

Balga Primary School



**ANNUAL
REPORT
2020**

Principal's Message

2020 presented an opportunity for the students and staff and Balga PS to demonstrate their innovation, resilience, collaboration, and supportive culture throughout the year.

There was a change in leadership, with the incumbent Principal securing a permanent position as a foundation Principal of a newly formed school. Due to this appointment, my short term contract was extended through to the completion of 2020. The school was fortunate to have a highly effective leadership team already established which allowed for continuity in performance and direction.

However, in the last term of the year, we were faced with another leadership change, with our incumbent Deputy securing a position in another school. Again, the school was fortunate enough to have an experienced staff member take on the Deputy role for the last term, and maintain the momentum of the school. A new Principal and Deputy have been appointed for 2021, and we wish them all the best.

This was the last year in the Balga PS Business Plan cycle, so we were preparing to develop another three-year plan. Throughout the second semester, we devoted time to gather feedback about the needs of the students and the school which would offer direction for the next Business Plan. We identified successes in English which derived from strong whole school practises, instructional coaching and highly effective professional learning. Mathematics was highlighted as an area of development, so a number of initiatives have been implemented to increase student progress moving forward.

The school had success with the Attendance Targeted Initiative where we identified groups of students who were struggling with attendance. We were able to access funding to allocate a staff member time to support the students and families in improving their attendance rate.

The Balga PS staff will continue to demonstrate the values agreed on by school community and respond to the education and emotional needs of the students.

Mike Wills

Balga PS Principal 2020

2020 Staff

Principal

Mike Wills

Deputy Principals

Anthony Chipialone T1-3

Emma Lawrence T3

Vanessa Kay T4

Literacy and ECE

Coordinator

Brooke Wardana

Learning Support

Coordinator

Emma Lawrence

Manager of Corporate

Services

Tegan Gill

School Officer

Kelly Herbert

Gardener

Ross Grant

Kevin Johnson

Cleaners

Loren Hahnel

Ka Mwee Paw Hai

Fatma Abdella

December Shwe

Eh Eh Hai

Teaching Staff

Emma McHugh

Amanda Cahill

Sam Moosa

Vanessa Kay

Charlotte Connelly

Jess Anthony

Edwin Schultz

Sarah Fox

Matthew Jessett

Kennedy Stankovski

Emily Dempsey-Lees

Danielle Palmer

Bobbi Wheeler

Jess Dunn

Support Staff

AIEO and EA's

Moulkia Elmi

Natalie Goode

Michelle Fawcett

Nova Foote

Dellis Muscat

Brenda Stack

Kaye Read

Aileen Routledge

Chaplain

Dianne Norris

School Psychologist

Libby Taylor

Our Vision

Balga Primary School thrives to create a safe and supportive learning environment where all members of the school community are welcomed, respected and valued. Students will develop the necessary skills, knowledge and confidence to become successful citizens.

In 2020, the school achieved this through the four focus areas below;

- Success for all Students: Curriculum and Teaching
- Motivated and Engaged Learners: Conditions for Learning
- Leadership and Professional Development
- Parent and Community Partnerships



Overview of Balga Primary School

Balga Primary School was opened in 1965 with an enrolment of 21 students. Its enrolment peaked in the 70's when as many as 846 students filled the school. This then prompted the need to open a Junior Primary School and operate as two separate schools. With declining numbers, the schools amalgamated in the 90's and has held an enrolment of around 200 students since then.

The demographic of the suburb and the school is changing. The school community continues to become increasingly culturally diverse, with our 2020 enrolments reflecting 69% of students coming from language backgrounds other than English and 6% of students being Aboriginal. Our *Index of Community Socio-Educational Advantage (ICSEA)* is 922. As of Semester Two, 2020 - we had 173 students enrolled.

In 2020, our student enrolment increased. Projected enrolments for 2021 also show positive growth.

We are proud of the rich diversity of cultures represented in our school community and ensure that the learning needs of each child are catered for.

Committed, experienced and supportive staff have a focus on child engagement and wellbeing and utilise teaching strategies that help all children achieve to their potential.

Staff Profile 2020

All teachers can be found on the Teacher Registration Board of Western Australia public register. As an Independent Public School, Balga Primary is responsible for the merit selection of its staff as part of the One-Line Budget.

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Vice / Deputy / Associate Principals	1	1.0	0
Total Administration Staff	2	2.0	0
Teaching Staff			
Level 3 Teachers	1	0.4	0
Other Teaching Staff	15	10.2	0
Total Teaching Staff	16	10.6	0
School Support Staff			
Clerical / Administrative	2	1.6	0
Gardening / Maintenance	1	0.6	0
Instructional	1	0.4	1
Other Non-Teaching Staff	7	5.6	0
Total School Support Staff	11	8.2	1
Total	29	20.8	1

Destination Schools (Year 6)

Destination Schools	Male	Female	Total
4036 Dianella Secondary College	4	1	5
4050 Balga Senior High School	2	1	3
4110 Girrawheen Senior High School	1	2	3
4004 Balcatta Senior High School	1	1	2
4022 Hampton Senior High School		1	1
6161 West Coast Sec Ed Sup Ctre	1		1



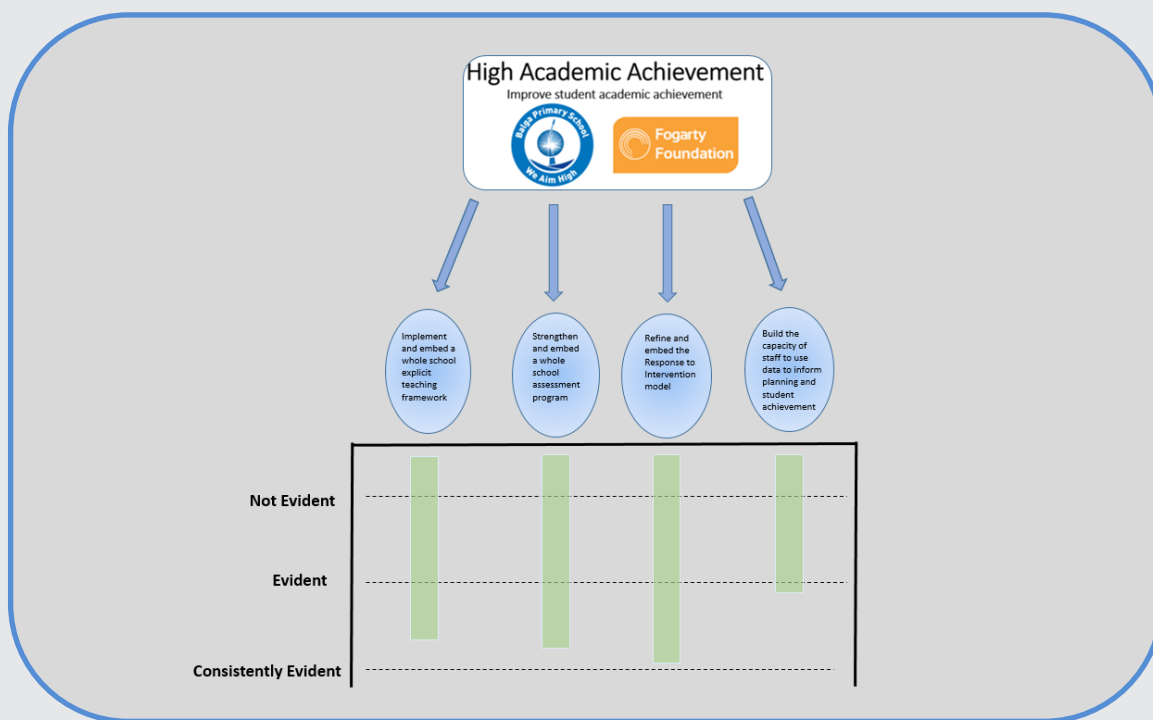
Focus Areas of our Business Plan

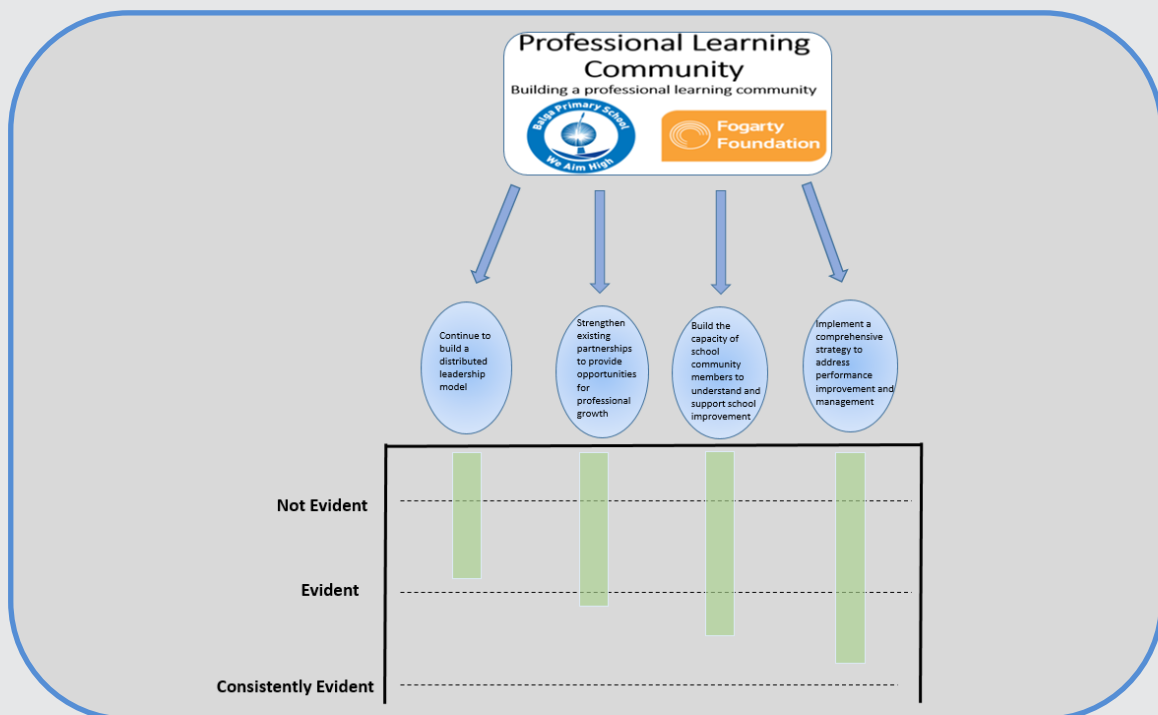
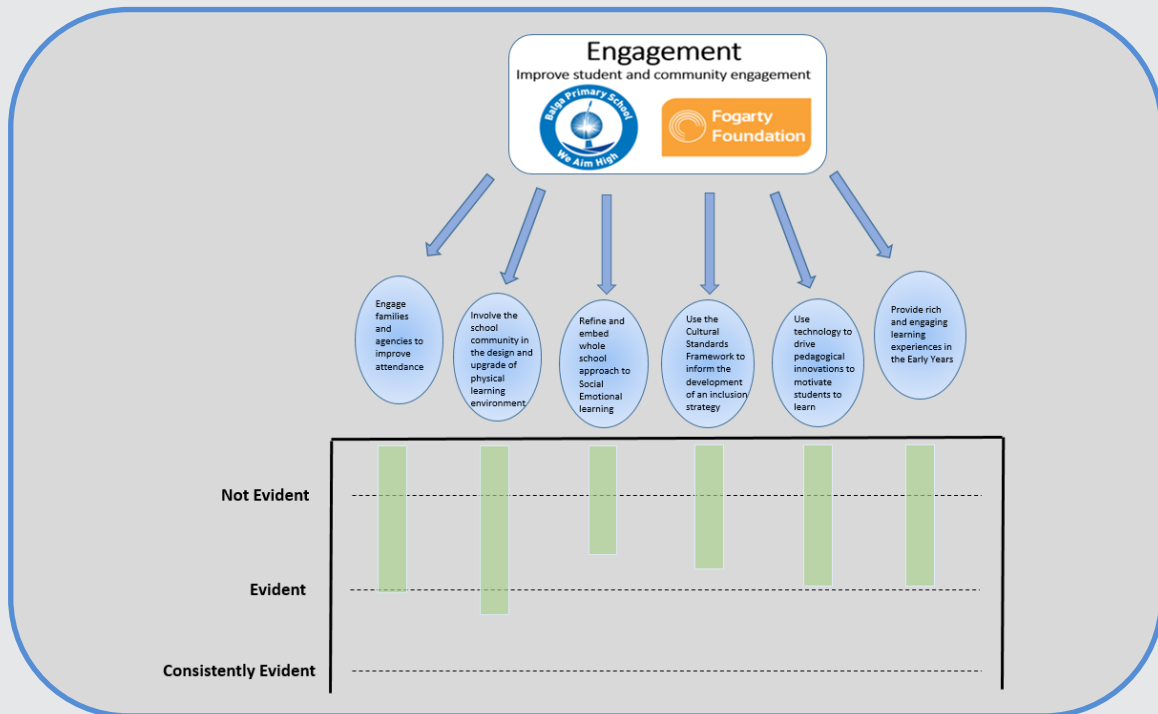
Our three-year strategic plan finished at the end of 2020. During this time, we reflected on areas outlined in the plan and identified areas of strength throughout. The review process identified that all areas within the plan showed good progress over time.

Combined with the school's involvement with the Fogarty Foundation, there has been considerable school improvement over the course of the Business Plan and Fogarty Plan's implementation (2018 – 2020)

A recent reflection (undertaken by all staff) demonstrates the extent to which outcomes of the plan were implemented.

As the school moves into 2021, the priority focus will be about the creation of the new Business Plan (2021-23)





2021 Recommendations

- Celebrate and communicate the achievements of the Business Plan 2018-20 with staff, the Board, the community and the wider DET system.
- Ensure that the identified areas of improvement are represented as part of the 2021-23 Business Plan.
- Undertake a more frequent self assessment schedule (annually)

Attendance

Attendance continues to be a priority at Balga Primary School.

Attendance numbers were impacted as a result of COVID but the response from the school and strategies implemented post Lock Down had positive results. This was reflected through Semester Two 2020 percentage attendance being greater than the Semester Two 2019 figures.

In 2020, the school continued with the implementation of the Attendance Re-Engagement Strategy with links to the strategic direction and responsibility to ensure all students and families are supported to improve attendance. This was supported through North Metro Regional Office.

There were some improvements in decreasing the number of unauthorised absences and improved communication strategies between parents and the school.

Balga PS Attendance Semester One 2020

↑ 88.9%

2019 – 87.1%

Data excludes the period of time impacted by COVID

Balga PS Attendance Semester Two 2020

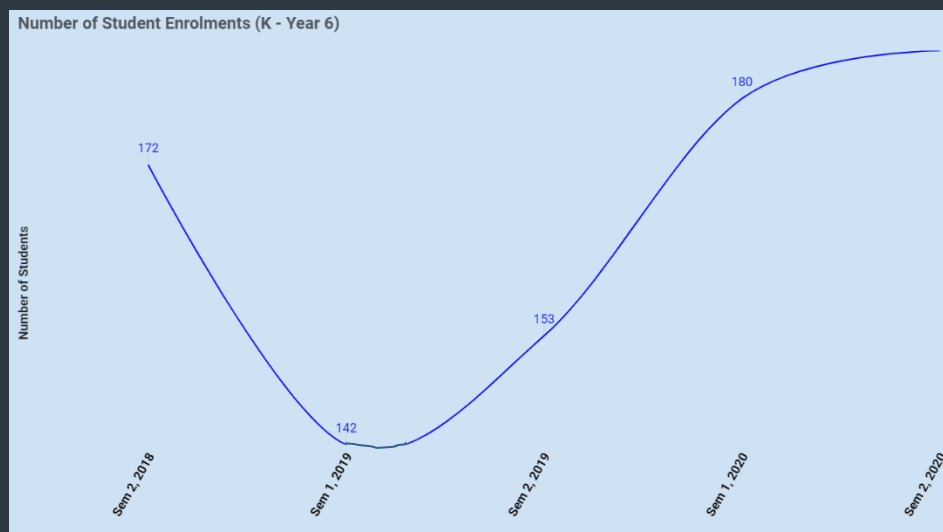
↑ 90.1%

2019 – 89.8%

Results generated from Student Attendance and Reporting (SAR)

Increase in Student Numbers

The growth of the school continues to be positive. Student numbers have increased by 26% since the beginning of 2019. Projected enrolments for the 2021 school year also look positive and continue to strengthen this upward trend.



2021 Recommendations

- Promote the school further and continue the positive growth of student enrolment.
- Continue to invest in the Attendance Re-Engagement program inclusive of time for the AIEO to focus on attendance.
- Revise and align current Attendance policy around the process of severe non-attendance.

Student Achievement and Performance

As a result of NAPLAN testing being cancelled for the school year (COVID), we were unable to assess our targets with fidelity in 2020 and compare them to systemic like schools, state and national means. As a school, we decided to complete the testing for the Year 3 and 5 students and use an external company (Best Performance) to help collate and analyse the results. This ensured that we are able to keep some level of consistency in our assessment schedule. Best Performance completed similar testing with approximately 60 WA schools. As a result, we were able to get some comparable data reflecting the levels of achievement of Balga PS students.

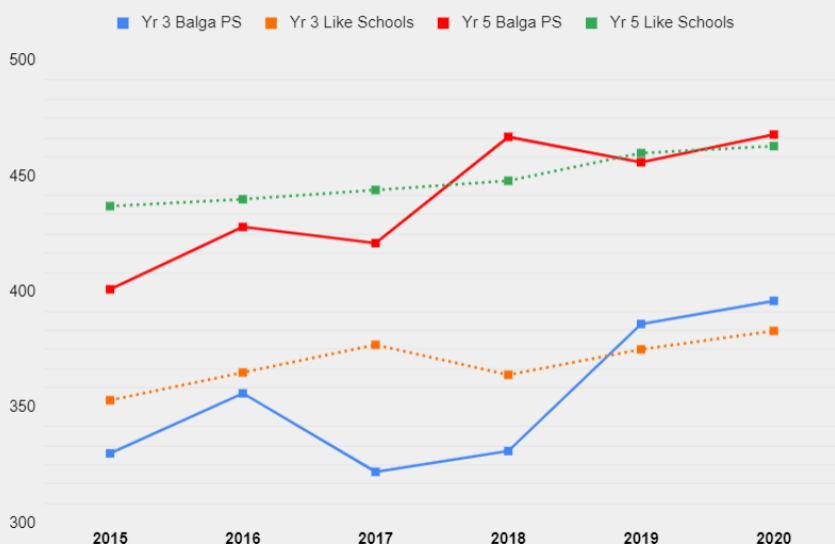
The targets outlined in the 2018-2020 Business Plan are as follows;

1. *Maintain and improve on Year 3-5 progress of stable cohort.*
2. *To perform at or above Like Schools in all areas tested.*
3. *Increase the correlation between teacher judgement grade allocation and NAPLAN results.*

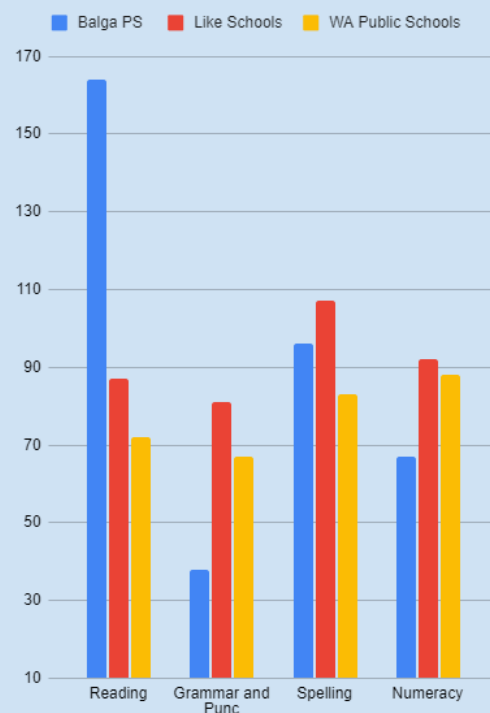
Reading

Reading has been one of the priority areas at Balga Primary School. Staff have undertaken thorough analysis of students' results and whole school approaches to teaching in reading (including fluency, phonemic awareness, phonics and comprehension), have been trialed and implemented.

Average Reading Score - Year 3 and 5



Stable Cohort Progress Year 3 - 5 (2020)



Achievement: Results for year 3 and 5 were above like schools therefore resulting in us **achieving Target Two**.

The upward trend of the school's Reading results is impressive. In particular the growth of the Year 5 cohort from being below Like Schools in 2018.

*The level of progress the stable cohort made in Reading from Year 3 to 5 was exceptional, resulting in the school **achieving Target One** as well.*

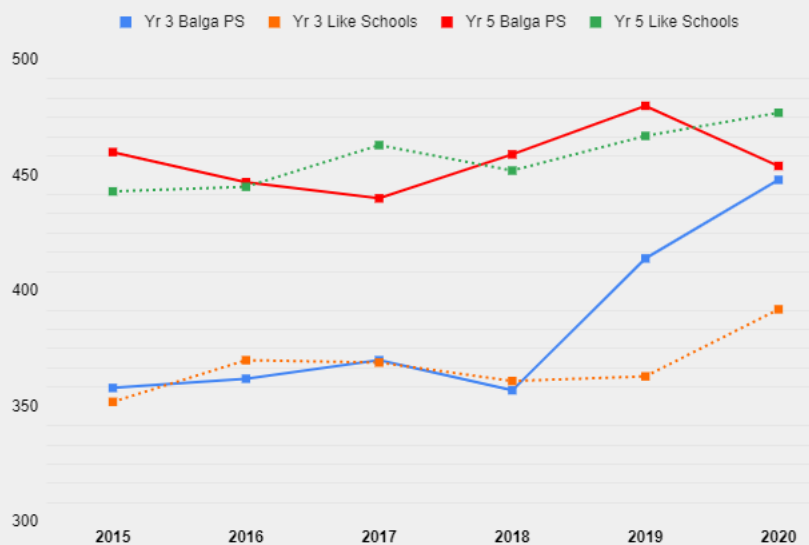
Spelling

The Spelling results from 2020 reflected outstanding achievement data for our Year 3 group. They not only were **above Like Schools (Target Two)**, but have been above the WA Public School average in 2019 and 2020.

Our Year 5 cohort **failed to achieve Target Two** in 2020.

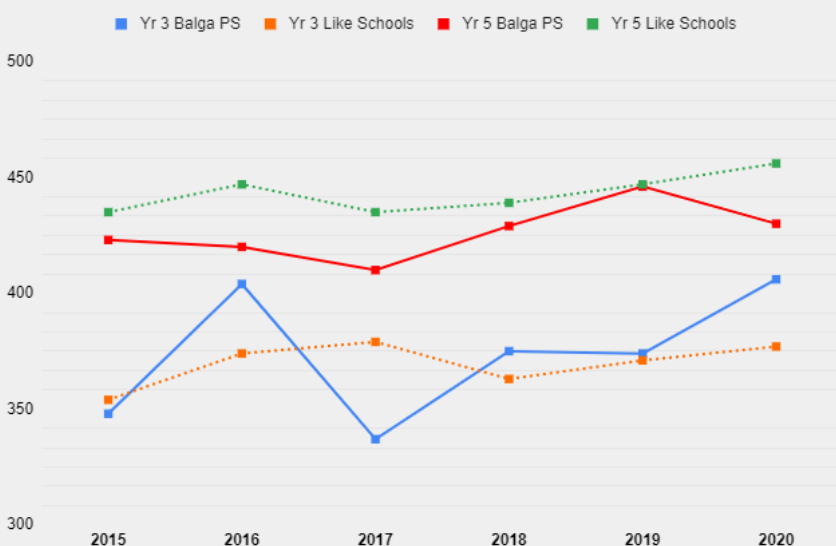
The progress of the stable cohort was steady against Like Schools and the state mean.

Average Spelling Score - Year 3 and 5



Grammar and Punctuation

Average Grammar and Punctuation Score - Year 3 and 5



The Grammar and Punctuation results from 2020 also reflected positive growth for our Year 3 cohort. They performed **above Like Schools (Target Two)**.

Our Year 5 cohort **failed to achieve this Target Two** in 2020.

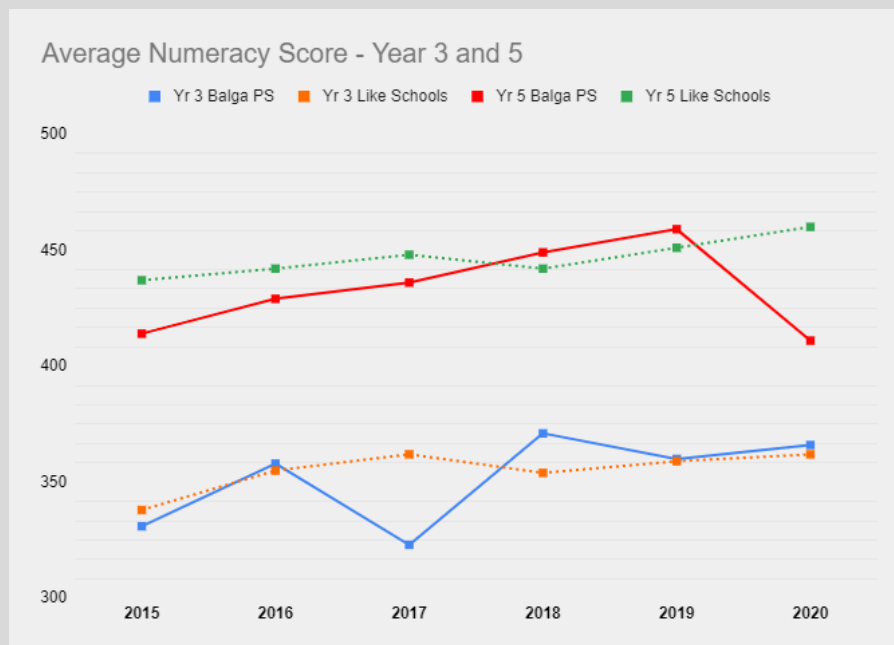


Numeracy

Numeracy results from 2020 showed that the levels of student achievement did not show any significant growth.

Year 3 data shows that the level of achievement has remained steady with that of Like Schools. The Year 5 data, demonstrated a decline in results as it **fell below the target set**.

The progress of the stable cohort was steady against Like Schools and the state mean.



2021 Recommendations

- Continue to focus on the school's approach of Explicit Direct Instruction in areas of Literacy and Numeracy.
- Implement a Working Group to audit the Numeracy pedagogy and programs that exist in the school with intentions to revise and align these approaches in Numeracy across the school.
- Continue with the development of whole school scope and sequences in Literacy.
- Develop a Teaching and Learning guide to support teachers in their delivery of Literacy and Numeracy.
- Promote classroom observations and feedback for teachers to gain additional support in delivering lessons.

School Programs – The Arts

School of Instrumental Music

A group of students were identified to be part of an extension music program, taught by Mr Steven Sutherland from the School of Instrumental Music. The students undertook weekly guitar lessons combined with regular practice at home.

Choir

Ms Emily Dempsey-Lees continued with the choir program throughout 2020. Although the audiences to which the choir could sing to were limited, it didn't detract from the efforts and contributions made from our students throughout the year.



School Programs – Science

The school delivers an innovative science program, aligned with the WA Curriculum and incorporates the Primary Connections science program. This program developed by the Australian Academy of Science, links the teaching of science with the teaching of literacy. Mr Schultz has built partnerships with universities and Science teachers from other schools to share resources and ideas for integrating ICT applications of science and to make learning more engaging.

Stargazing Community Night

Mr Schultz planned and coordinated our Annual Stargazing Night, in partnership with Edith Cowan University. The students and families really enjoyed looking at the space rocks and fossil displays; and studying the moon and Jupiter under the telescopes.

This event provides real-life contexts in which students can apply their knowledge and extends the learning occurring beyond the classroom. The ongoing partnership between our school and ECU has meant that our students have had access to quality resources.

Dianella Science Quest

A group of Year 5 and 6 students travelled to Dianella Secondary College to compete in a Science Quest. Accompanied by Mr Schulz, the students of Balga PS contributed well and performed well above schools with a greater student population.



School Programs – Physical Education

With the restrictions imposed through COVID, regular sporting events were impacted throughout the year. There were still a number of events that the school undertook to try and remain as consistent to normal operations as possible.

Faction Athletics Carnival

The School Faction Carnival was held in Term 3. Students from each faction showed their competitive side when battling it out for the shield. Parents and family members came along to cheer on the competitors. Staff all worked together to plan, set-up and ensure the smooth running of the day.

Interschool Athletics Carnival

The Interschool carnival was held at Balga Primary School. The day was arranged and coordinated by our fantastic staff and allowed the opportunity for students from the different primary schools in the area to compete. There were a number of notable, strong, individual performances and as a result, Balga finished the day in second place behind the eventual winners, North Balga.



Health and WellBeing

12 Buckets Mentoring Program

12 Buckets is a not-for-profit organisation that delivers a first-class one-to-one mentoring program, Basketball Program and University Aspiration Program. We are one of four very fortunate primary schools to have an ongoing partnership with 12 Buckets

In 2020, a number of students undertook the mentoring program and those involved forwarded extremely positive feedback related to the social emotional growth of students that accessed this program.



Chess Club

Mr Schultz continued the coordination of an afterschool chess club. Chess is a classic game of strategy, problem solving and forward planning. It was developed over 1500 years ago in India, and is very popular with our students. Active participation in chess club has led to: improved concentration, memory and self –esteem, and enhanced creativity.

Zones of Regulation

The Zones of Regulation has proven effective in supporting our students to self-regulate their behaviour and appropriately choose how to react to certain emotions. Students learn positive ways to cope with anger, frustration, sadness, and even "the sillies" as they become familiar with these feelings. Each zone is assigned a color, and stands for a certain range of emotions.

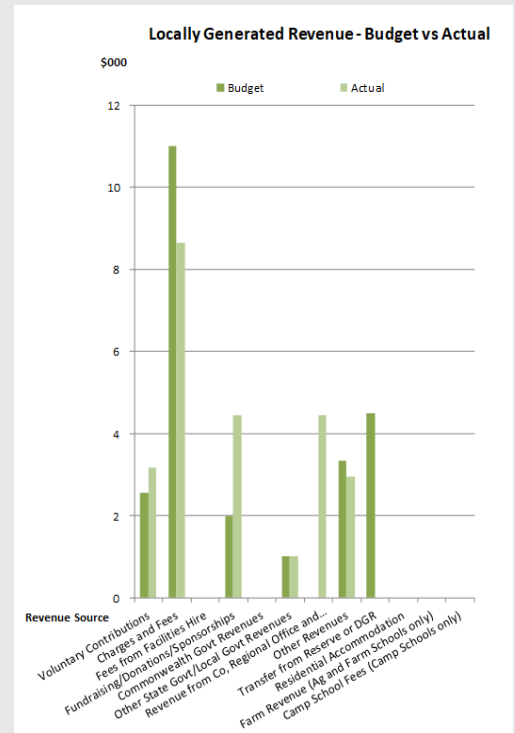
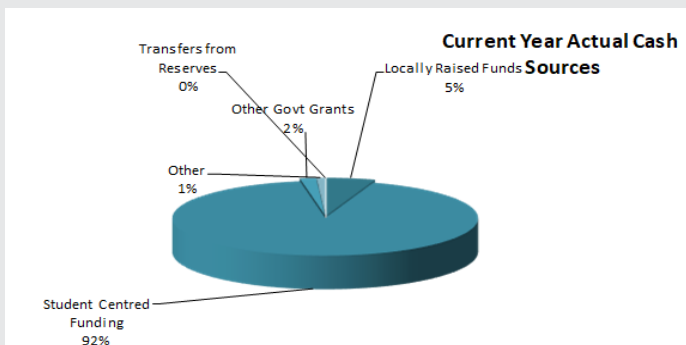
The ZONES of Regulation®							
BLUE ZONE		GREEN ZONE		YELLOW ZONE		RED ZONE	
Sad Sick Tired Bored Moving Slowly		Happy Calm Feeling Okay Focused Ready to Learn		Frustrated Worried Silly/Wiggly Excited Loss of Some Control		Mad/Angry Terrified Yelling/Hitting Elated Out of Control	

Financial Summary

As at 31st December 2020

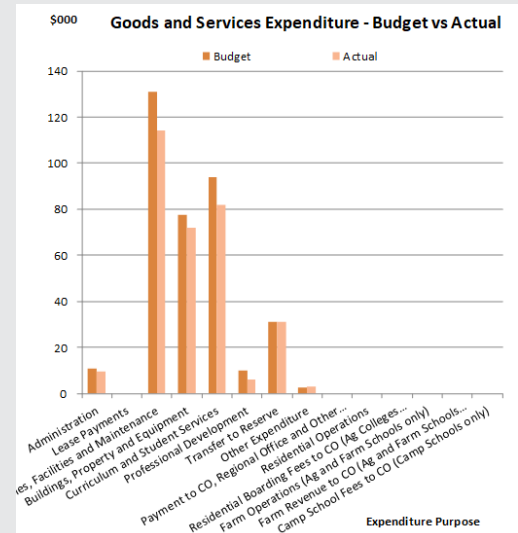
Revenue

Cash Position as at:		
Bank Balance	\$	385,728.44
Made up of:	\$	-
1 General Fund Balance	\$	53,698.08
2 Deductible Gift Funds	\$	-
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	338,901.00
5 Suspense Accounts	-\$	479.00
6 Cash Advances	\$	-
7 Tax Position	-\$	6,391.64
Total Bank Balance	\$	385,728.44



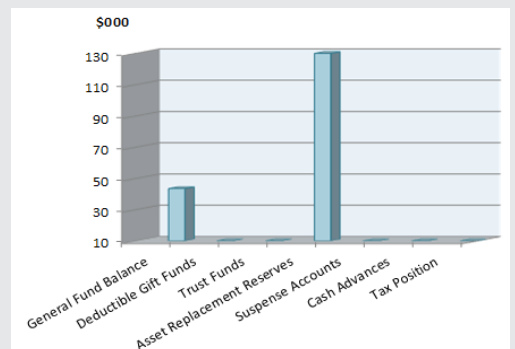
Expenditure

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 10,700.00	\$ 9,516.35
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 130,946.00	\$ 114,349.37
4	Buildings, Property and Equipment	\$ 77,450.00	\$ 72,000.59
5	Curriculum and Student Services	\$ 93,850.00	\$ 81,981.61
6	Professional Development	\$ 10,000.00	\$ 5,827.58
7	Transfer to Reserve	\$ 31,000.00	\$ 31,000.00
8	Other Expenditure	\$ 2,400.00	\$ 2,813.80
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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	\$ 356,346.00	\$ 317,489.30
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 356,346.00	\$ 317,489.30
	Cash Budget Variance	\$ 4,318.24	



Cash Position

Cash Position as at:		
Bank Balance	\$	168,212.46
Made up of:	\$	-
1 General Fund Balance	\$	43,456.88
2 Deductible Gift Funds	\$	-
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	129,963.58
5 Suspense Accounts	\$	-
6 Cash Advances	\$	-
7 Tax Position	\$	(5,208.00)
Total Bank Balance	\$	168,212.46





11 Fernhurst Crescent, Balga 6061



9253 4500



Balgaps.wa.edu.au



Balga.ps@education.wa.edu.au



Facebook.com/BalgaPS