

A vibrant, abstract illustration of stylized human figures in various colors and patterns. The figures are rendered in a pop-art style with bold outlines and flat colors. One figure is purple with a white pattern, another is green and red striped, and another is blue with white dots. There are also musical notes, a watermelon slice, and a heart integrated into the design.

# ANNUAL REPORT 2021

## Bayswater Primary School

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# PRINCIPAL'S MESSAGE

2021 was our first year as an Independent Public School and has been another busy and successful year for Bayswater Primary School. We started the year with schools closed while the state was in lockdown. Fortunately, our worst fears did not eventuate and we managed to get through the rest of the year without any further major COVID disruptions.

The school continued to make tremendous progress with our NAPLAN results showing improvement in key areas and culminating in recognition from the Director General with a Certificate of Academic Excellence 2021. This celebrates the journey that the school has been on over the last few years and that our whole school programs continue to make a positive impact on student learning. Our focus on explicit teaching, improving pedagogy, using data effectively and putting in place our 'Tier Three' Intervention program is supporting this process.

We had a big year celebrating the arts in our school. Wakakirri, Western Australian Government Schools Music Society concert and even an appearance on Telethon. We had the Castaway exhibition and Laneway Artscape. We all need to be proud of our wonderful students and professional and hardworking staff who provide our students with these opportunities.

The school has significantly enhanced the physical and learning environment. The new solar power installation, air-conditioners, interactive whiteboards, new audio visual equipment in the undercover area, new basketball court, new classroom furniture, seating and swings on the oval have been some of the successful projects undertaken throughout the year. We are continuing to explore options to enclose the junior primary undercover area so that we can access the new laboratory science funding and we are beginning to draw in the expertise from the wider community to consider a master plan for expansion if student numbers increase. This is a very exciting development for Bayswater Primary School.

I would like to thank and acknowledge the incredible leadership demonstrated by our School Board Chair, Mrs. Helen Forte. She has extensive experience in governance, strategic planning, change management and stakeholder engagement. In terms of being the School Board chair, we couldn't have been better placed to access this sort of expertise. Thank you Mrs Forte for your invaluable contribution. We have also had significant support from all the staff and parents on the board. I would also like to acknowledge Mr Dan Bull (Bayswater Council) and Mrs Susan Main from Edith Cowan University. We are lucky to have this type of experience on our school board.

It was also an incredible year for our P & C. They successfully coordinated the community fete and raised substantial funds. There was significant support with the oval redevelopment, busy bees and National Tree Planting day. The school has continued to benefit from the passion and expertise from our parents for the ongoing sustainability focus that has helped to create the 'essence' of Bayswater Primary School.

Significantly I would like to commend and acknowledge our former principal, Mr. Craig Skinner. His leadership, expertise and professional knowledge has significantly assisted the school to plot a course of continual improvement and growth. His efforts, along with the enormous contribution from the staff and parents, has seen the profile and esteem of Bayswater Primary School rise in the eyes of the wider community. We all sincerely wish him the best in the next phase of his career.

We are all looking forward to a wonderful 2022.

Thank you

Paul Biemmi

## Our Vision

Inspiring every student to be responsible, respectful and resilient life-long learners, who engage in and contribute to their world.

### School Board Chair's Message

A key pillar of the Bayswater Primary School Business Plan is creating a safe, positive and supportive learning environment for students and staff. In 2021, significant investment was made in uplifting and maintaining the school facilities and grounds, with the support of the P&C, City of Bayswater, Department of Education and our local member Lisa Baker MLA we had solar panels installed, air conditioning upgrades, classroom makeovers and redevelopment of the oval. The School Board supported discussions on the establishment of a School Master Plan to optimise the physical environment and facilities by planning for future growth, addressing the age of existing assets and minimising our physical footprint. This is an ongoing piece of work.

The School continued to embed a whole of school approach to literacy and numeracy, including supporting ongoing staff development. In response to 2021 NAPLAN results, the School is trialling Spelling Mastery Program to strengthen performance in this area.

In recognition of the importance of mental health and wellbeing the School has provided students, families and staff with access to a school chaplain and psychologist. This has also provided additional support during another uncertain year with constant changes arising from the Covid-19 pandemic.

The School Board has continued to have strong representation from across the staff and parent bodies with five members from each group as well as two community members.

The School Board's focus for the year was supporting the implementation of the School Business Plan and ensuring achievement of the school vision "inspiring every student to be responsible, respectful and resilient life-long learners who engage in and contribute to their world" through reviewing school performance and strategic direction.

The Board would like to acknowledge the leadership and direction Mr. Craig Skinner provided over his three-year tenure, with an uplift in student performance and adoption of a whole of school approach to learning. The Board welcomes Mr. Paul Biemmi and looks forward to building on the strong foundations at Bayswater Primary School.

Helen Forte

School Board Chair

## Our Expectations

Respect for Self

Respect for Others

Respect for Learning

Respect for the Environment

## Our Context

Bayswater Primary School is a grand and historic school established in 1894. It has gone through a variety of modifications and additions to its buildings, but the essential character of the school remains; a focus on offering our students the very best education possible. In 2021 we commenced the year with 431 students; by the second semester, this had decreased to 422. Bayswater Primary School has 3.5% of students with Aboriginal heritage and 11% of students with a background language other than English. These nationalities include Greek, Hindi, Malaysian, Moroccan, Pakistani, Filipinos, Sri-Lankan and Thai. Many students were born in Australia to parents with a language background other than English. The school had a full year of being an Independent Public School, and this has been reflected in the staffing profile and selection of staff who reflect the values and aspirations of the school.

The school has an active P&C who have supported several funding projects. In particular, the school has a strong sustainability focus, with parents and community members actively engaging in promoting this element throughout the school.

## 2021 School Destination of the 2020 student cohort

	Male	Female	Total
John Forrest Secondary College	4	10	14
Mount Lawley Senior High School	2	5	7
Belmont City College	1		1
Bob Hawke College		1	1
Churchlands Senior High School	1		1
John Curtin College of The Arts		1	1
John Septimus Roe Anglican Community School		1	1
Methodist Ladies College		1	1
			27

The majority of Bayswater Primary School elected to attend a public government school. Most students enrolled in the local high school, John Forrest Secondary College. Other students took up the option of some of the specialist programs in other government schools.

## Successful Students

### NAPLAN Comparative Performance Summary

	Year 3			Year 5		
	2018	2019	2021	2018	2019	2021
Numeracy	-1.5	0.6	0.5	-2.0	1.2	0.7
Reading	-0.8	0.9	-0.2	-1.3	1.4	0.9
Writing	-1.0	-0.1	-0.5	-2.2	-0.4	1.1
Spelling	-2.7	-0.4	-0.8	-1.7	0.4	1.0
Grammar & Punctuation	-1.5	1.3	0.2	-1.2	0.5	1.8

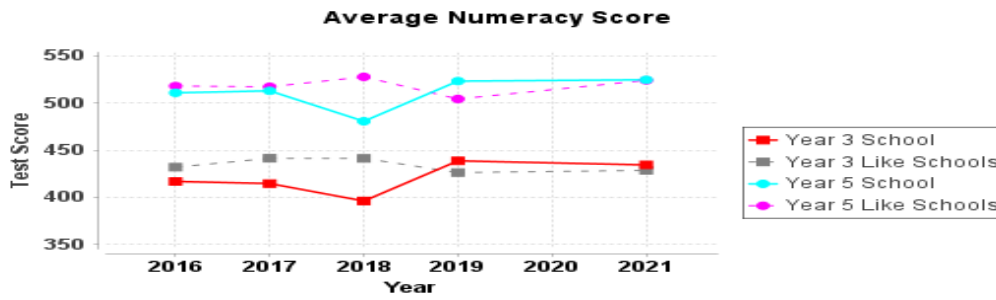
The comparative data has highlighted the positive improvement that the school has experienced since 2018. The school has achieved above the expected school mean in Year 5 writing, spelling and grammar/punctuation. Year 3 numeracy was as expected of the predicted school mean. Year 3 spelling has indicated that the predicted mean was on the lower end of expectations. Over the last three years, the school has moved to streamline its programs and ensure that whole school approaches are adopted which reflect the explicit teaching model.

The tables below will be comparing Bayswater Primary School with their 'like schools'. 'Like schools' are determined by the 'Index of Community Social-Educational Advantage'. (ICSEA). This rating provides an indication of the socio-educational background of the students.

### Numeracy

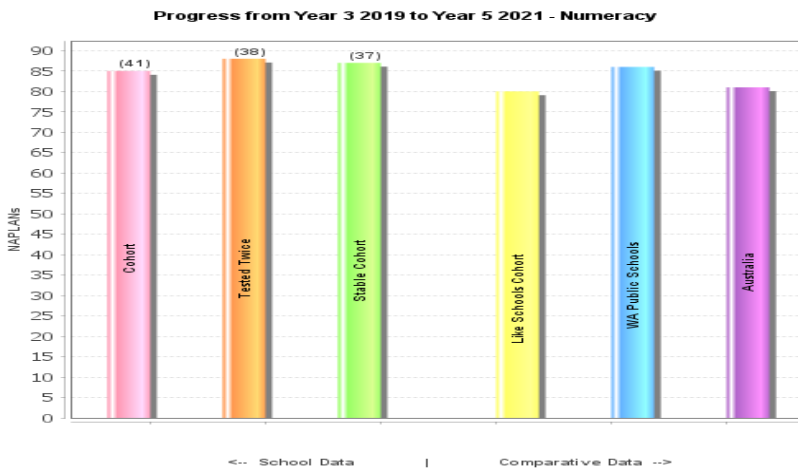
WA Public Schools	Year 3 Numeracy					
	School			Like Schools		
	2018	2019	2021	2018	2019	2021
Top 20%	17%	37%	38%	34%	28%	32%
Middle 60%	58%	53%	61%	57%	62%	59%
Bottom 20%	25%	10%	2%	8%	10%	9%

WA Public Schools	Year 5 Numeracy					
	School			Like Schools		
	2018	2019	2021	2018	2019	2021
Top 20%	18%	36%	39%	40%	26%	36%
Middle 60%	60%	55%	56%	55%	62%	58%
Bottom 20%	23%	9%	5%	6%	12%	6%



The school has performed soundly compared to ‘like schools’ in Year 3 and Year 5 mathematics. Across the norm curve, the school has achieved similar results to ‘like schools’.

With a Year 3 mean of 434, this was better than the National Mean (403) and ‘like school’ mean (428). In Year 5., the school mean (524) was very close to the ‘like school mean’ (523) and better than the ‘national mean’ (495). Overall, mathematics is progressing satisfactorily at Bayswater PS.



This graph highlights the progress made by the Year 3 (2019) to Year 5 (2021) cohort. The ‘stable’ cohort achieved a better result than the other comparative groups. This is a positive result for Bayswater PS.

## Targets

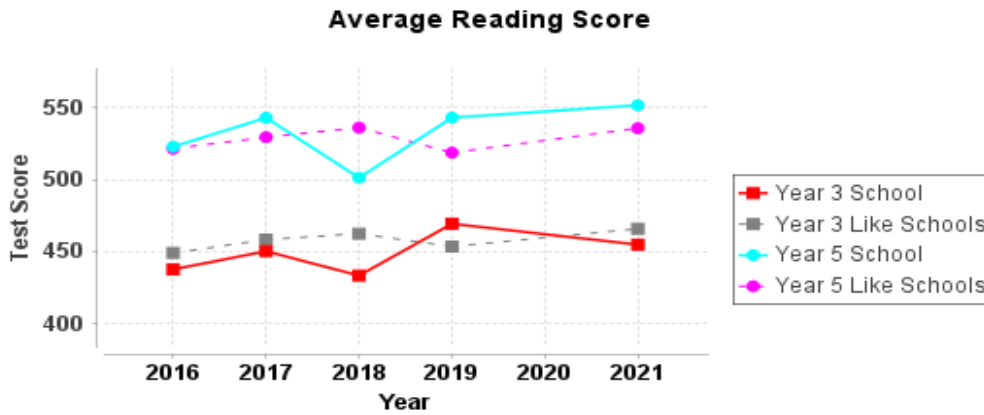
The percentage of Year 3 students performing in Band 5 and above in numeracy will be at or above Like Schools by 2021. **Achieved- School (54%), Like Schools (49%)**

The percentage of Year 5 students performing in Band 7 and above in numeracy will be at or above Like Schools by 2021. **Nearly Achieved- School (51%), Like Schools (56%)**

## Reading

WA Public Schools	Year 3 Reading					
	Bayswater Primary School			Like Schools		
	2018	2019	2021	2018	2019	2021
Top 20%	26%	36%	23%	33%	29%	34%
Middle 60%	57%	56%	68%	60%	61%	59%
Bottom 20%	17%	8%	9%	7%	10%	8%

WA Public Schools	Year 5 Reading					
	Bayswater Primary School			Like Schools		
	2018	2019	2021	2018	2019	2021
Top 20%	26%	46%	44%	36%	28%	35%
Middle 60%	51%	43%	49%	56%	61%	57%
Bottom 20%	23%	11%	7%	8%	11%	8%

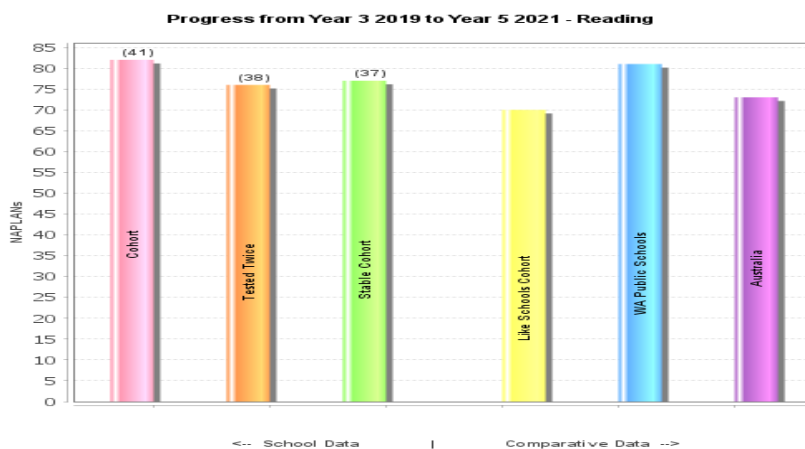


Year 3 reading results indicate that there are more students in the 'Middle 60%' than in 'like schools'. There is also a lower percentage of students in the 'Top 20%' than 'like schools'. Year 5 results indicate that Bayswater PS has more students represented in the TOP 20% than 'like schools'. This is a positive result.

With a Year 3 mean of 455, this is lower than 'like schools' (466) but higher than the national mean (437).

In Year 5, the school mean (551) is higher than both the 'like schools' mean (535) and the national mean (512). Overall, reading is progressing steadily at Bayswater PS.

There is a focus on refining the literacy approaches in the early childhood and junior primary classrooms to ensure that evidence-based programs reflect the science of reading and embedding the explicit approach in teaching phonics and phonemic awareness.



This graph highlights the progress made by the Year 3 (2019) to Year 5 (2021) cohort in reading. The overall cohort achieved a better result than 'like schools' and Australian schools. Interestingly, the result was similar to WA Public Schools. Overall this is a positive result for Bayswater Primary School.



## Targets

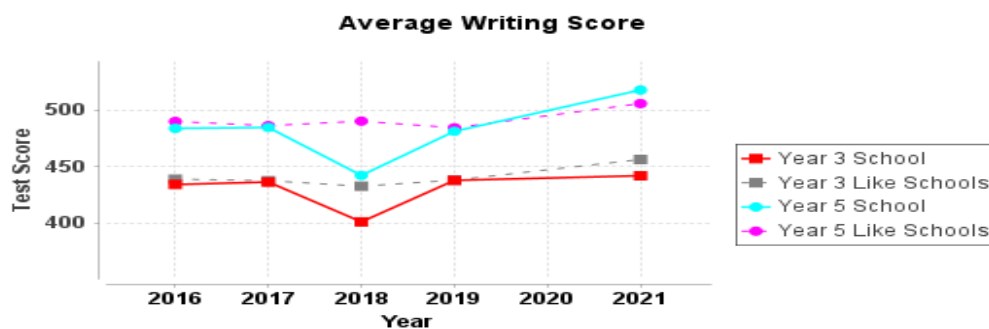
The percentage of Year 3 students performing in Band 5 and above in reading will be at or above 'like schools' in 2021. **Nearly achieved- School (66) Like Schools (69%)**

The percentage of Year 5 students performing in Band 7 and above in reading will be at or above 'like schools' in 2021. **Achieved- School- 66%, Like Schools (56%)**

## Writing

WA Public Schools	Year 3 Writing					
	Bayswater Primary School			Like Schools		
	2018	2019	2021	2018	2019	2021
Top 20%	13%	28%	19%	25%	23%	35%
Middle 60%	77%	62%	74%	70%	69%	58%
Bottom 20%	9%	10%	7%	5%	8%	7%

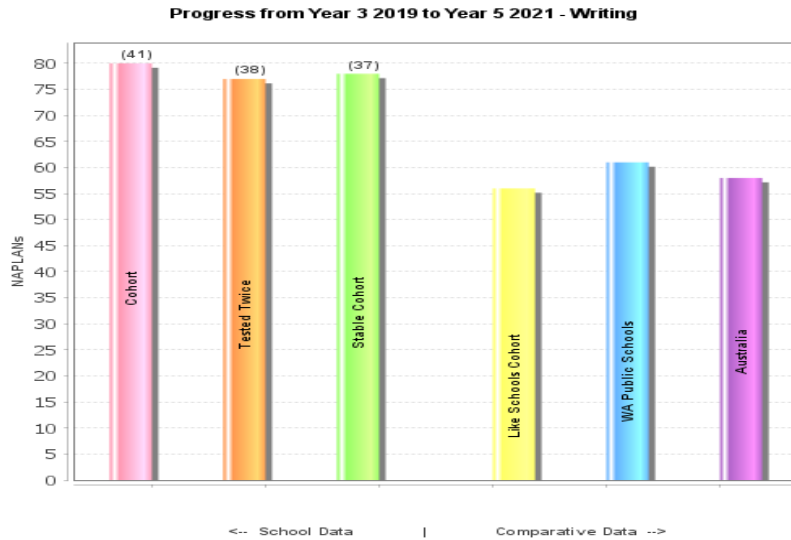
WA Public Schools	Year 5 Writing					
	Bayswater Primary School			Like Schools		
	2018	2019	2021	2018	2019	2021
Top 20%	5%	29%	49%	30%	23%	35%
Middle 60%	74%	50%	41%	61%	67%	55%
Bottom 20%	21%	21%	10%	9%	10%	11%



Year 3 writing results indicate that there are fewer students represented in the 'TOP 20%' than 'like schools'. The majority of our students seem to be represented in the 'Middle 60%'. These results provide an opportunity for case managing a targeted group of students to move into the 'TOP 20%'. The use of Brightpath is a valuable tool for monitoring these students.

Year 5 writing results indicate that this cohort of students is performing soundly. Having more students in the 'TOP 20%' than 'Like Schools' is a very positive result.

While the Year 3 writing means seem to be tracking 'like school' results, the Year 5 trajectory seems to highlight an upward trend. Overall, the school's performance in writing is sound.



The progress made in writing is very pleasing. All of the subcategories at Baywater Primary School performed better than the comparative groups. This is a sound result.

## Target

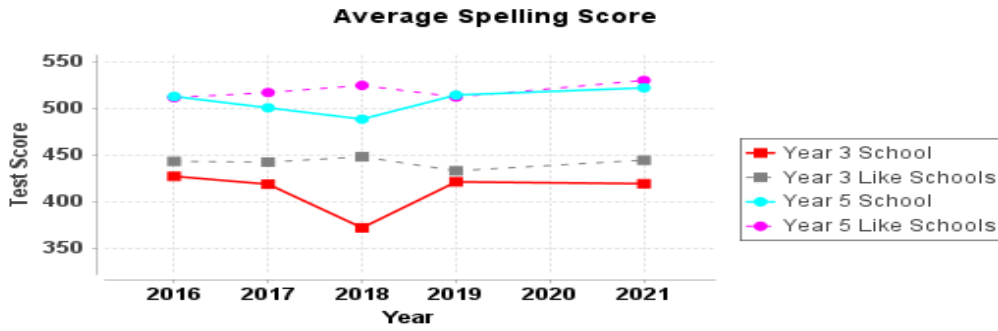
The percentage of Year 3 students performing in Band 5 and above in writing will be equal to or above Like Schools in 2021. **Not achieved- School (63%) Like Schools (77%)**

The percentage of students performing in Band 7 and above in writing will be equal to or above Like Schools in 2021. **Achieved -School (49%), Like Schools-(34%)**

## Spelling

WA Public Schools	Year 3 Spelling					
	Bayswater Primary School			Like Schools		
	2018	2019	2021	2018	2019	2021
<b>Top 20%</b>	11%	20%	16%	32%	26%	31%
<b>Middle 60%</b>	47%	63%	68%	59%	63%	60%
<b>Bottom 20%</b>	42%	16%	16%	10%	11%	9%

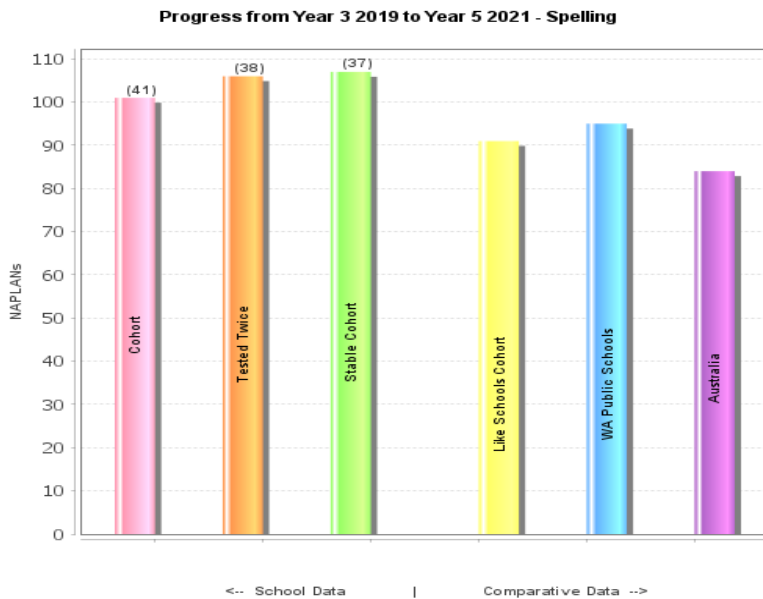
WA Public Schools	Year 5 Spelling					
	Bayswater Primary School			Like Schools		
	2018	2019	2021	2018	2019	2021
<b>Top 20%</b>	20%	26%	27%	34%	28%	30%
<b>Middle 60%</b>	60%	54%	63%	58%	57%	61%
<b>Bottom 20%</b>	20%	20%	10%	8%	15%	10%



Year 3 spelling results continue to demonstrate that the majority of students are in the ‘Middle 60%’ band. Students in the ‘TOP 20%’ are lower than ‘like schools’ and do not reflect the normal distribution. Year 5 spelling results have been pleasing and demonstrate a significant improvement. Comparing the Year 3 2019 ‘Bottom 20%’ result with the Year 5 ‘Bottom 20%’ result (this is the same cohort of students) shows a 6% decrease in this area. This result is a very positive development. The ‘Top 20%’ result is slightly lower than ‘like schools’, but it is higher than the normal distribution curve.

The Year 3 mean (419) is lower than both the ‘like schools’ (444) and national school means (421). According to the longitudinal data, this is a significant trend and highlights that the school has been performing below ‘like schools’ since 2016. The Year 5 spelling means indicate that the school (522) is slightly below that of ‘like schools’ (529) but higher than the national school means (505).

The school will be consolidating the school’s scope and sequence in the K-6 year levels and implementing a Spelling Mastery program to consolidate spelling concepts in the Year 1-6.



Once again, the progress demonstrated by our students is very pleasing. All of the subcategories performed soundly compared to the comparative groups. In particular, the progress made by the stable cohort indicates that the consistent approach of our whole school programs is having a positive impact.

### Target

The percentage of Year 3 students performing in Band 5 and above in spelling will be at or above like schools by 2021. **Not Achieved -School (50%), Like Schools (60%)**

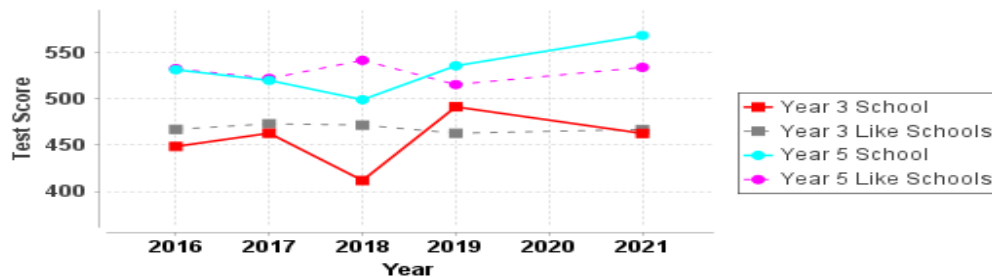
The percentage of Year 5 students performing in Band 7 and above in spelling will be at or above like schools by 2021. **Not achieved – School (49%) Like Schools (54%)**

## Grammar and Punctuation

WA Public Schools	Year 3 Grammar & Punctuation					
	Bayswater Primary School			Like Schools		
	2018	2019	2021	2018	2019	2021
Top 20%	19%	49%	45%	32%	32%	37%
Middle 60%	62%	43%	45%	62%	58%	55%
Bottom 20%	19%	8%	11%	7%	11%	8%

WA Public Schools	Year 5 Grammar & Punctuation					
	Bayswater Primary School			Like Schools		
	2018	2019	2021	2018	2019	2021
Top 20%	18%	37%	59%	34%	29%	34%
Middle 60%	68%	54%	34%	58%	60%	58%
Bottom 20%	15%	9%	7%	8%	11%	8%

**Average Grammar & Punctuation Score**

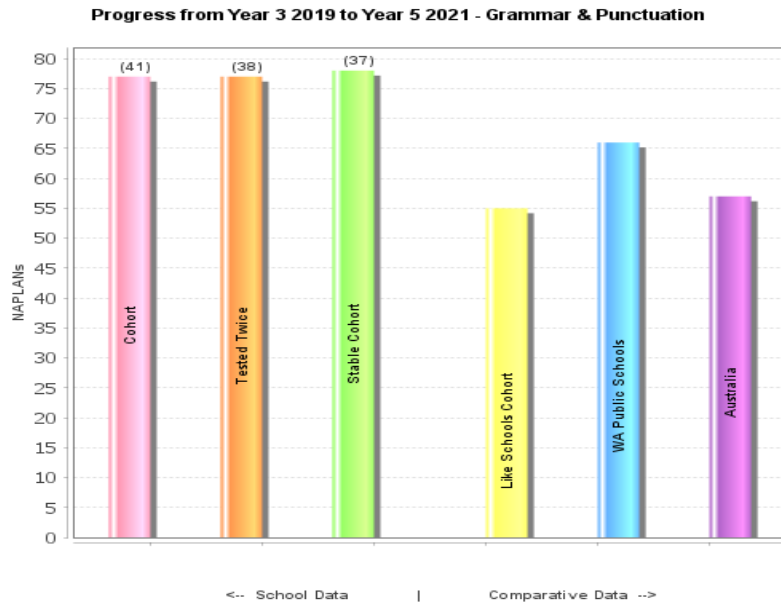


Year 3 'punctuation/grammar' results are very solid. Our students outperformed 'like schools' in the 'Middle 60%' and 'Top 20%' bands. Further analysis will determine the students in the 'Bottom 20%' and the test items which caused students some difficulties. Year 5 results were again very positive compared to 'like schools'. These 'Top 20%' results were almost double that of 'like school' results. Again, the school's Bottom 20% was similar to 'like schools'.

Year 3 mean results (462) were near the 'Like School' results (467), both being well ahead of National School results. (433).

Year 5 mean scores (568) were overwhelmingly higher than both 'Like Schools' (533) and National Schools (503). This is a very positive result.

Overall, most students at Bayswater PS are performing soundly in 'punctuation and grammar'.



Bayswater Primary School has demonstrated that the progress made in punctuation and grammar has been very pleasing. Our school performed soundly against 'like schools', WA public schools and Australian schools. This clearly demonstrates that our explicit instruction approach is having a positive impact on the learning outcomes of our students.

## Targets

The percentage of Year 3 students performing in Band 5 and above in punctuation and grammar will be at or above Like Schools by 2021. **Achieved- School (68%), Like Schools (57%)**

The percentage of Year 5 students performing in Band 7 and above in punctuation and grammar will be at or above Like Schools by 2021. **Achieved- School (78%), Like Schools (49%)**

## Teaching

2021 was a busy year for the school's Curriculum Committee. Overall, we held eight general meetings and one special meeting across the four terms of the year.

Here are some of the achievements, discussions and ongoing decisions (in order):

- Reviewed Origo maths resources and delivered professional learning on effective use of the program for 2021.
- Audited and reviewed our reading resources for 2021, including home readers and class books.
- Upskilled staff on level benchmark tests and phonological awareness.
- Reviewed and trialled the implementation of Brightpath Math assessments across the school.
- Set assessment schedule for 2021 and 2022 in Brightpath.
- Added Tier 3 reading, writing protocols and Brightpath assessment to school data forms.
- Organised professional learning from Susan Maine and the Language Development Centre.
- Set reporting guidelines for Semester 1.
- Implemented professional learning on Brightpath assisted marking for Semester 1
- Reviewed and improved the English Operational plan
- Reviewed and improved Numeracy Operational plan
- Audited and improved ICT resources across the school (Ipads, Apps, Laptops)
- Reviewed and assessed new reading assessments to align with the 'Science of Reading'.
- Sourced and reviewed the effectiveness of Prime Maths to be implemented in 2022.
- Reviewed all actions on 2021 budgets in all learning areas. Assigned new cost centre managers.
- Assisted in the development of a scope and sequence framework for literacy and numeracy in 2022.
- Implemented the 'Centre for Excellence' plan, and phonics scope and sequence.
- Recommended a trial of 'Spelling Mastery' to improve spelling results.

Many of these actions will carry over to the committee in 2022, where there will be a new committee leader as I have fulfilled my 3-year tenure.

Brian Hounsell

## Explicit Instruction Model- Centre of Excellence in Teaching

In 2018, Bayswater PS successfully applied and was granted entry into round three of the Centre of Excellence Internship Program to support the implementation of the explicit instructional model. The school had begun to experiment with explicit instruction; developing learning intentions, success criteria's and the 'I do, we do, you do, plenary' structure during lessons.

Most staff then attended several professional learning workshops outlining the importance of explicit instruction and daily reviews – in particular, for literacy and mathematics. A team (Champions) was created and led by a teacher leader (Intern) who accessed the professional learning from Curtin University. This involved trialing strategies, refining the approaches, presenting to the literacy committee and then to the whole staff.

The 'champions' provided support, mentoring and demonstration lessons. These teachers created resources for the early childhood following the 'reading hierarchy' and even videos on the school's CONNECT page. Teachers were encouraged to invite the Intern (teacher leader) to provide feedback on the instructional model. This process is still developing.

Staff feedback during surveys indicated that teachers were beginning to feel confident with the structure, engagement strategies and the support that was provided. The committee had developed a K-6 phonics scope and sequence which had a synthetic phonics approach.

In 2022, the goal will be to revise the action plan, ensure that the implementation of the K-6 phonics scope and sequence is sufficiently embedded in all classrooms and that the basic structure of the explicit instructional model is consolidated and reinforced so that all teachers are achieving success with their students.

Dayna Te Huia- Centre of Excellence in Teaching Intern.

## Early Childhood

We started 2021 with our popular Welcome Picnic in week 6. This event is an opportunity for Kindy and Pre-primary families to share a picnic dinner and meet new families. Building community relationship is the cornerstone of our program and helps children and families to immerse in the Early Years Learning Program principles of "Belonging, Being and Becoming."

Our Pre-Primary students completed the 'On-Entry' assessment in Term One to give staff data about the literacy and numeracy skills and understandings of our students. We continued our trend of performing above state averages in all areas, including speaking and listening, reading, writing and mathematics.



At the beginning of the year, we assess our Kindergarten students using an innovative, benchmarked assessment program called CUBED Narrative Listening Measure. Students are assessed on their ability to re-tell a story, answer comprehension questions and their vocabulary and grammar. This assessment identifies the direction for our programs. Our oral language program develops the skills to build strong literacy skills. In 2021 student assessment showed that students sit mostly at benchmark with a percentage at moderate and high risk. At the end of the year, and with exposure to our Oral Language Program, 70 % of our students moved to the advanced percentile at the end of year assessment.

As a staff, we have worked towards increasing our knowledge of the Aboriginal Cultural Standards and building experiences in our classrooms to promote greater respect for our First Nations people. The students participated in NAIDOC and Reconciliation Day activities within the Kindy and Pre-primary classrooms. We have included an 'Acknowledgment to Country' in the Kindy classrooms at the start of each day. The students helped to come up with words and actions.

As part of our school athletics carnival, the early childhood students highlighted their Fundamental Movement Skills to participate in a Mini Olympics. Much fun was had by students and families who came to see their children. This fundraiser raised an impressive \$3000, which will be used to replace a sandpit to soft fall as part of a future upgrade for the outdoor play and learning area.

Nerina Patroni- ECE Phase Leader

## Aboriginal Cultural Standards Framework -Towards a more culturally responsive school

Bayswater Primary School is implementing the Department of Education's Aboriginal Cultural Standards Framework and moving towards becoming more culturally responsive by building collaborative relationships with Aboriginal families and communities; building on Aboriginal knowledge, skills and experience, and creating welcoming and supportive learning environments.



This year, Aboriginal students and their families worked with Whadjuk artist Julianne Wade to create a community canvas for Reconciliation Week, which is displayed in the school library. K-6 students participated in a range of activities on the theme of "Heal Country, Heal our Nation" for NAIDOC Week, including a Water Corporation workshop on Water in Aboriginal Culture. With the generous support of the P&C, K-6 students attended performances of Bilya Kaatijin (Fresh Water Knowledge in Noongar) by Yirra Yaakin Theatre Company.

The Year 5 and 6 students participated in the Blanket Activity incursion. This interactive learning experience explored the relationship between Aboriginal and non-Aboriginal people in Australia. The students gained tremendous insight and awareness of the plight of Aboriginal people throughout modern Australian history. Aboriginal Support Coordinators Charmaine Climo and Renarta Coyle presented this workshop to our students.

Margaret Wilson- Coordinator

## Dance and Drama

In 2021 the Dance and Drama program at Bayswater Primary School continued to grow after its development in 2020. In its second year, the program saw students from Years 1-6 attending weekly classes, with a focus on Drama in Semester One and Dance in Semester Two. In these classes, students focus on developing an understanding of the elements of both Drama and Dance and how they can incorporate these into their performances and creative processes. Last year, Drama and Dance contained a focus on the creation and performance of various mediums. Students worked with both scripted and improvised drama to develop performances for their peers. In Semester Two, they collaborated to create and learn a choreographed piece for the End of Year Concert.



As part of the Dance program at Bayswater Primary School, we offer an extracurricular Dance Performance Troupe. In 2021 Troupe consisted of 60 members across Year 4-6. The focus of the Dance Troupe for the year was their involvement in the Wakakirri Schools Festival. The Wakakirri Primary Challenge aims to teach primary school-aged students about themselves and others through the creating and sharing of stories and by this process develop students' educational outcomes, well-being, and community awareness. The students worked tirelessly to assist in the development and refining of a piece entitled "The Second Chance Toy Store(y)".

Bayswater was fortunate to receive many Excellence Awards, including "Best Teamwork" and "Best Create Use of the Signature Item". Within the WA region, we were also awarded the "Outstanding Celebration Story Award" and invited back to perform for the finals performance night. Additionally, the Dance Troupe participated in a Shared Schools Performance, where they were able to perform for, and view, several other school's Dance Troupes in our local area.



## Physical Education

What a brilliant year it was for Baywater Primary in 2021. Baysie started off with a rather disgruntled start with having the first week off due to COVID protocols. Once this was out the way, students embarked on a 5-week cricket program with Year 11 & 12's from SEDA cricket coming in the later stages of the program to help run a big gala day. From here, we then transitioned into swimming lessons, leading up to the annual swimming carnival held later in the term in which Red faction was the winning team.

Term 2 followed a Soccer and Netball program where our 'Sporting Schools Grant' was used to get 2 respective coaches to run several day clinics and to purchase brand new equipment for both programs. Year 5 and 6 students participated in Friday Interschool sports where they represented the school in either Netball, Soccer or Football. Later in the term, students participated in the annual faction cross country, held at school and Frank Drago Reserve. The rigorous efforts of students in the Yellow faction saw them come out on top for this one. Selected students then participated in the interschool cross country, held at Guilford Primary in Week 7.



Bayswater PS was named champions in the Swan Division, a feat that the school has not achieved in over 25 years, a phenomenal effort.

Term 3, as always, is a highly anticipated time for BPS students, with the faction athletics carnival held in week 7. In the lead-up to the event, students practised their respective events in their physical education lessons and weekly faction practice. Collective efforts from the community, P & C, staff and students allowed the carnival to run very smoothly and had a fantastic atmosphere. The day finished with Red Faction, the overall champions. In Week 10, we had 60 students represent the school at the Swan River Schools Interschool Carnival, held at Steel Blue Oval, where our young athletes displayed outstanding sportsmanship, composure and courage. I could not be prouder of the team's efforts and was symbolised by winning the team games shield out of 5 different schools.



With a jam-packed year in physical education, Term 4 allowed the 2021 program to finish off in a smooth fashion. We began with a tennis program, spanning most of the term and finished off with a few weeks' worth of the school's favourite game, "Dinosaur Eggs". Overall, the year was very productive, and students are to be very proud of their sporting efforts as they set themselves to a very high standard and with that came some great individual and school success. With what 2021 had installed, I cannot wait to see what surprises we have coming up for 2022.

Jesse Doney- Physical Education Specialist

## Languages

In 2021, students in Years One to Six had weekly Italian language lessons. The aims of the Languages learning area, focused on teaching students the skills to learn another language and increase their understanding of their first language. Whole school approaches continued to be implemented in the Languages learning area such as beginning lessons with a warm-up and following the Bayswater teaching model. Last year staff received training in the use of new curriculum support materials to further improve learning outcomes.



The Languages program continued to promote cultural understanding. In 2021 students participated in Italian cultural activities such as making costumes for an Italian celebration and cooking. Students performed Italian songs at the end of year concert. A large range of Italian language story books and bilingual non-fiction books were purchased for students to borrow from the library.

Lucy Pearson –Languages Specialist

## Music

In 2021 the Music program at Bayswater Primary continued to evolve. I continued the ukulele program for Years 4-6 and the xylophone program for Years 1-3. This was the third year since Bayswater acquired the class set of ukuleles (2019), as evidenced by an improvement in the skill levels demonstrated by the Year 6 students. The classroom music program focuses on progressing students through the music taxonomy of imitation, play from memory, play by ear, improvisation and reading. Students worked collaboratively in Term 4 to rehearse and perform whole class items for the end of year concert.

The extracurricular music program at Bayswater focuses on creating, rehearsing and working collaboratively to perform at a high level. The program has grown each year since 2018. In 2018 Bayswater Primary had a senior choir of 26 students and a junior choir of 10 and very few performance opportunities. In 2021 Bayswater had a senior choir program of 55 students, a junior choir program of 30 consistent attendees, and a band program of 13 students (from over 30 auditions). The senior choir and band performed at WAGSMS, the school fete, the performing arts assembly and pop-up concerts at the end of the year. The senior choir were invited to perform on live television at Telethon. The Junior Choir focuses on students having fun and getting involved in singing, dancing and performing. The junior choir performed once a term at lunchtimes and assemblies.

Mitchell Shaw- Music specialist

## Relationships

The highlight for our school over the course of the '2018-2021 Business Plan' was the school's success in achieving Independent Public School status. This achievement came about due to the school working closely with the School Council and other stakeholders to present a positive vision of the school and to utilise the opportunity to empower the community to drive our improvement agenda. The status of the School Board is ever-increasing brought about by the work that the School Board has made to promote its role and extend links to the community. There has been an effort to create partnerships with the City of Bayswater and Edith Cowan University. The school continues to implement multiple modes of communication and has introduced Microsoft Sway as the new communication tool for our newsletters. This initiative is proving to be very successful. In 2021, the school accessed external providers, Humanlink, to support the school in creating a positive culture. One of the strategies involved professional learning for the executive team and staff to understand staff dynamics and develop opportunities to work cohesively as a team. This initiative has been positively received by the staff. In 2022, the focus will be to build our external partnerships to further improve our expertise and access additional resources to continue to support student learning and enrich the learning environment.

## Learning Environment

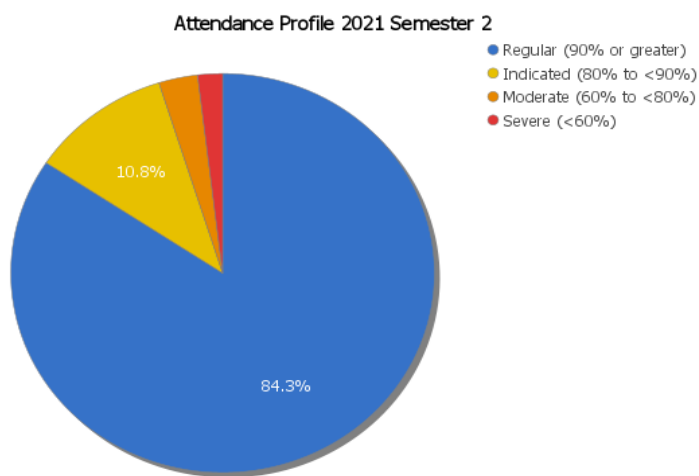
The school has continued to promote a sense of belonging by involving students in multiple projects across the school. The murals around the school are an example of this approach. The school has used the 'Social and Emotional Wellbeing' Survey to determine the areas of focus and to identify cohorts of students to

consider whole-school intervention. Teachers use 'Highway Heroes' as a socio-emotion learning program to support playground resilience and social skills. The school is implementing a comprehensive referral process for students exhibiting difficulties in cognitive, social or emotional attainment. This intervention by the 'Students Services Team' could include tier three strategies implemented by the school psychologist, chaplain Aboriginal and Indigenous Education Officer.

In 2022, the school will review our 'Positive Behaviour Plan' and revise our 'Good Standing' policy so that it is well understood by students, staff and students.

## Attendance

The overall attendance rate for Bayswater Primary School was 93.1% in Semester 2 in 2021. The overall attendance for 'Like schools' was 93.6%.



Below is a table which compares the categories of attendance against 'like schools'.

	Regular	Indicated	Moderate	Severe
Bayswater PS	84%	11%	2%	2%
Like Schools	81%	15%	3%	1%

Overall Bayswater PS's attendance rates compares favourably against 'like schools' in all the categories except for the severe category. Overall this is a positive result for Bayswater Primary School.

## Well-being

2021 was a busy year for the Wellbeing Committee. In its second year, the committee ensured the health and well-being of students, families and staff were prioritised.

### Students

We used the Social and Emotional Well-being (SEW) assessment to assess student well-being and create targets for the Wellbeing Operational Plan. The SEW assessment highlighted areas of concern in cohorts of students, and we were able to use existing programs such as the school chaplain, school psychologist and external agencies to target these areas.

- The physical education teacher organised a lunchtime group for boys who were struggling to regulate their behaviours.
- The school chaplain coordinated small group sessions.
- The school psychologist ran lunchtime sessions for those identified as struggling with anxiety.
- Teachers were informed of areas of concern within their year level and were able to target lessons around these areas.



We established values vouchers and 'Aussie of the Month' to acknowledge students who demonstrated our school values.

We provided a range of special programs to promote inclusivity and extend student learning

- Weekly breakfast club
- Dance, drama and music clubs and groups

We actively promoted an inclusive learning environment by acknowledging and celebrating the diversity of learners in our classroom.

- Harmony Day wall of hands created
- Days such as RUOK Day, Reconciliation Week, NAIDOC Day and Autism Awareness Week were acknowledged, and activities were incorporated into classroom learning.



### Staff

We established some regular events designed to strengthen a well-being culture in our school and workplace. These events included;

- establishing a Wellbeing Board in the staff room,
- RUOK staff breakfast,
- staff events such as lawn bowls and a staff item at the end of year concert and
- trauma-informed professional learning facilitated by the school psychologist.

We will be finalising our Well-being Operational Plan in 2022, ensuring a clear direction and focus relevant to our students, community, and staff.

Kristy Hamilton

## Leadership

The school was able to resource sufficient time to enable key leaders to undertake some additional responsibilities throughout the school. This strategy provided experiences outside the classroom and

developed additional skills. The school also revised our staff meeting structure to enable two 'phase of learning' (POL) meetings a term which created opportunities for staff to be empowered to implement the operational plans according to the developmental needs of the students. Coaching and mentoring were undertaken to support staff with implementing key elements of the explicit instructional model in the school. The school's 'Professional Recognition Process' made clear links to classroom data and improvement targets to support the incremental learning for students. Staff skills were enhanced during the disciplined dialogue process. Overall, the school achieved considerable success in this area by putting in the structures that supported the development of staff to improve student learning.

## Resources

The school has worked hard to create safe, orderly and engaging environments that promote creativity and opportunities to learn.

The school has created a well-being focus that encompasses students, staff and the wider community. By utilising the 'Socio and emotional Survey', the school has collected baseline data and considered a focus for different cohorts of students. This focus will be part of the 'Operational Plan' in 2022. There has been a targeted approach to effectively manage attendance and punctuality. This has been achieved by creating a partnership with the parents and accessing external support to build a sense of belonging in the school.

To improve the learning environment, there has been a concentrated effort to update the inside and outside learning areas with additional funds. The playgrounds, oval and classrooms have been improved with minor works, and the furniture reserve funding was allocated to various classrooms to update the furniture. Some areas of focus in 2022 will be developing a maintenance plan for school facilities and equipment and planning for the new science room. Working with the School Board, the school also hopes to create a 'Master Plan' for further development of school infrastructure considering the recent expansion and development of the METRONET rail system in the Bayswater suburb.

## Finance Report

In 2021 the school continued with a solid financial position, creating opportunities to continue improving the learning environments in line with the School's Business Plan.

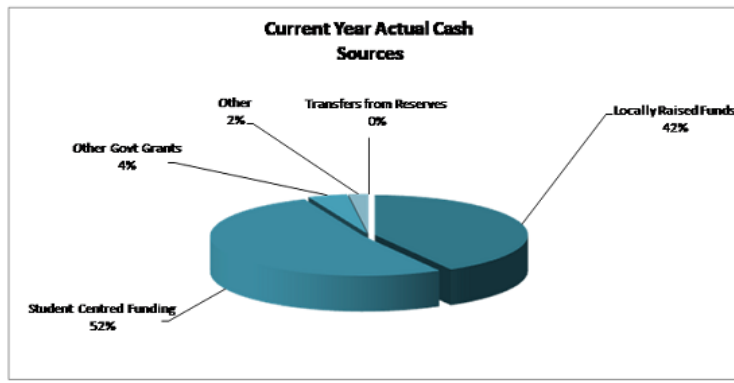
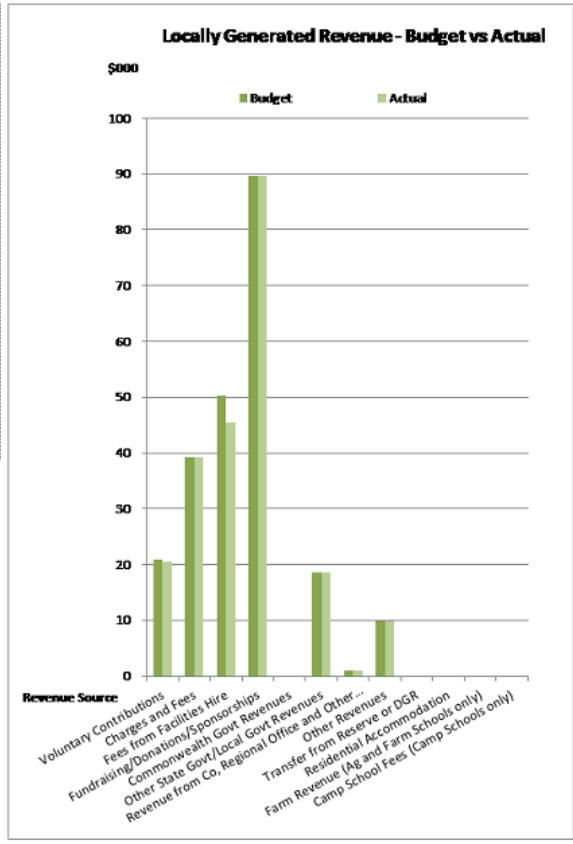
By allocating the Student-Centred Funding, as noted by the School Board and endorsed by the Schools Finance Committee, the school could resource several projects through 2021. The funding assistance of state and local government grants, plus P&C fundraising, also aided in resourcing the following improvements;

- Solar panels installed, thus ensuring future savings on utility charges.
- Split-system air conditioners installed in eight senior classrooms.
- Purchase and lease additional Ipads in alignment with the ICT Operational plan to increase student device availability.
- Additional digital infrastructure purchased to ensure wifi capability.
- Four classrooms received new classroom furniture.
- Audio-visual equipment installed in the undercover area.
- Interactive whiteboards installed in two classrooms.
- New swings, seating, and netball hoop added to the oval and a renovated basketball court plus the revitalisation of the lawn.
- Increased school chaplaincy and school psychology time to support students' social and emotional needs.

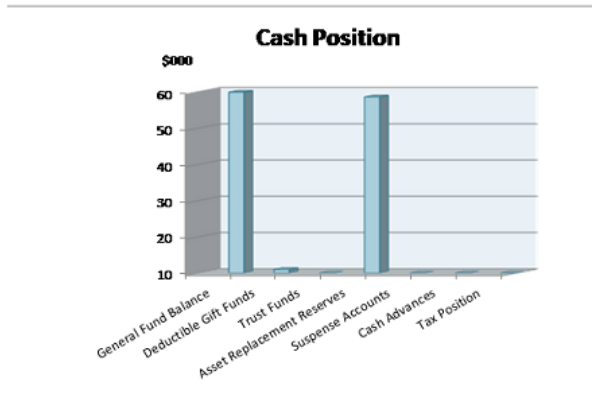
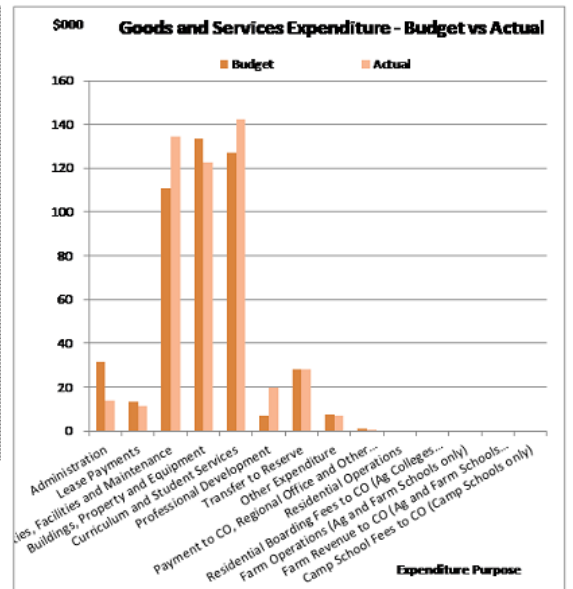


**Bayswater Primary School**  
**Financial Summary as at**  
 Enter date. For example 31/12/2021.

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 20,862.00	\$ 20,478.00
2 Charges and Fees	\$ 39,236.00	\$ 39,234.82
3 Fees from Facilities Hire	\$ 50,300.00	\$ 45,454.56
4 Fundraising/Donations/Sponsorships	\$ 89,649.00	\$ 89,628.89
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 18,608.56	\$ 18,608.83
7 Revenue from Co, Regional Office and Other Schools	\$ 938.00	\$ 937.60
8 Other Revenues	\$ 9,799.00	\$ 9,798.76
9 Transfer from Reserve or DGR	\$ -	\$ -
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 229,392.56</b>	<b>\$ 224,141.46</b>
Opening Balance	\$ 72,593.00	\$ 72,592.74
Student Centred Funding	\$ 242,393.00	\$ 242,393.44
<b>Total Cash Funds Available</b>	<b>\$ 544,378.56</b>	<b>\$ 539,127.64</b>
Total Salary Allocation	\$ -	\$ -
<b>Total Funds Available</b>	<b>\$ 544,378.56</b>	<b>\$ 539,127.64</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 31,320.00	\$ 13,905.68
2 Lease Payments	\$ 13,325.00	\$ 11,134.51
3 Utilities, Facilities and Maintenance	\$ 110,856.00	\$ 134,183.74
4 Buildings, Property and Equipment	\$ 133,602.00	\$ 122,594.70
5 Curriculum and Student Services	\$ 126,808.34	\$ 142,500.66
6 Professional Development	\$ 7,000.00	\$ 19,902.01
7 Transfer to Reserve	\$ 28,000.00	\$ 28,000.00
8 Other Expenditure	\$ 7,283.00	\$ 6,661.27
9 Payment to CO, Regional Office and Other Schools	\$ 1,228.00	\$ 339.55
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 459,422.34</b>	<b>\$ 479,222.12</b>
Total Forecast Salary Expenditure	\$ -	\$ -
<b>Total Expenditure</b>	<b>\$ 459,422.34</b>	<b>\$ 479,222.12</b>
Cash Budget Variance	\$ 84,956.22	



Cash Position as at:	
Bank Balance	\$ 126,297.60
Made up of:	
1 General Fund Balance	\$ 59,905.52
2 Deductible Gift Funds	\$ 11,005.10
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 58,607.88
5 Suspense Accounts	\$ (3,372.90)
6 Cash Advances	\$ -
7 Tax Position	\$ 72.00
<b>Total Bank Balance:</b>	<b>\$ 126,297.60</b>

# RECOMMENDATIONS 2022

Continual improvements in student standards in literacy and numeracy will remain our focus for 2022.

This will be achieved by;

- ensuring our Strategic Plan 2022-2024 aligns with the Department of Education's priorities and directions as outlined in Strategic Plan for WA Public Schools 2020-2023 and Focus 2022,
- consolidating and improving the implementation of the explicit instructional model. This will be achieved by focussing on each component of the explicit instructional model and refining the practice in each class,
- continuing to explore evidenced-based approaches and strategies which support the school's priorities,
- developing data literacy in teachers to guide planning which supports the three tiers of intervention,
- consolidating the consistent application of whole-school strategies in every class,
- strengthening staff morale through professional learning, creating appropriate school processes, and promoting the well-being policy across the school and
- reviewing our behaviour support policy and ensuring that there is a focus on anti-bullying and strengthening the 'good standing' provisions.

# ANNUAL REPORT SIGN OFF

Signatories to enforcement of the Annual Report

Endorsed by Principal

Note by School Board Chair

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Paul Biemmi

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Helen Forte