



BANNISTER CREEK
Primary School

INDEPENDENT PUBLIC SCHOOL

SCHOOL REPORT

2020





Contents

Principals Report	3
Message from School Board Chair	4
Business Plan Focus Areas and Targets	5
PAT Data Results	8
Destination Schools for 2020 Graduating Students	9
Attendance Summary	9
School Parent Survey	10
School Staff Survey	10
Sustainability Review	11
Specialist Curriculum Area Reviews	12
Financial Summary	14



Message from the Principal

DEAR PARENTS, CARERS AND SCHOOL COMMUNITY MEMBERS

It gives me great pleasure in presenting the Bannister Creek Primary School Annual Report. This report reflects our school's performance across a range of areas, aligned to our Independent Public School Business Plan 2017 – 2020. The meeting of all of the documented Business Plan targets reflects the efforts of the hard working staff at Bannister Creek who continue to deliver the Western Australian curriculum in an exemplary manner to our students. Our challenge into the future is to build on this high level of success and this goal will be integrated throughout our new Business Plan.

The 2020 school year was one that will be remembered for the impact of the global COVID19 pandemic. Despite enforced school closures and alternative methods of teaching being undertaken, Bannister Creek Primary continued to thrive. The pandemic affected a wide range of school practices and restricted the usual range of opportunities that our children could participate in. The following report reflects this and some of our usual information such as the 2020 NAPLAN data will not be included in this summary. We have made use of other school based assessment strategies to inform you of the schools continued good progress.

A highlight of the 2020 school year was the opportunity for the school to participate in the Education Department's School Review Process. Three external and independent reviewers visited the school and confirmed the judgements that the school had made on its progress and achievements in 5 key areas of school operations. The review was extremely successful, with the reviewers identifying Bannister Creek as a high performing school. A copy of this report is available for you to review at:

https://www.det.wa.edu.au/schoolsonline/expert_review_report

At Bannister Creek Primary School our vision will be realised when our students:

- build and maintain positive and effective relationships,
- use strategies to manage their mental and physical wellbeing,
- are resilient and persevere to overcome challenges,
- achieve their best across the curriculum while developing an awareness of their interests and strengths,
- are confident and motivated to continue learning throughout their lives,
- engage with the community as active, informed and culturally responsive citizens,
- advocate for what is right with courage and confidence.

Within this annual report you will find a range of reports, graphs, tables and photographic evidence that demonstrates the school's achievements during 2020. Whilst the annual report provides a wide range of information, it is also important to read this report in context, with numerous other methods we communicate school information to the community such as newsletters, assemblies, P&C meetings, School Board meetings, parent information sessions, See Saw, parent handbooks, student reports, BCPS website to mention but a few.

Yours Sincerely

Travis Miller

Principal





Message from School Board Chair

This year has brought unexpected and unprecedented challenges to us all and we have all had to make changes to our everyday lives to keep ourselves and each other safe. Despite the challenges that COVID 19 brought us, the Board was delighted to see the resilience that our Bannister Creek students have shown, from our kindergarten and pre-primary students entering classrooms and organising their belongings for the day, to our older students rapidly adapting to and embracing on-line learning. We are proud of each and every one of them and the results they have achieved during 2020. We have the privilege and benefit of a teaching staff at Bannister Creek who are committed to positive outcomes for all our students. The Board thanks all our teacher for going the extra mile in such uncertain times to keep our children safe and ensuring they could continue to learn. Your efforts are very much appreciated.

Thanks also to the leadership shown by the executive team in such unprecedeted circumstances, along with all our support staff- front office staff, education assistants, cleaners and gardeners. Bannister Creek Primary School rightly prides itself on its sense of community and it was this exceptional community spirit that has seen us come through 2020 safely. Finally, thanks to fellow Board members for your ongoing commitment. This annual report is a telling reflection of the way our students and staff rose to the challenges that 2020 brought us and continued to achieve and succeed. Congratulations to all.

Liesl Ludgerus

School Board Chair





Business Plan Focus Areas and Targets

	Status	Issue
Green	On schedule	No Issues
Yellow	Behind schedule- low risk	Issue under control
Red	Behind Schedule- high risk	Major issue

1. Success for all Students

Target		Status	Issue	Comments
1.1	In all areas of NAPLAN, BCPS mean will be at or above Like School means.	Green	Green	Bannister Creek has consistently achieved above like schools in many of the tested areas over the three years of the current Business Plan. In 2019 Bannister Creek was above our like school means in all of the 10 areas tested. No NAPLAN in 2020.
1.2	Provide an integrated approach to STEM.	Green	Green	In 2020 Bannister Creek remained a lead school in the Digital Technologies Innovation project. Our BYOD program in 2020 achieved a 92% take up rate and we continue to move from a consumption to a creation model in the integration of ICT in classrooms.
1.3	In all areas of NAPLAN, BCPS will achieve high achievement against Like Schools.	Green	Green	In 2019, when measured against our like schools, BCPS students achieved high levels of achievement in all areas tested. No NAPLAN in 2020.
1.4	70% of students will achieve moderate to high progress from On- Entry to Year 3.	Green	Green	We achieved this target in 2019 with 78% of students in Reading achieving moderate progress or higher and 74% of students in Numeracy achieving moderate progress or higher. No NAPLAN in 2020.

Note – The achievement of targets 1.1 and 1.3 are based on 2019 NAPLAN data. No NAPLAN testing occurred in 2020.



2. Effective Leadership

Target		Status	Issue	Comments
2.1	An effective distributed leadership model is embedded	●	●	We have continued to refine our model of distributed leadership and, moving forward, in 2021 have decided to combine our Cohort and Curriculum leaders with the Executive Team to create a decision-making body that meets twice a term. A commitment to building the skills of these leaders was made and executed through the provision of extensive professional development around school improvement. Curriculum Leaders worked with the Executive Team to create forward planning documents to create a more strategic direction in the delivery of curriculum. Student Services and Finance committee structures continued to prove effective.
2.2	The well-being and mental health of students and staff underpin decision making.	●	●	The Student Services Operational Plan focused on implementing the previously developed Protective Behaviours Scope and Sequence (Health curriculum). Social and Emotional Learning Programs for all students continued to be implemented across the school, including Drumbeat, Zones of Regulation, Friendly Schools Plus and Seasons for Growth.

3. High Quality Teaching

Target		Status	Issue	Comments
3.1	WA Curriculum implemented according to system requirements	●	●	In 2020 we continued to implement and report on the WA curriculum. We also continued to provide a PP-Year 6 Chinese language program in advance of system requirements. Our specialist teaching areas remained: Visual Art, Music, Chinese Language and Physical Education.
3.2	Develop and implement assessment/reporting policy in line with system requirements	●	●	The 2017 - 2020 BCPS curriculum assessment and reporting policy was developed in consultation with staff and ratified by the School Board. The Policy includes details on the assessment and reporting strategies used in the school, which complement system assessments such as NAPLAN.
3.3	Develop and implement whole school connected practices	●	●	In 2020 we refocused on guided reading and continued to implement the iStar pedagogical model across our classrooms. The collaborative team model, with a shared agenda across the teams, has facilitated the implementation and monitoring of the take up of whole school connected practices. The curriculum leaders have built into their forwarded planning documents processes such as PL and coaching, to continue supporting teachers to implement whole school connected practices within the classrooms.



4. Strong Governance and Support

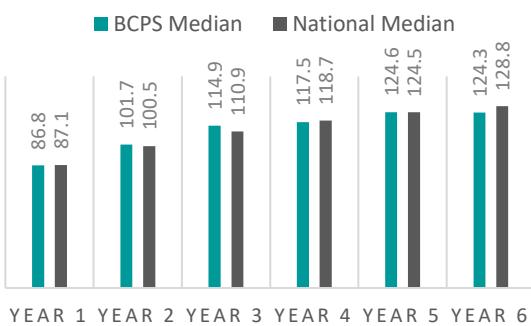
Target		Status	Issue	Comments
4.1	Effective board processes are in place	●	●	<ul style="list-style-type: none">· Board induction and training processes in place for new Board members.· Pre-Board meeting and discussion of agenda between Board Chair and Principal. Overview of meeting minutes reported by Board Chair in newsletters and on website.· Continued focus on raising the Board profile in the school community. Introduction of School Board Leadership Award—Board members present at assembly.· Staff Board Reps promote School Board role to staff
4.2	Strategic allocation and use of resources	●	●	<ul style="list-style-type: none">· The Student Services team support students, staff and parents to ensure that strong individual case management processes are in place.· Clear guidelines and links between the Business Plan and Operational Plan ensure that resources are used strategically.· Finance Committee endorses all budgets and ensures purchase of resources are in line with strategic direction.
4.3	Promoting and developing school/community	●	●	<ul style="list-style-type: none">· Fundraising reduced camp costs by \$35 per Year 6 student.· Participation in STEM Innovation partnership.· Growth of EALD Parent Community Links group.· Student participation in Saturday Stocklands Chinese Mid Autumn Festival.





PAT Data Results - 2020

2020 PAT - READING



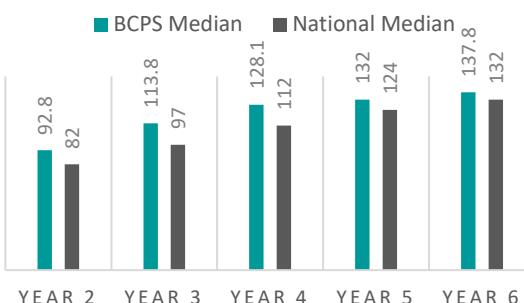
Reading Data Indications:

- Data indicates most year levels either at or above National Median.
- Year 3 cohort significantly higher, whilst Year 6 cohort is lower.

Recommendations:

- Introduction of Letters & Sounds program in Early Childhood expected to have a positive impact on data in 2021.

2020 PAT - SPELLING



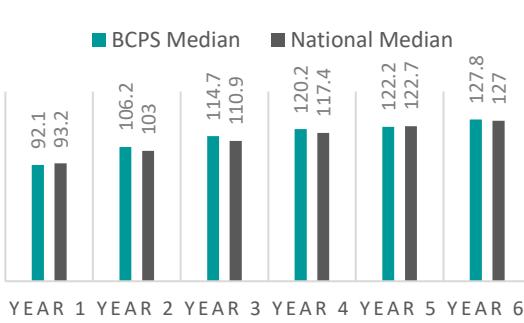
Spelling Data Indications:

- Data indicates all year levels continue to perform significantly higher than the National Median.

Recommendations:

- Year 3-6 whole school programs remaining due to excellent outcomes.
- Introduction of Letters & Sounds program in Early Childhood expected to have a positive impact on data in 2021.

2020 PAT - MATHEMATICS



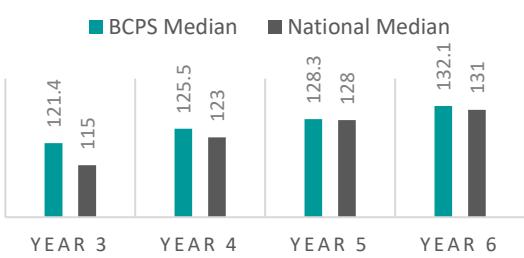
Mathematics Data Indications:

- Data indicates most year levels continue to perform at or above the National Median.
- Year 1 & 5 cohorts performing slightly lower than expected.

Recommendations:

- Focus on developing capacity around Problem Solving and Word Problems (key weakness areas).
- All classes implementing Fluency program

2020 PAT - GRAMMAR & PUNCTUATION



Grammar & Punctuation Data Indications:

- Data indicates all year levels continue to perform at or above the National Median.
- Year 3 & 4 cohorts performing significantly higher than expected.

Recommendations:

- Continued use of successful whole school programs.
- Re-visit BCPS Editing Code
- Introduction of Talk 4 Writing program in Early Childhood expected to have a positive impact on data in 2021.



Destination Schools for 2020 Graduating Students

School	Male	Female	Total
4113 Lynwood Senior High School	15	31	46
4126 Willetton Senior High School	3		3
4169 Cannington Community College	2		
4025 John Curtin College Of The Arts		1	1
4034 Melville Senior High School	1	1	2
4042 Perth Modern School	1	1	2
1162 St Norbert College	1	1	2
1463 Al-Ameen College		1	1
1277 All Saints' College	1		1
4002 Applecross Senior High School		1	1
6083 Cannington Com Ed Sup Ctre		1	1
4198 Harrisdale Senior High School		1	1
4143 Leeming Senior High School	1		1
4048 Rossmoyne Senior High School	1		1
4055 Thornlie Senior High School		1	1
4127 Yule Brook College	1		1

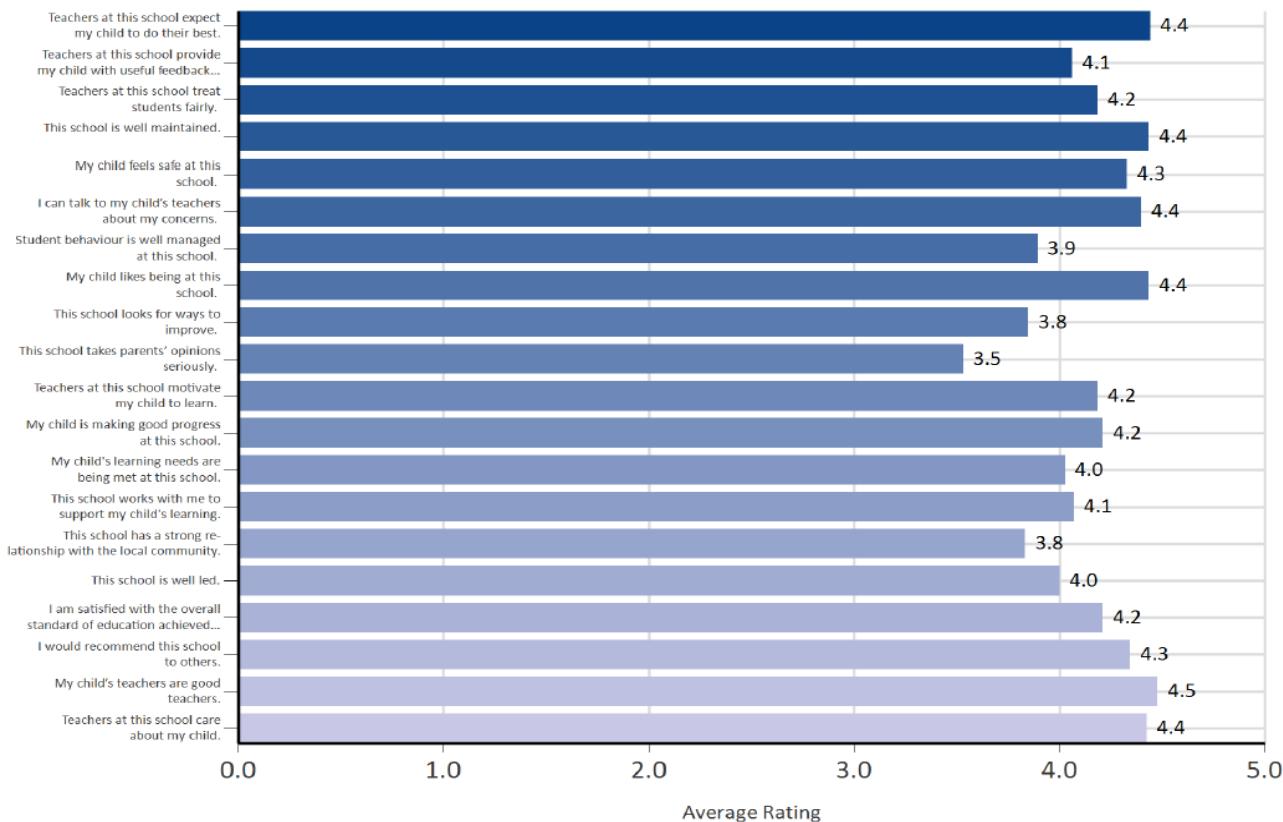
Attendance Summary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2017	94.3%	94%	93.8%	90%	89.6%	81.2%	94%	93.8%	92.7%
2018	94.4%	93.8%	93.7%	93.8%	87%	80.8%	94.3%	93.6%	92.6%
2019	92.7%	92.7%	92.7%	90%	84.2%	79.5%	92.6%	92.4%	91.6%
2020							89.4%		

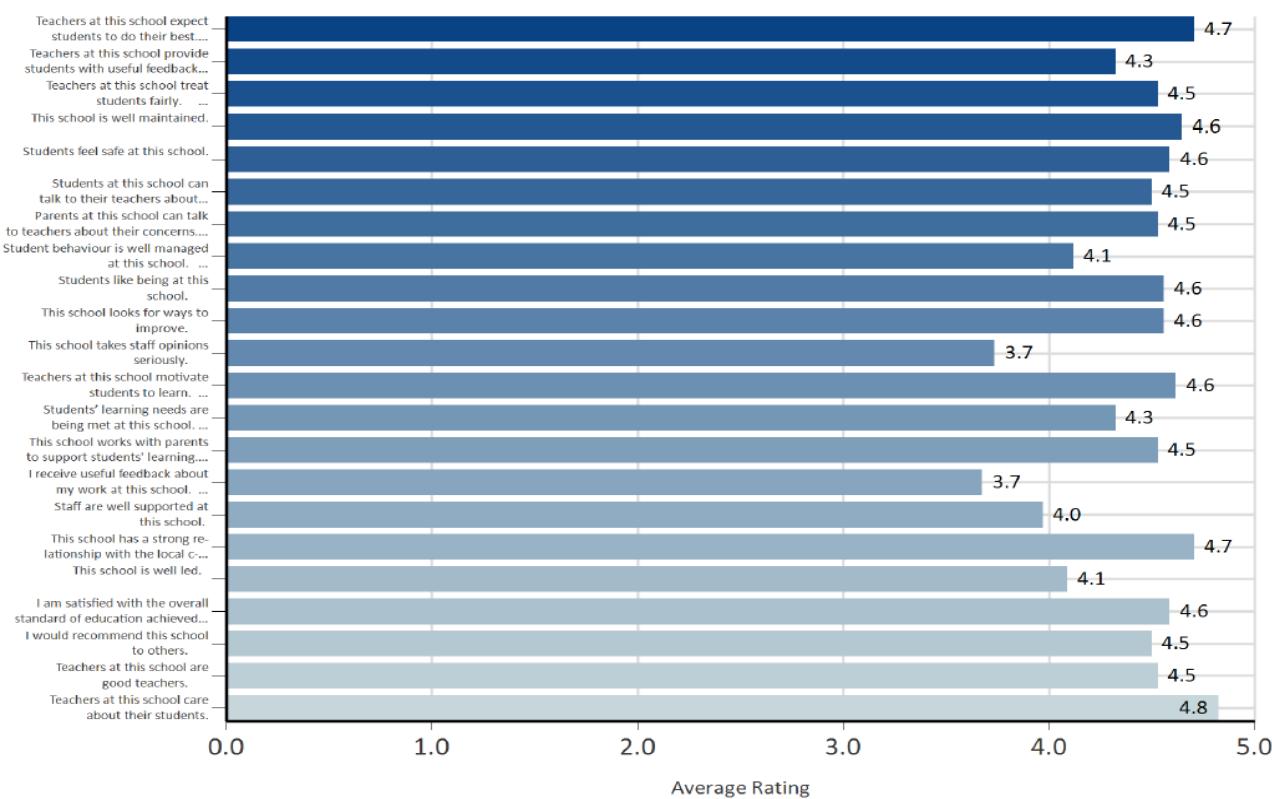
Note. Attendance data for 2020 is COVID-19 affected



School Parent Survey 2020



School Staff Survey 2020





Sustainability Review 2020

The Sustainability Committee started 2020 with the focus on reinvigorating the visibility of Sustainability at BCPS. We also wanted to further enhance teachers' ability to utilise Sustainability as a cross curricular priority. Due to the commitment of our staff, students and volunteer parents our many sustainability initiatives have continued.

We have continued with our whole school garden roster whereby each week a class maintains the Sustainable school garden; ensuring all students have ownership of this space. We started the year with professional learning for all staff around the school garden and garden duty practices; providing ideas for using the school garden with links to the curriculum. Throughout the year many classes have utilised the school garden to teach about Sustainability, enhancing subject areas such as Science and English. We were successful in obtaining a Landcare grant to further support the use of our school garden to teach students about Sustainability through curriculum linked activities and our afterschool garden club.

Throughout the year we allocated staff meeting time for Sustainability where ideas and resources were shared. We added Sustainability to the collaborative team agendas, creating conversation around Sustainability within collaborative teaching teams. Collaborative teams completed a Sustainable Schools WA reflection with the collated results indicating strengths in the areas of community and leadership and an area for growth being teaching and learning.

Across the school many classes have been involved in many incursions and excursions with a Sustainability focus, examples including the Year 6 Waterwise Experience, planting trees at Bannister Creek Reserve, Year 4 Nearer to Nature excursion at the CREEC, Year 6 representatives attending the Changing Your World Youth Conference *

Our Science curriculum leader has written regular columns in the newsletter this year to update the community on a variety of school and community Sustainability initiatives. Sustainability books in our school library have been audited and a variety of new and up to date books have been purchased to assist in teaching Sustainability concepts.

We had an overwhelming response to our afterschool garden club this year with so many students wishing to join, we created a second garden club group. Students have enjoyed meeting after school to grow, harvest and create meals and snacks from the garden to learn about sustainable gardening practices. Ongoing support and commitment from teachers and education assistants ensures this initiative continues.

We received a total of 1,300 tube stocks and seedlings from SERCUL and the City of Canning which were planted at Moort Boodja in July 2020. Many committed staff, students and parents have volunteered to help maintain this garden. It contains many varieties of bush tucker, native and medicinal plants. Throughout the year, many classes held lessons on environment and Noongar culture at Moort Boodja.





Specialist Curriculum Areas

Throughout the year the specialist team has continued to work closely together towards our shared goals for 2020. A4 information booklets were circulated at the start of the year in line with classroom meetings. With these was included a form seeking community members that may have expertise that might be called upon to support specialist curriculum areas. COVID saw many interruptions to our whole school events and the specialist team shifted focus quickly to creating curriculum aligned content that could be delivered to our students via distance education should the need arise. Ongoing restrictions into Term 2 impacted the extra curricular aspects of specialist programs as before and after school rehearsals and practice could not take place. Moving into 2021 the Specialist Curriculum Areas will continue to work towards lifting the profile of the specialist learning areas in the school, and further embedding processes for sharing information about students with special needs and extenuating circumstances.

Music

The schools Music program has had a challenging year in 2020 with performance opportunities for the school's choirs and band severely impacted. Students were excited to take part in a Celebration of Song Concert held at the Perth concert hall and hosted by the Massed Choir Festival in Term 4. An Art's showcase evening was also help for the first time as a way to provide performance opportunities for students who had not had the chance to do so this year. The schools Instrumental program dissolved this year. For much of 2020 only department employees were a loud on the school site meaning that our instrumental tutors could not come to the school to teach. The viability of this program moving forward will be assessed and funding options investigated further. The classroom music program has run throughout the year and has included Kindy and Pre Primary. This year Room 18 and Room 8 hosted a Music assembly for the first time sharing a scarf dance and xylophone piece. In 2021 it is hoped that students will be able to engage in more performance opportunities and the instrumental program will continue to grow with the addition of IMSS percussion in 2021.

Chinese

In 2020 the Chinese program has been able to continue with many of its usual activities in a modified format. In Term 1 students participated in the Chinese New Year Poster Competition coordinated by the Southern Hub Network of schools. The Chinese Mid-Autumn Festival at Stocklands Riverton again took place showcasing a variety work from our students. The Chinese Language Teachers Associations Chinese Language Writing Competition was participated in by many students from Bannister Creek. Many students at the school from years 3-6 entered the competition with 6 students selected to compete against other schools. Two students also attended the Australia China Friendship Society or WA's student award ceremony as Chinese Language Award recipients. The classroom program has continued from Pre Primary to year 6 with Pre Primary to year 5 now mandated by curriculum learning areas. 2020 also saw the introduction of Chinese Captains to the year 6 leadership group. In 2021 the Chinese Room will be turned into a classroom, as such preparations have begun to deliver the Chinese Language curriculum using fluid learning spaces.

Visual Art

Visual Art has experienced many successes given the circumstances of 2020. Although Harmony Day was cancelled in Term 1, a whole school Art installation was displayed and enjoyed by students and staff at the school. In Term 3 the visual arts program supported the Chinese languages program with a variety of art work for the Chinese Mid Autumn Festival. In 2020 we were fortunate enough to have Sharon Gregory visit the school on a number of occasions to provide culturally accurate perspectives to help inform practice in the Visual Arts classroom. As well as providing perspectives to inform classroom practice, Sharon worked closing with Marcia Hurae and our Balja Warkanin (query spelling) parents group to further progress the art instillation in Mort Boodja. As a result of collegiate relationships built at the school between Sharon and our educators, our students were invited to submit art work for inclusion in a



6 season noongar diary. Although many whole school events did not take place this year, themes such as NAIDOC and ANZAC were still covered across the school through Visual Arts. In 2021 the Visual Arts program will continue to seek opportunities to showcase students' work and look to strengthen sustainable practices. It will also look to build on exploration of 3D art media, exposing students to the full spectra of technique where possible.

Physical Education

Despite a disrupted year the Physical Education program within the school has still been able to run many of its whole school and inter school carnivals and events. We successfully held a school based Cross Country and Faction Athletics Carnival. As well as this our students participated in interschool Cross Country, interschool Athletics and interschool Basketball. The school was successful in bringing back the interschool Cross Country and athletics shields. In term 4 students also participated in the super 7s carnival with the Year 5 A Girls team winning their division. We were excited to welcome Arphi Paul to the physical education team in 2020, sharing the role with Prue Rowlands. In 2021 it is hoped that we will continue our strong school based athletics traditions and presence in the interschool space.





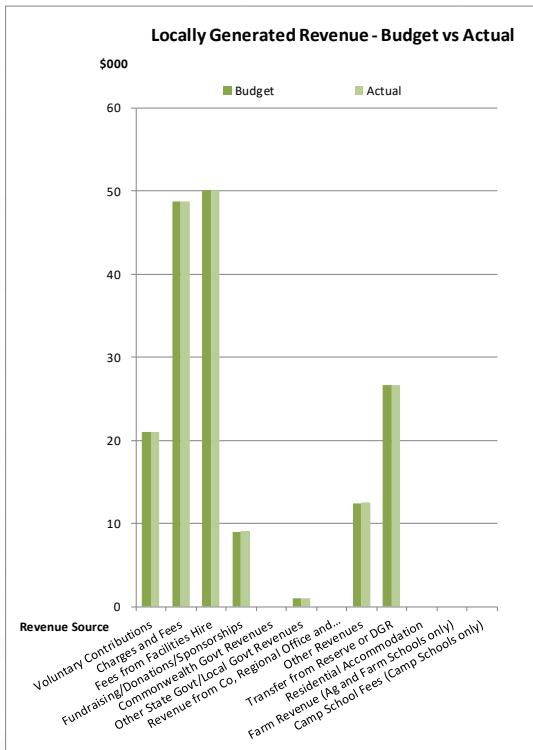
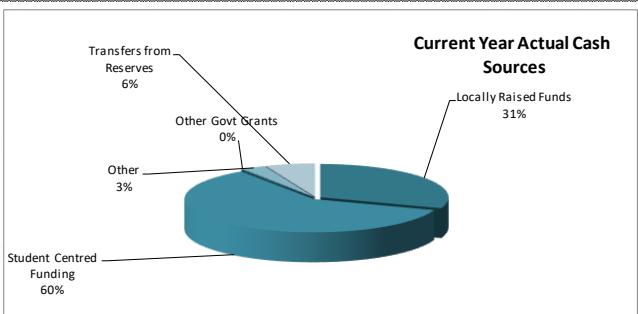
BANNISTER CREEK

Primary School

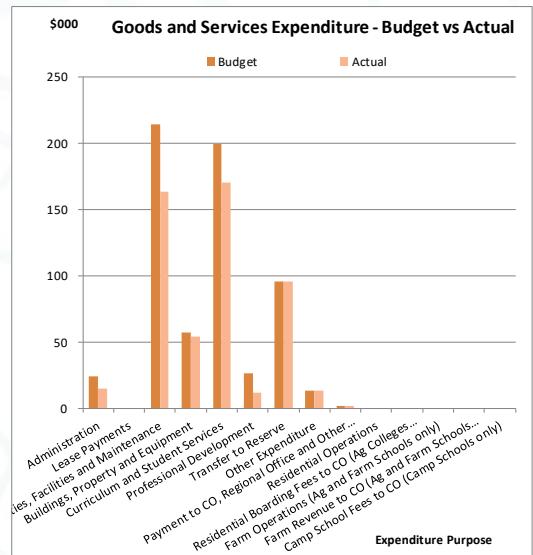
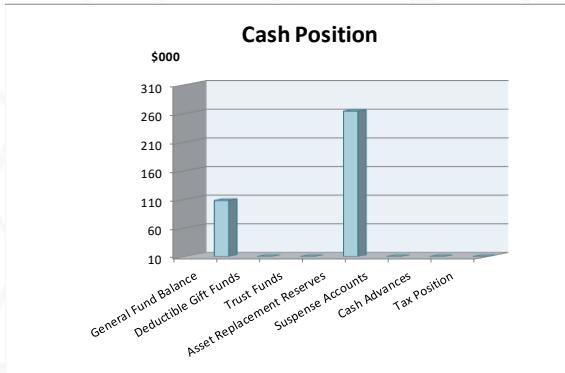
Bannister Creek Primary School

Financial Summary as at
31 December 2020

Revenue - Cash & Salary Allocation		Budget	Actual
1 Voluntary Contributions	\$ 21,065.00	\$ 21,065.00	
2 Charges and Fees	\$ 48,798.00	\$ 48,797.59	
3 Fees from Facilities Hire	\$ 50,100.00	\$ 50,100.00	
4 Fundraising/Donations/Sponsorships	\$ 9,047.00	\$ 9,052.30	
5 Commonwealth Govt Revenues	\$ -	\$ -	
6 Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00	
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -	
8 Other Revenues	\$ 12,410.00	\$ 12,508.61	
9 Transfer from Reserve or DGR	\$ 26,710.00	\$ 26,708.00	
10 Residential Accommodation	\$ -	\$ -	
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -	
12 Camp School Fees (Camp Schools only)	\$ -	\$ -	
Total Locally Raised Funds	\$ 169,130.00	\$ 169,231.50	
Opening Balance	\$ 207,015.00	\$ 207,015.11	
Student Centred Funding	\$ 255,379.00	\$ 255,378.73	
Total Cash Funds Available	\$ 631,524.00	\$ 631,625.34	
Total Salary Allocation	\$ -	\$ -	
Total Funds Available	\$ 631,524.00	\$ 631,625.34	



Expenditure - Cash and Salary		Budget	Actual
1 Administration	\$ 23,981.00	\$ 14,983.52	
2 Lease Payments	\$ -	\$ -	
3 Utilities, Facilities and Maintenance	\$ 213,789.00	\$ 163,275.58	
4 Buildings, Property and Equipment	\$ 56,773.00	\$ 53,772.57	
5 Curriculum and Student Services	\$ 199,292.00	\$ 170,185.45	
6 Professional Development	\$ 26,159.00	\$ 11,845.19	
7 Transfer to Reserve	\$ 95,511.00	\$ 95,511.00	
8 Other Expenditure	\$ 13,163.00	\$ 12,809.58	
9 Payment to CO, Regional Office and Other Schools	\$ 1,430.00	\$ 1,430.00	
10 Residential Operations	\$ -	\$ -	
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -	
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -	
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -	
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -	
Total Goods and Services Expenditure	\$ 630,098.00	\$ 523,812.89	
Total Forecast Salary Expenditure	\$ -	\$ -	
Total Expenditure	\$ 630,098.00	\$ 523,812.89	
Cash Budget Variance	\$ 1,426.00		



Cash Position as at:	
Bank Balance	\$ 368,611.53
Made up of:	\$ 107,812.45
1 General Fund Balance	\$ 107,812.45
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 263,768.86
5 Suspense Accounts	\$ 1,602.22
6 Cash Advances	\$ -
7 Tax Position	\$ (4,572.00)
Total Bank Balance	\$ 368,611.53