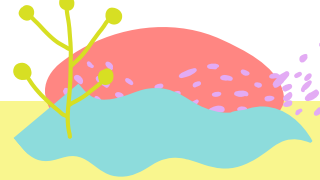
Easter Hat Parade





Lunchtime Fun





Mathematics

Looking Back on The Improvement Journey

2023 was another great year for Mathematics teaching at Baynton West Primary School. Mathematics at Baynton West Primary School remains a core component of our educational priorities. All staff engage in maths coaching throughout the year, which includes planning, lesson modelling by a coach, observation, feedback, reflective conversations and peer observation feedback. Additionally, Phase Leader meetings involve the analysis of On-entry, NAPLAN and PAT data to track student progress, identify areas in need of support, both at the micro and macro levels. With continued emphasis on Essential Understandings, all students are held to high standards around core skills and facts, allowing for greater attention and ease of learning to newly taught mathematical concepts. Our results indicate a steady improvement across all year levels.

Continuing with the evidenced based and highly successful Pr1me Mathematics program, students from Year 1 to 6 were engaged with interesting and challenging daily lessons. Utilising the Concrete-Pictorial-Abstract philosophy students are provided with a systematic approach to think critically and flexibly on how to best represent and solve problems. All students are provided with opportunities to manipulate concrete objects as a way to represent concepts and then smoothly transition to pictorial representations to aid the development of abstract thinking.

In Semester 2 2022, the school transitioned to the 'Adaptive' version of the Progressive Achievement Test (PAT) Mathematics. Additionally, revised norming data was published by Acer to enable updated comparisons. Initial testing indicated a significant decline in student results compared to previous measures and norms, however by the end of 2023, with high benchmarks to set our sights upon, results indicated above normal growth with all year levels indicating above norm median results.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Baynton West Primary School Median	103.9	111.6	117.3	124	126.2	128.2
National Median *	99.5	108.3	115.4	121.1	125.5	127

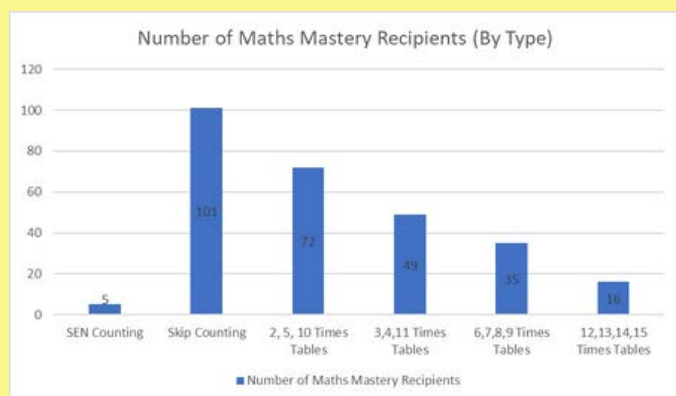


Likewise, our Year 3 and 5 NAPLAN results also provide a positive snapshot of student achievement, with above like school achievement in both year levels. Our Year 5 NAPLAN results fell 7 points short of the WA Public School Mean (473<480).

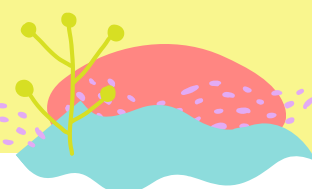
NUMERACY	Year 3	Year 5
Cohort Mean	400	473
Like Schools Mean	395	464

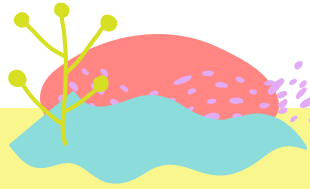
Looking Forward

The next step in our ongoing performance improvement agenda in Mathematics involves embedding maths learning throughout the school today and immersing students in targeted and specific environmental print. Ongoing teacher coaching in the planning, delivery, assessment and reflection of Mathematics lessons will remain a key focus, research is clear that quality teaching results in high levels of student competency in Mathematics. In 2024, Pr1me Mathematics is releasing the Australian 2nd Edition with revised topics and content, this will provide us the opportunity to revise Scope and Sequence documents throughout the year and encourage greater academic challenge to our students. A Maths Club will also provide opportunities for students to engage with Mathematics, regular participation and celebration of Maths Mastery and a place for students to practise key mathematical skills. PAT Adaptive and NAPLAN results will continue to be the assessment measures used to monitor performance.



- 77% of Year 1 students achieved their Skip Counting Maths Mastery Badge in 2023
- 39% of Year 1 students achieved a Times Table Maths Mastery Badge in 2023 (Two years above national curriculum expectations)





English

Reading – Our Greatest Opportunity

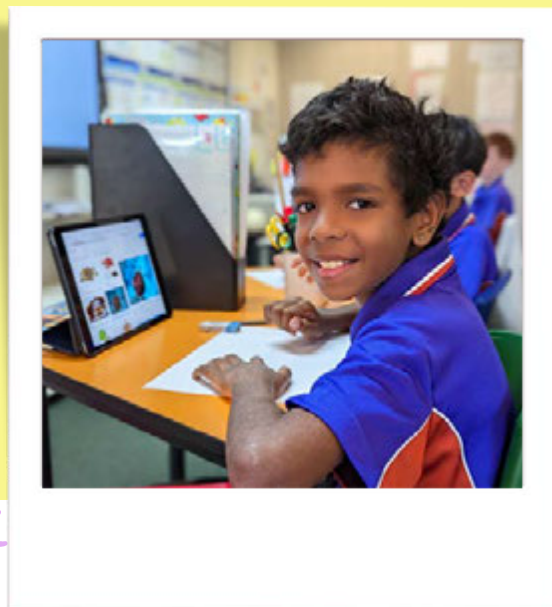
English Benchmarks

As the ability to read with fluency and to have a high degree of functional literacy is essential for success in all aspects of life, 2023 saw the establishment of English Benchmarks. Our English Benchmarks focus on three core aspects; Reading Comprehension, Reading Fluency and Spelling, and are reflective of our context. Our benchmarks are implemented from Kindergarten to Year 6 and serve as a pathway for identifying students who may require academic care, whether that be for support or extension. English Benchmarks underpin our English learning area and form a key component of our morning routine, in class teaching and homework.

DECODABLE READING ASSESSMENT / PROBE READING ASSESSMENT					MAGIC WORD READING					MAGIC WORD SPELLING				
	TERM 1	TERM 2	TERM 3	TERM 4		TERM 1	TERM 2	TERM 3	TERM 4		TERM 1	TERM 2	TERM 3	TERM 4
KINDY					KINDY		100%	3%	7%	KINDY				
PRE PRIMARY			97%	83%	PRE PRIMARY	0%	2%	17%	29%	PRE PRIMARY		100%	41%	36%
YEAR 1	69%	62%	59%	62%	YEAR 1	32%	36%	48%	63%	YEAR 1	31%	37%	50%	63%
YEAR 2	55%	67%	75%	76%	YEAR 2	52%	36%	79%	76%	YEAR 2	22%	36%	43%	47%
YEAR 3	21%	78%	85%	87%	YEAR 3	69%	80%	82%	80%	YEAR 3	40%	44%	50%	50%
YEAR 4	83%	88%	97%	88%	YEAR 4	48%	63%	77%	82%	YEAR 4	38%	40%	61%	68%
YEAR 5	80%	78%	80%	76%	YEAR 5	42%	29%	54%	67%	YEAR 5	27%	28%	23%	33%
YEAR 6	86%	83%	88%	86%	YEAR 6	63%	71%	78%	83%	YEAR 6	59%	46%	70%	75%

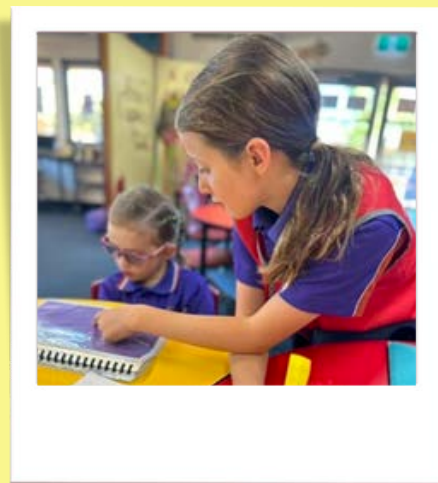
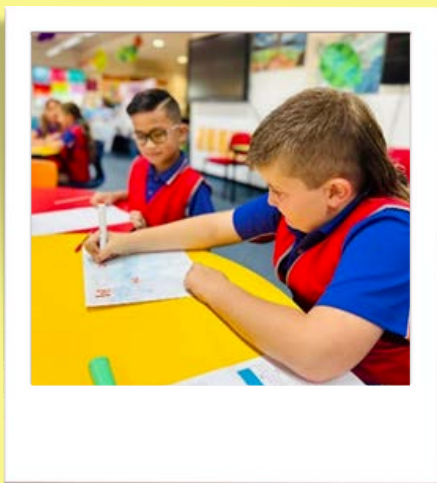
Key:
 Green = 75% or more of cohort achieved at or above the benchmark
 Orange = 50%-75% of cohort achieved at or above the benchmark
 Red = Below 50% of benchmark achieved at or above the benchmark

Our strength lies in our Reading Comprehension, where all but one year level achieved more than 75% of students achieving at or above the benchmark. Reading Fluency showed strong growth, with four year levels reaching over 75% of students achieving at or above benchmark by Term 4, compared to the beginning of 2023 where no year levels had achieved the 75% cohort goal. Spelling is our greatest area of opportunity in our benchmarks and will be a key focus for benchmark progression.



Reading Embassy

Reading Embassy is one of two before school programs dedicated to supporting progress and achievement in reading. Reading Embassy focuses on the fundamental skills of reading: Phonemic Awareness, Phonics Knowledge and Fluency. Our high impact delivery of both concept and skill practice, supports Year 1 and 2 students to master these skills. In tandem with educators, Reading Embassy is supported and run by our talented Reading Ambassadors. Our Reading Ambassadors are students from Year 3, 4 and 5 who complete a written application to join the program. These students are hand picked from these applications and are selected for their academic strength in reading but also their natural leadership abilities. To be a Reading Ambassador is a highly prized and valued leadership role. In the program, our ambassadors support our Year 1 and 2 students with mastering high frequency words, spelling rules and comprehending texts, which all link back to support these students to achieve and progress through the English Benchmarks.



Reading Mastery

Reading Mastery is the next step in our before school reading programs and is utilised to develop good readers into great readers. Delivered by highly skilled Education Assistants, Reading Mastery focuses beyond the fluency of reading and dives deep into understanding texts and building a rich, complex vocabulary. In the program students are exposed to high level questioning, high quality texts and extensive levels of critical thinking skills. Reading Mastery is an opportunity for acceleration in reading and is designed to extend student achievement.





Celebrating and Creating a Love for Reading

Red Dog Reading Program

We know that reading is the greatest skill we can teach children, but we also want to establish a love for reading. 2023 saw the launch of our Red Dog Reading program focusing on encouraging students to take part in nightly home reading. As students attain the milestones of 25, 50, 100 and 150 nights of reading they earn themselves a Red Dog Badge. We want every child to be reading at home everyday, and the Red Dog Reading program aims to drive this initiative.



25 nights of home reading
54% of students achieved



50 nights of home reading
39% of students achieved



100 nights of home reading
21% of students achieved

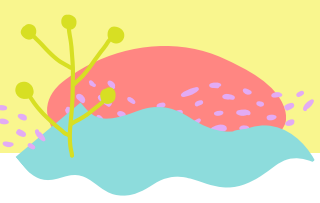
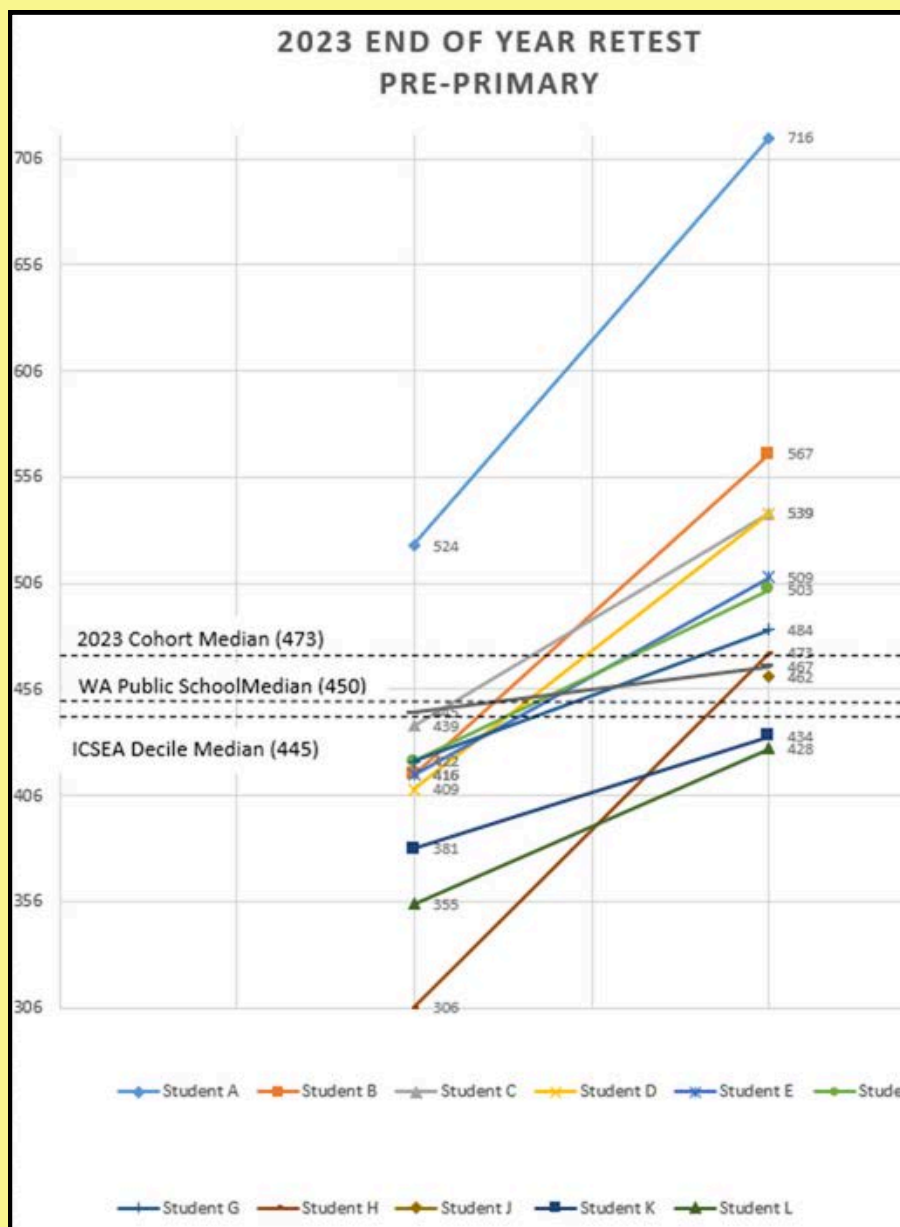


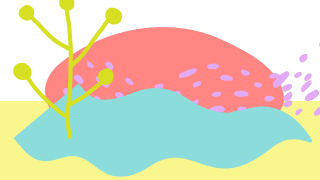
150 nights of home reading
8% of students achieved



Premier's Reading Challenge

Our love as a school for reading was showcased in the Premier's Reading Challenge which saw high engagement across all year levels. 2023 started with a bang as we received our prize for winning in the previous year. A weeklong visit with esteemed authors and illustrators Mark Greenwood and Frané Lessac saw every class celebrate the joy that is reading. We then continued on with the 2023 Premier's Reading Challenge which saw us go back-to-back winners for the highest student participation in a school with 601-1000 students. Over the challenge period, as a school, we read over 17 000 books!





STEM

Digital Technology has become a core part of our everyday lives. We now use words like 'A.I' (artificial intelligence), 'virtual reality' and 'coding' all the time. Advances in technology impact everything, especially the workforce. Entire job sectors are emerging or disappearing due to advances in technology. Teaching STEM helps students practise essential life skills such as critical thinking, problem solving, innovation and teamwork. This will make our young people ready for the future job market where we don't even know what new occupations will look like. We do know that right now people with qualifications in STEM earn more than those with non-STEM qualifications, so why wouldn't you encourage STEM Education?!

At Baynton West Primary School, we understand the importance of STEM. We have specialist classes in Digital Technology and Science which foster STEM thinking and we have a committed staff who integrate STEM teaching in their classrooms. Recently students worked on a STEM project that looked at how to best protect the Burrup Rock Art from the impact of human activity. The whole school took part in this.

We also have special groups for select students to hone their STEM skills. Each year, a group of students is chosen to participate in RoboCup. Some of our Indigenous students are part of the Polly Farmer 'Follow the Dream' program. This is a STEM club that sees students meet once a week to engage in STEM activities run by tutors and local industry partners. Baynton West Primary School is a proud participant in the CSIRO Living STEM program.

STEM Open Night

Baynton West Primary School held a STEM open night where students were able to showcase a variety of projects completed at school. Projects included designing wind farms to generate electricity in a sustainable way, sinking and floating challenges to test different boat designs, making towers as high as possible out of recycled materials, using Bee-Bot robots to show the life cycle of frogs, and dioramas showing ways to protect the Burrup Rock Art.

Students also had the opportunity to share PowerPoint presentations which highlighted the local Ngarluma language which is used to name local streets.

The STEM open night also invited local industry leaders to present exhibits for the students to participate in. These guests included Woodside, Rio Tinto, WA Police, WA Centre for Rural Health and The Design Syndicate.



CSIRO / Living STEM

Baynton West Primary School participated in the CSIRO Living STEM program in 2023 during the first intake of schools in the Karratha Network. Living STEM is an education program aimed at connecting national STEM curriculum to Indigenous knowledge. Living STEM supports primary school teachers to embed Aboriginal and Torres Strait Islander scientific knowledge in the school learning program through hands-on inquiry projects to increase student engagement and achievement in STEM. Living STEM benefits all students by providing authentic and engaging learning that deepens the connection with the country and culture where they live.

Our students participated in a school-wide STEM project that looked into ways in which we could protect the rock art on the Burrup Peninsula. Students created posters, videos and dioramas to represent their ideas. As a STEM team, we then presented this at the CSIRO Living STEM showcase in Dampier. We endeavour to continue this enriched program in 2024.

RoboCup

Each year, a select group of students are chosen to participate in RoboCup. Year Four students were selected to participate in coding robots to perform in a choreographed dance or to navigate a maze. The students committed to after school training every Tuesday for six weeks in the lead up to the competition day. As a first this year, we had a small team who participated in the advanced robotic programming category using 'EV3' robots. Our students performed very well, bringing home many titles in each category.





Junior Digital Technologies

With a big focus on Cultural Responsiveness in the school, we combined Ngarluma language with our Digital Technologies curriculum. We recognise that Baynton West Primary School sits on Ngarluma land, and this is why Ngarluma words were chosen. The students created PowerPoints using local language to deepen their connection with the local language and learn how technology can enhance the cultural connection to the land.



Karratha Senior High School Science Fair

During Science Week in August 2023 Baynton West Primary School participated in a school wide STEM project that looked at wind energy as part of the 'Innovation: Powering Future Industries' theme. The junior students built simple windmills and senior students designed and built more complex wind turbines. During Science Week, we took a collection of these projects to the Karratha Senior High School Science Fair. Mrs Cutfield's C17 Science class also presented their 'Forces' toys that they made during the term. Community members were able see what the students at Baynton West Primary School had done and participate in an interactive rocket making activity.

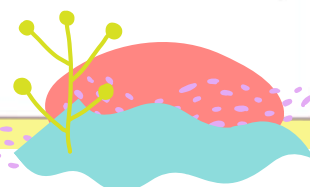
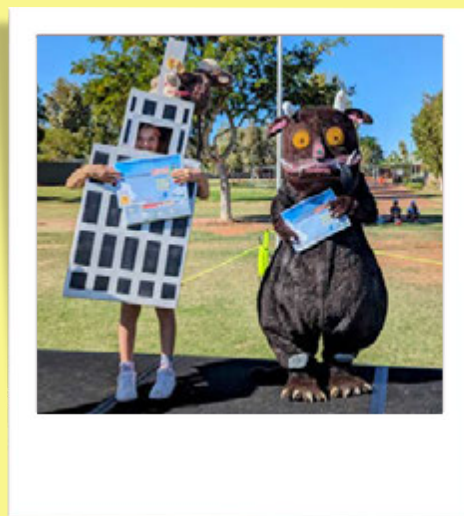
Lunch Time Clubs

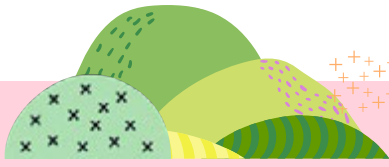
During lunch, students have the opportunity to attend STEM related clubs. The Digital Technology Club is divided into senior and junior, where the senior students can attend Mondays and Tuesdays and the junior students attend Thursdays and Fridays. This encourages the students to hone their digital technology skills and processes, and provides them with additional exposure to technologies.

Lego Club is held on Mondays and Wednesdays for students to integrate engineering and design processes based on set weekly challenges, which are built upon gradually. The Gardening Club is held for students to have a hands-on approach to observe the life cycle of plants, and gain an understanding what plants need to survive the conditions of the Pilbara.



Book Week Parade





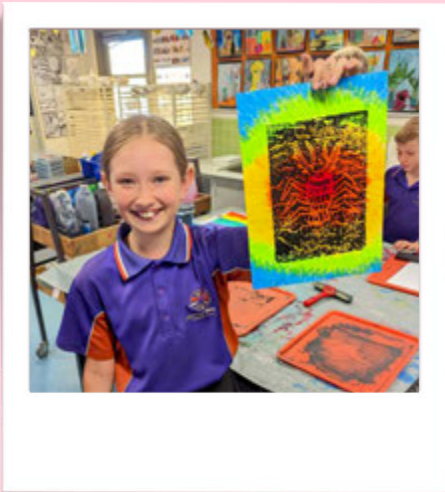
Visual Arts

We have had a fabulous year in the Visual Arts Department. The whole school has focused on various themes throughout the four terms and students were introduced to the work of many international, Australian and Indigenous artists. During these programs, students have explored the use of the elements of Art and created stunning artworks.

In Term 1, students from Year 2 – 5 were invited to participate in the City of Karratha’s Citizenship Ceremony by designing a poster that portrays what we love about living in the Pilbara. Over 100 children submitted their colourful creations.

In Term 2, the Art Club used a selection of drawing and painting materials to create individual poppies which were collated and arranged onto two large wreaths, which were used during the school ANZAC ceremony. The Art Club also made native Hibiscus flowers for National Sorry Day, which were displayed in the Art Room.

In Term 3, our Year 6 cohort were fortunate enough to go on an excursion to the Cossack Art Awards. During the excursion, students were treated to a guided tour of the exhibition and participated in a creative workshop where they were inspired by BLB Creative to create a personal art piece.



Also occurring in Term 3, was the school’s annual Open Night, where both Art Rooms were overflowing with vibrant displays showcasing the very best of Baynton West’s artistic talent. The Art Rooms were a popular attraction of the night, enticing many visitors and proud children who were excited to showcase their hard work and achievements.

A final project at the end of Term 3 was a three-dimensional display on the school grounds to raise awareness of the importance of ‘R U OK? Day’, produced by a select group of students.

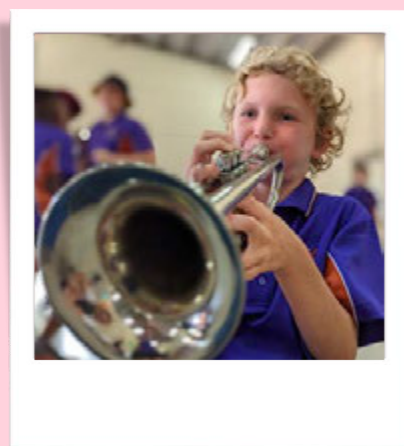
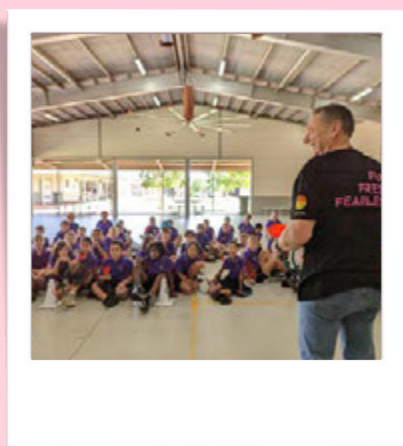
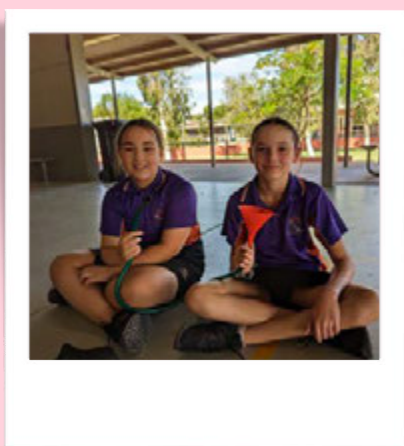
In Term 4, Years 2 – 4 students produced festive collaged penguins, painted gingerbread houses, and drew intricate snow globe designs that were displayed at the Red Earth Arts Precinct to spread some holiday spirit amongst the community.

Throughout the year, all students had the opportunity to participate in Art Club. Art Club is an extra-curricular program run on Mondays and Wednesdays at lunchtime for Year 1 to 6 students who are passionate about making art, giving them the option to get creative in the Art Room.

Music

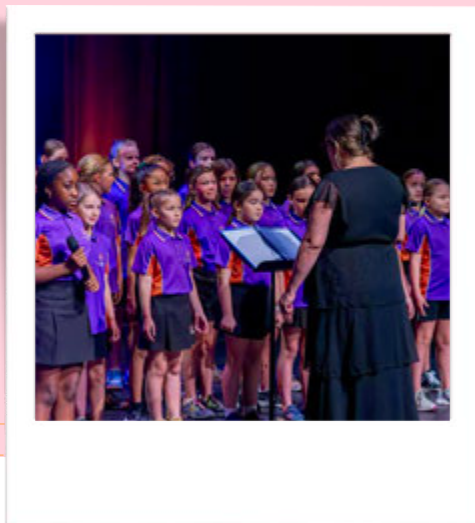
We have had another successful year in the Music Department. Over the four terms, students from Pre-primary through to Year 6 were exposed to composition and performance opportunities on a large variety of instruments, as well as musical response and analysis in their weekly music lessons. Our extra-curricular groups had many chances to showcase their skills both within the school and greater Karratha.

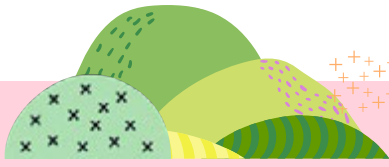
At weekly assemblies, our Beat Busters continued to provide high quality musical accompaniment to our National Anthem and school song through both tuned and untuned percussion. All three ensembles performed at our Open Night and End of Year Concert, giving the students the opportunity to demonstrate their exceptional musicianship and performance abilities to our school students, parents and friends.



2023 was a particularly successful year for the music department in both the wider community and school-based achievements. In Term 2, our ensembles participated in workshops at school, in collaboration with brass musicians from the Perth Symphony Orchestra (PSO) to create homemade brass and percussion instruments from everyday materials. PSO then taught all students how to play the handmade instruments as well as accompaniment sections on them, to popular songs. This then culminated in a marching band performance with PSO and instrumental music students from Karratha SHS at the Red Earth Arts Festival. This was a great opportunity for our students to learn from professional working musicians.

In Term 3, our Performance Troupe were invited by the Northwest Multicultural Association to close their annual show with an emotive performance of 'We Are Australian' using voice and AUSLAN. This was an incredible honour for our school and students and demonstrated the importance of partnerships between school, culture and community.





Physical Education

Baynton West Primary School's Physical Education Department had a very successful 2023 calendar year. Each term, we have competed in and hosted several carnivals with all our students thriving and participating to their maximum level. The effort, engagement and passion that our students display towards all their sporting endeavours are reflected in their individual achievements and our school achievements, culminating in winning the following carnivals in 2023:

- Dockers Cup Carnival (Girls)
- Interschool Cross Country
- Winter Carnival Soccer (Boys)
- Interschool Jumps and Throws
- Interschool Athletics Carnival
- Basketball WA Hoops Interschool Carnival (Girls)



Term 1

In Term 1, the Pilbara Physical Education Network participated in the Dockers Cup hosted by Baynton West Primary School. This carnival was a huge success, with each faction being able to side boys and girls teams comprised of our elite Year 5 and 6 students. This allowed these students to display their high-level AFL football skills and sportsmanship which we expanded upon during Physical Education lessons during the term. This carnival would not have been as successful as it was without the assistance of the Clontarf Academy who refereed our games and hosted the long bomb competition, which Tyetia from our school won.



Term 2

Term 2 was one of our busiest, and most successful terms hosting, our cross-country race for each Year 1- 6 cohort and our Early Childhood students in Pre-primary and Kindergarten. Our students showed their determination and resolve, finishing the races and scoring points for their factions with enthusiasm. Sky was our school cross-country champion, showing their commitment and teamwork to push each other towards the championship. New records were set for the Senior Girls by Isabel and the Senior Boys by Jack.



Our cross-country preparation, in addition to extra-curricular clubs such as before school Runners Club, gave our interschool cross country team the winning edge and tools for victory. Our students' dedication paid off, with several students taking the podium and all of our students finishing in the top 10 for their respective races.

- *Junior Runner Up Boy:* Mason
- *Intermediate Champion Girl:* Lily
- *Intermediate Runner Up Boy:* Jaden
- *Senior Runner Up Boy:* Jack
- *Senior Champion Girl:* Isabelle

Our students were very busy in Term 2, displaying their wide variety of skills at the winter carnival, participating in soccer, flag belt rugby, tennis, and mixed tee-ball. All the teams practised hard during lunch time and senior sport training sessions. An incredible effort was put forward by all of our students, with each team making the semi-finals; the girls and boys flag belt rugby teams were runners up, and the boys' soccer team took out the championship for the third year in a row.

Cross country Champions

Year 1 Boys Champion: Hudson

Year 1 Girls Champion: Miller

Year 1 Boys Runner Up Champion: Isaac

Year 1 Girls Runner Up Champion: Nadia

Year 2 Boys Champion: Mason

Year 2 Girls Champion: Hannah

Year 2 Boys Runner Up Champion: Harley

Year 2 Girls Runner Up Champion: Eva

Year 3 Boys Champion: Caleb

Year 3 Girls Champion: Imogen

Year 3 Boys Runner Up Champion: Riley

Year 3 Girls Runner Up Champion: Emilia

Year 4 Boys Champion: Jaden

Year 4 Girls Champion: Lily

Year 4 Boys Runner Up Champion: Nate

Year 4 Girls Runner Up Champion: Lucy

Year 5 Boys Champion: Enzo

Year 5 Girls Champion: Isabelle

Year 5 Boys Runner Up Champion: Anesu

Year 5 Girls Runner Up Champion: Chloe

Year 6 Boys Champion: Jack

Year 6 Girls Champion: Bailie

Year 6 Boys Runner Up Champion: Kynan

Year 6 Girls Runner Up Champion: Sophie



Physical Education

SKY



1ST - 388

SPINIFEX



2ND - 250

SUN



3RD - 246

STURT



4TH - 140

Term 3

Term 3 hosts our biggest carnivals for the year for both Baynton West Primary School and the Pilbara Physical Education Network. These carnivals are all based around athletics for students to take pride in their athletic ability and showcase the advancement of their fundamental movement skills. The first carnival of the term was centred on our Early Childhood students participating in their first carnival races. Following this, our Year 1 - 6 students participated in their jumps, throws and long-distance running events. This led into our athletics carnival, where students showed off both their individual and team skills. Our races throughout the day were filled with nail biting finishes requiring our slow-motion camera to source the winners. At the end of the day, there can only be one winner which resulted in Sky winning both the team games and athletics championship shield, lead by the faction captains Chase and Mahlia. With no time to rest, our athletics team was selected for the interschool carnival and began training with intensity and determination. Our interschool carnival began with the jumps and throws day out at Wickham Primary School, where the athletics team participated in several events with key performances from our senior students. We kept our athletic momentum going and pulled it into the interschool athletics carnival which enabled our students to build upon their winning team culture and translate it into podium finishes. This ultimately led to us taking out the overall Interschool Athletic Championship.

Baynton West Primary School Athletic Carnival Results:

1st Place: Sky (338 points) 2nd Place: Spinifex (250 points) 3rd Place: Sun (246 points) 4th Place: Sturt (140 points)



Term 4

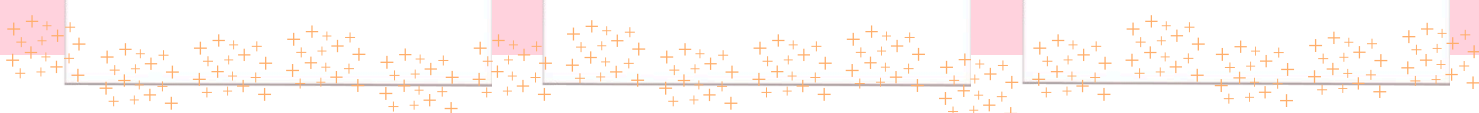
The final term of the year hosted one carnival: the Basketball WA Hoops' Interschool Carnival series. Baynton West Primary School excelled at this carnival, with both the boys and girls team making the grand final. The boys put their best effort forward and finished runner-up and our girls team fought valiantly to take home the championship.

By Branden McGrath

Senior Health and Physical Education Specialist

**Baynton West Primary School
Athletic Carnival Individual Results**

- Year 1 Boys Champion: Jayden
- Year 1 Girls Champion: Evie
- Year 1 Boys Runner Up Champion: Hudson & Muhammad
- Year 1 Girls Runner Up Champion: Millar
- Year 2 Boys Champion: Mason
- Year 2 Girls Champion: Hannah
- Year 2 Boys Runner Up Champion: Patrick
- Year 2 Girls Runner Up Champion: Cora
- Year 3 Boys Champion: Riley
- Year 3 Girls Champion: Emilia
- Year 3 Boys Runner Up Champion: Kruze
- Year 3 Girls Runner Up Champion: Imogen
- Year 4 Boys Champion: Sonny
- Year 4 Girls Champion: Lily & Clarissa
- Year 4 Boys Runner Up Champion: Diezel
- Year 4 Girls Runner Up Champion: Skyla
- Year 5 Boys Champion: Kenneth
- Year 5 Girls Champion: Willow
- Year 5 Boys Runner Up Champion: Oscar
- Year 5 Girls Runner Up Champion: Isabel
- Year 6 Boys Champion: Isaac
- Year 6 Girls Champion: Baylee
- Year 6 Boys Runner Up Champion: Jack
- Year 6 Girls Runner Up Champion: Tyetia



Year 5 Coral Bay Camp

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 incredible experiences such as snorkelling in open water, sightseeing on glass bottom boats, beach games, an amazing race, walking to the shark nursery, information talks, a quiz night, some intense volleyball competitions and much more! Students challenged themselves with activities out of their usual comfort zone and every student showed excellent resilience, perseverance and developed a sense of self-achievement.

Our students had a fantastic experience where they developed and strengthened their interpersonal skills, resilience, and independence, setting a great example of the Baynton West Way. They engaged in both structured team-building activities and took initiative in maintaining a clean and organised living environment during daily tent inspections. Students built on their personal autonomy and community spirit by taking turns serving food and cleaning up after meals. Some students even begged to be on dishes! 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.

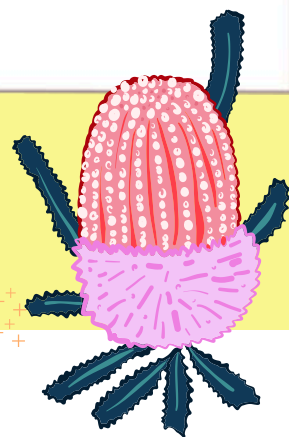


Year 6 Canberra Camp

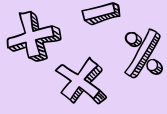
After a three-year hiatus, two groups of Year 6 students adventured to Canberra for a weeklong camp during Term 3. After a very exciting plane trip, we arrived at the Canberra Student Lodge. Students quickly made themselves at home, establishing their living quarters for the week. The fun filled week involved many awesome experiences including bike rides around Lake Burley Griffin, Questacon, role playing at Parliament House, eating the best meals, Time Zone, bowling, shopping, the Australian Mint and much more! Students challenged themselves with activities out of their usual comfort zone, and every student showed excellent resilience and 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 spaces were neat and tidy for inspections. Students built on their learning from class lessons and applied it to what they observed in their activities. Many educators who took the activities spoke highly of all students and their knowledge of the subjects.

This created a real sense of belonging, kinship and resilience in our students. The relationships and personal growth that came out of the Year 6 Canberra Camp have set our students up for future successes and the entire experience is one they will talk about for many years to come.



PAT Results



MATHEMATICS

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Baynton West Primary School Median	103.9	111.6	117.3	124	126.2	128.2
National Median *	99.5	108.3	115.4	121.1	125.5	127

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Baynton West Primary School Median	82.5	102.8	113.8	121.6	123.3	125.5
National Median *	84.2	101.1	113	120.9	125.8	128.8



READING



SPELLING

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Baynton West Primary School Median	N/A	N/A	116.6	120.4	136.2	141.4
National Median	N/A	N/A	97	112	124	132

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Baynton West Primary School Median	N/A	N/A	126.4	127.8	131.8	131.6
National Median	N/A	N/A	115	123	128	131



GRAMMAR



VOCABULARY

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Baynton West Primary School Median	N/A	N/A	114.4	120.5	123	126
National Median	N/A	N/A	107	112	118	125

Performance

Student Academic Achievement - Teacher Judgement

GRADE ALLOCATION (A-E)	2022 (2)	2023 (2)
Overall Relative Judgement	1.11	1.66
English	1.44	1.81
Mathematics	0.99	1.55
Science	0.82	1.41
Humanities & Social Sciences	1.19	1.86



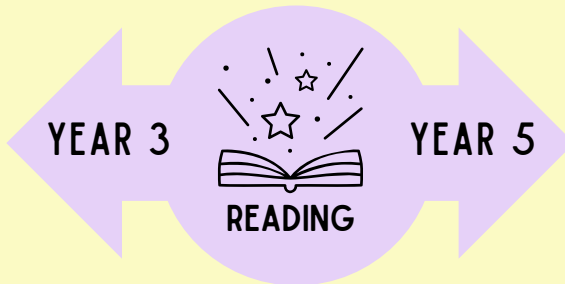
NAPLAN Results

COHORT MEAN	400
LIKE SCHOOLS MEAN	395
WA PUBLIC SCHOOLS MEAN	398



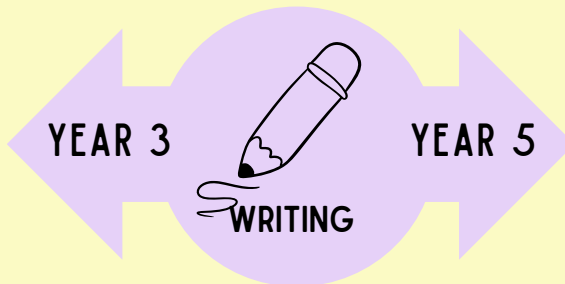
COHORT MEAN	473
LIKE SCHOOLS MEAN	464
WA PUBLIC SCHOOLS MEAN	480

COHORT MEAN	398
LIKE SCHOOLS MEAN	385
WA PUBLIC SCHOOLS MEAN	390



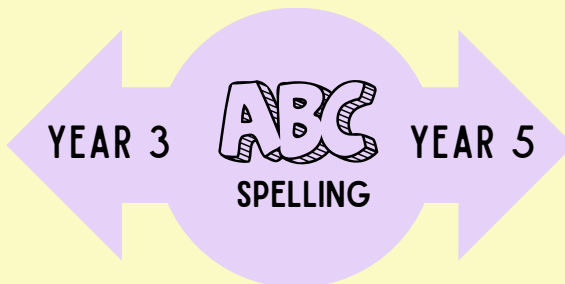
COHORT MEAN	487
LIKE SCHOOLS MEAN	472
WA PUBLIC SCHOOLS MEAN	484

COHORT MEAN	430
LIKE SCHOOLS MEAN	405
WA PUBLIC SCHOOLS MEAN	408



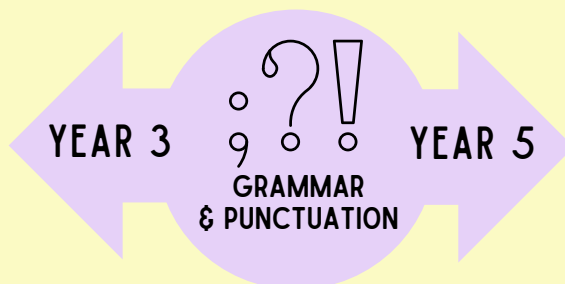
COHORT MEAN	484
LIKE SCHOOLS MEAN	462
WA PUBLIC SCHOOLS MEAN	474

COHORT MEAN	420
LIKE SCHOOLS MEAN	389
WA PUBLIC SCHOOLS MEAN	396



COHORT MEAN	486
LIKE SCHOOLS MEAN	466
WA PUBLIC SCHOOLS MEAN	485

COHORT MEAN	410
LIKE SCHOOLS MEAN	393
WA PUBLIC SCHOOLS MEAN	397



COHORT MEAN	498
LIKE SCHOOLS MEAN	471
WA PUBLIC SCHOOLS MEAN	487



School Survey Results

Staff were surveyed at the end of 2023 using the Department of Education's School Culture Survey.

This is what they told us about their relationships:

Relationships

Staff model exemplary professional behaviours.

4.6

My opinions are treated as valuable and worthwhile.

4.3

School leaders convey the expectation that staff will treat one another with respect.

4.6

Staff are supported to practise self-care.

4.3

Staff are actively engaged in school improvement.

4.7

Staff/student relationships are respectful and positive.

4.7

I establish and maintain positive relationships with Aboriginal students, their families and the local Aboriginal community.

4.6

Staff morale reflects quality professional relationships.

4.3

Staff use student voice to examine the impact of their teaching.

4.5

Parents and families are valued as partners in student learning.

4.6

I provide opportunities for parents to actively engage in their child's education.

4.6

Effective partnerships are built with local community and external stakeholders to support teaching and learning.

4.5

School-community views are sought in reviewing school performance and effectiveness.

4.5

Our school council/board operates effectively.

4.3

Our school council/board is representative of our school and school community

4.3

Our school council/board values the opinion of the community when big decisions need to be made.

4.3

"Staff are highly supported to create calm environments, benefiting both the students and them. The nurture and care of students, along with a responsive Leadership Team, further supports a high retention of students and staff."



"The support and resources available are amazing, especially after hearing about other graduate teachers experiences when they enter the workforce."



Teaching Quality

I believe that all students bring strengths that allow for their success.

4.9

I believe that my performance impacts student outcomes.

4.8

I believe that Staff should support each other's development as well as my own.

4.9

I am clear on what effective teaching looks like in in my school.

4.8

We have a whole-school pedagogical Framework designed to help achieve the learning outcomes that we intend for our students.

4.8

Our school's agreed approach to pedagogy is evidence-based and appropriate for our students.

4.9

I consistently apply our agreed pedagogical practices.

4.8

Cultural Responsiveness

The Aboriginal Cultural Standards Framework informs our culturally responsive whole-school planning.

4.7

We collaborate to interrogate whole school data and evidence to better understand student performance.

4.9

I collaborate with colleagues to develop high quality evidence based learning opportunities.

4.7

My classroom planning is aligned to our school's strategic and operational plans.

4.9

My classroom planning is culturally responsive to the needs of Aboriginal students.

4.8

"I feel our school advocates for student voice."



Connection to our Stakeholders

Our school has a culture of high expectations of student achievement and progress.

4.9

My expectations are informed by the aspirations of students, families and communities.

4.7

The school's leaders ensure that staff are working in ways that optimise student learning.

4.9

The professional learning activities that we are offered are aligned to the school strategic plan.

4.7

I reflect upon the way I do my job to maximise my impact on student learning.

4.9

Our school's agreed approach to pedagogy is evidence-based and appropriate for our students.

4.9

I consistently apply our agreed pedagogical practices.

4.8

"I am a hard worker and therefore my potential for growth as a professional here is phenomenal."



"I am proud of our achievements in STEM."



Connection and Growth

In our school quality teaching practice is recognised and celebrated.

4.7

I receive feedback on how my teaching impacts on student learning.

4.6

The feedback I receive from school leaders motivates and empowers me.

4.6

My performance management goals relate to my impact in my classroom and the teaching strategies I use.

4.6

My professional growth and development is supported through self-assessment informed by feedback and learning from peers and others.

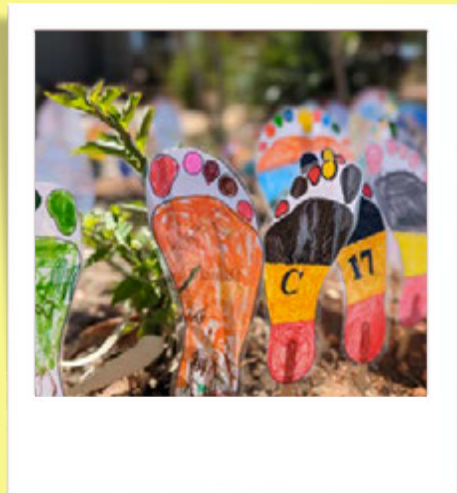
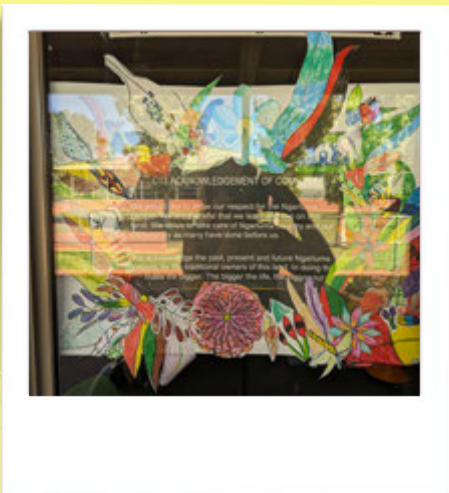
4.8

My professional growth and development is supported through quality professional learning.

4.7

Our School culture supports staff professional growth.

4.8





Financial Summary

ONE LINE BUDGET - Dec 2023 (Verified Nov Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	644,896	644,896
Carry Forward (Salary):	514,065	514,065
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	9,094,253	9,094,253
Locally Raised Funds:	598,027	640,851
Total Funds:	10,851,241	10,894,065
EXPENDITURE		
Salaries:	8,054,678	8,054,678
Goods and Services (Cash):	2,212,576	1,371,216
Total Expenditure:	10,267,254	9,425,894
VARIANCE:	583,987	1,468,171

EXPENDITURE - Dec 2023 (Verified Nov Cash)

	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	7,675,791	7,675,791
New Appointments	0	0
Casual Payments	327,549	327,549
Other Salary Expenditure	51,338	51,338
Total Funds:	8,054,678	8,054,678
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	550,614	168,130
Lease Payments	160,000	136,813
Utilities, Facilities and Maintenance	526,405	387,904
Buildings, Property and Equipment	59,279	63,810
Curriculum and Student Services	595,294	490,439
Professional Development	86,800	110,957
Transfer to Reserve	7,500	0
Other Expenditure	15,695	9,663
Payment to CO, Regional Office and Other schools	210,988	3,500
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	2,212,575	1,371,216
TOTAL	10,267,253	9,425,894

INCOME - Dec 2023 (Verified Nov Cash)

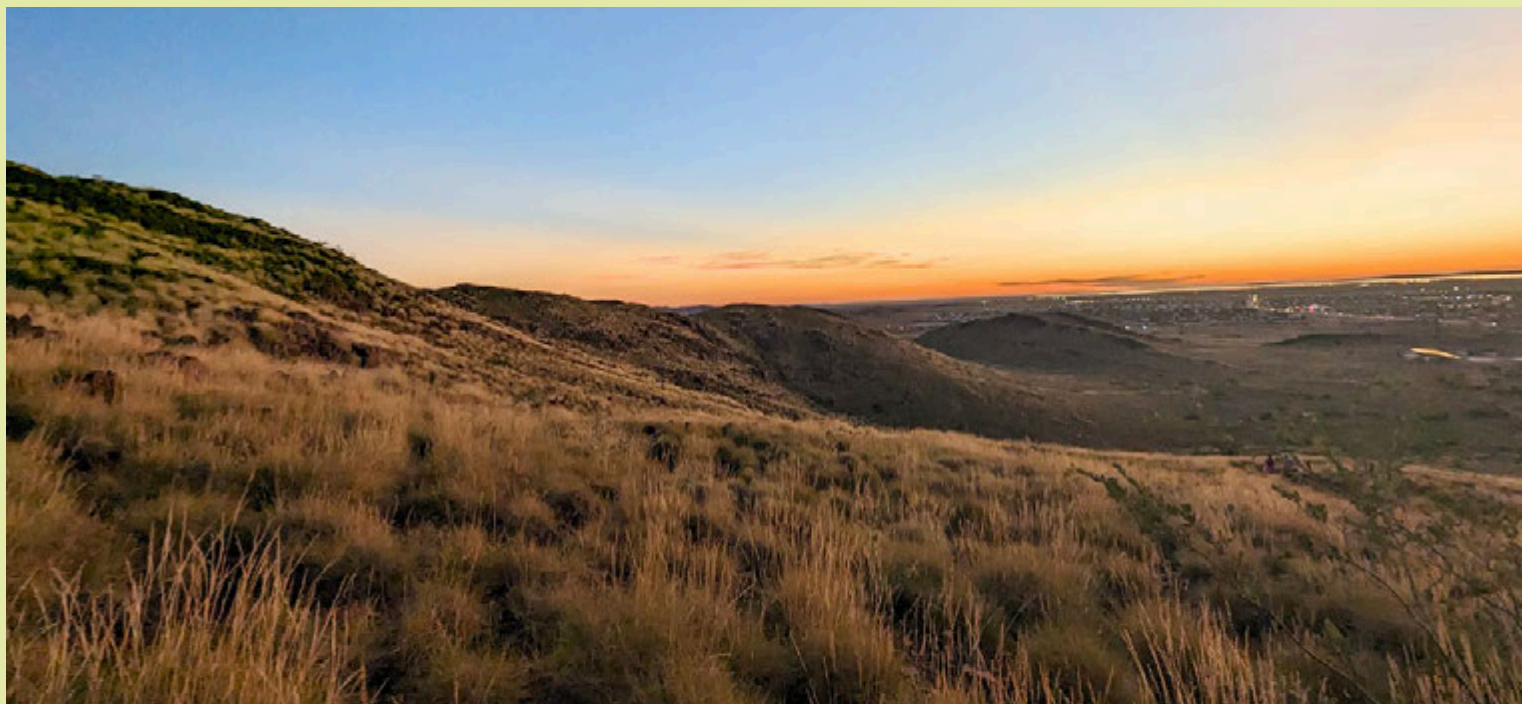
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	644,896	644,896
Carry Forward (Salary)	514,065	514,065
STUDENT-CENTRED FUNDING		
Per Student	6,633,168	6,633,168
School and Student Characteristics	2,232,573	2,232,573
Disability Adjustments	50,068	50,068
Targeted Initiatives	219,293	219,293
Operational Response Allocation	(43,957)	(43,957)
Total Funds:	9,091,145	9,091,145
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
Transition Adjustment	0	0
School Transfers – Salary	(964,015)	(964,015)
School Transfers - Cash	967,123	967,123
Department Adjustments	0	0
Total Funds:	3,108	3,108
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	27,699	27,699
Charges and Fees	308,550	313,989
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	196,413	196,413
Commonwealth Govt Revenues	0	10,000
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other scho	0	0
Other Revenues	65,366	92,750
Transfer from Reserve or DGR	0	0
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	598,028	640,851
TOTAL	10,851,242	10,894,065



Our Moral Purpose

Baynton West Primary School provides educational opportunities to build upon individual strengths in a safe, inclusive, and supportive environment, which is engaging and pursues high academic performance.

Our school community works together to build lifelong learners who are socially and emotionally responsible and responsive.



Proudly Living and learning on Ngarluma Country



Baynton West Primary School
2 Marniyarra Loop, Baynton
Western Australia 6714