



**Balga**  
Primary School

# Annual Report 2021



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## Principal's Message

2021 was a year where Balga Primary School put the wheels back in motion. Following numerous challenges in the year prior and learning how to manage them throughout in the subsequent year, the school was able to achieve many things that reflected a positive year for students, staff and the wider community. Living our motto of 'WE AIM HIGH' helped our school and its community celebrate, connect and grow throughout.

Balga Primary School is a great place to be! The school and its staff work hard to enact educational change for its students and 2021 provided a steady platform for us to align common goals and begin the journey of continued growth and school improvement. We created and finalised our school's strategic direction over the next few years with the publication of the School Business Plan 2021-2024. The most pleasing aspect of this for mine was the willingness and eagerness of staff to drive it and make it happen. I look forward to seeing the continual growth of the school over time as part of this plan.

The parents and community of the school are so engaging, welcoming and appreciative of things we do at the school. This was reflective in the re-emergence of our Parent and Citizen Association (P&C). This fantastic group of people supported the school extensively and their fundraising and community engagement initiatives were a clear highlight in 2021.

The best part of this school, categorically, hands down, are the amazing people we have in our blue shirts. Resilience, persistence and an omnipresent positivity are consistently part of a Balga Primary School day when working with the students of this school. Working in class, excursions, carnivals and sporting events were all met with this energy that make coming to school each day very enjoyable.

Thanks to everyone for your efforts and contributions to our school, students and our community throughout 2021. 2022 is already shaping as bigger and better. We still will have challenges with management of factors out of our control, but I am supremely confident that we have the right staff, parents and students to care for one another, help one another get through and continue to AIM HIGH.

I am truly honoured and privileged to be a part of this school and community in 2021. I take great pleasure in presenting the 2021 Annual Report. The report provides information about the school's vision, strategic direction and achievements during 2021 and also identifies priorities for the coming year. It delivers an opportunity for parents and community members to see how the school works. It also provides a picture of student and school performance and achievement. I trust that you find the report useful and informative and it helps define the great things we do here at Balga Primary School.



Brad Trpchev  
Principal  
Balga Primary School



## Strategic Direction

### Our Vision

During 2021, the school spent time developing their strategic direction over the next 3 years. In collaboration with staff, parents, the School Board and students, we were wanting to align our focus areas and targets to our school motto of WE AIM HIGH.



## Focus Areas of our Business Plan 2021-2024

## FOCUS AREA

Community  
Connectedness

## OUTCOMES

- > **Families feel a sense of belonging** in our school
- > **Build communication channels** and align them with our community needs
- > **Develop a cultural action plan** to promote and celebrate our multiculturalism through the use of Aboriginal Cultural Standards Framework
- > **Strengthen partnerships** with inter-agencies and community groups to support school priorities

## FOCUS AREA

Commitment to Care  
and Belonging

## OUTCOMES

- > **Implement whole school positive behaviour program**
- > **Improve the external imaging of the school** with a grounds and surrounds plan
- > **Continue to grow** the whole school attendance improvement agenda
- > **Introduce a whole school social and emotional program** for students
- > **Staff well-being is recognised** as being vital to align, execute and renew our performance as a team

## FOCUS AREA

Excellence in Teaching  
and Learning

## OUTCOMES

- > **Strengthen and implement** whole school approaches for numeracy and literacy
- > **Continue to strengthen our whole school Explicit Direct Instruction (EDI) teaching framework** and lead this within our system
- > **Outline and support** our teaching and learning processes
- > **Refine and embed** our structured approach to our response to intervention model
- > **Strengthen and embed a whole school assessment schedule** to drive evidence based planning



## School Overview

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 2021 enrolments reflecting 72% 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 and as of Semester Two, 2021 - we had 201 students enrolled. Projected enrolments for 2022 also show positive growth.

We are proud of the rich diversity of cultures represented in our school community and work hard to ensure that they are recognised, embraced and celebrated throughout.

The school ensures 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.

### 2021 Staff

#### Principal

Brad Trpchev

#### Deputy Principal

Kate Burke

#### Learning Support Coordinator

Emma Lawrence

#### Instructional Coach

Brooke Wardana

#### Manager of Corporate Services

Tegan Gill

#### School Officer

Kelly Herbert

#### Gardener

Ross Grant

#### Cleaners

Loren Hahnel

Ka Mwee Paw Hai

Fatma Abdella

December Shwe

Eh Eh Hai

#### Teaching Staff

Emma McHugh

Amanda Cahill

Samantha Moosa

Vanessa Kay

Jess Anthony

Edwin Schultz

Robyn Wilson

Sarah Fox

Jennifer Percival

Matt Jessett

Kennedy Stankovski

Emily Dempsey-Lees

Jess Lucas

Ashley Athorn

Danielle Palmer

#### Aboriginal and Islander Education Officer

Brenda Stack

#### School Psychologist

Libby Taylor

#### School Chaplain

Marlene Kruger

#### Support Staff – EA's and AIEO

Moukha Elmi

Natalie Goode

Michelle Fawcett

Nova Bevan

Maria Natale

Dellis Muscat

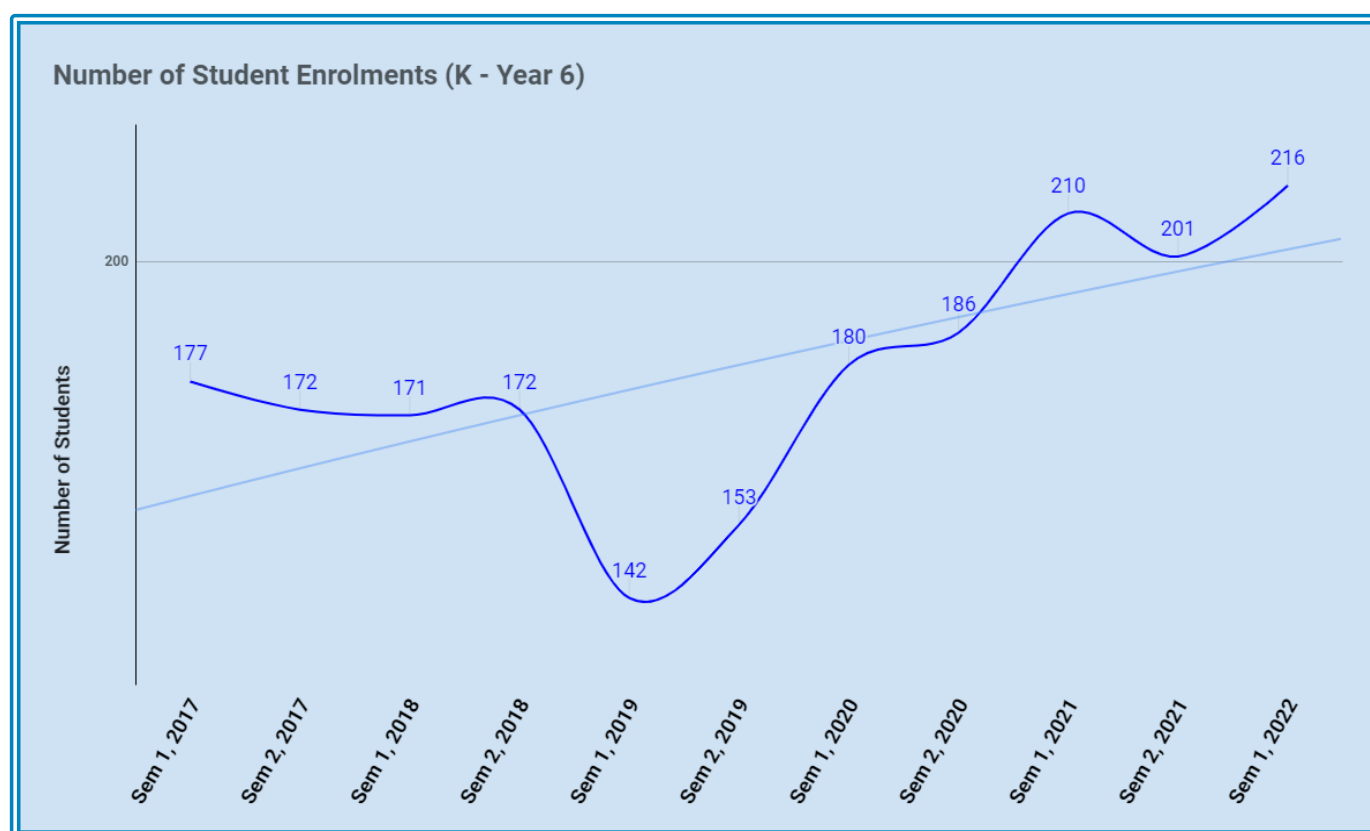
### Staff Profile

|                                      | No        | FTE         |
|--------------------------------------|-----------|-------------|
| <b>Administration Staff</b>          |           |             |
| Principals                           | 1         | 1.0         |
| Associate / Deputy / Vice Principals | 1         | 1.0         |
| <b>Total Administration Staff</b>    | <b>2</b>  | <b>2.0</b>  |
| <b>Teaching Staff</b>                |           |             |
| Level 3 Teachers                     | 1         | 0.4         |
| Other Teaching Staff                 | 14        | 10.6        |
| <b>Total Teaching Staff</b>          | <b>15</b> | <b>11.0</b> |
| <b>School Support Staff</b>          |           |             |
| Clerical / Administrative            | 2         | 1.6         |
| Gardening / Maintenance              | 1         | 0.6         |
| Instructional                        | 1         | 0.4         |
| Other Non-Teaching Staff             | 9         | 7.3         |
| <b>Total School Support Staff</b>    | <b>13</b> | <b>9.9</b>  |
| <b>Total</b>                         | <b>30</b> | <b>22.9</b> |

## Student Numbers and Attendance

Balga Primary School continues to experience positive growth in student enrolment. In 2021, the school had 200+ enrolments for the first time since 2015 and with projected enrolments for 2022 continuing on a similar trend line, the goal of growing our school is taking place.

With this positive student enrolment growth, new opportunities and challenges present. 2022 will see the addition of another class which results in additional staff and changes in the structure and physical environments of our classrooms.



## Destination Schools

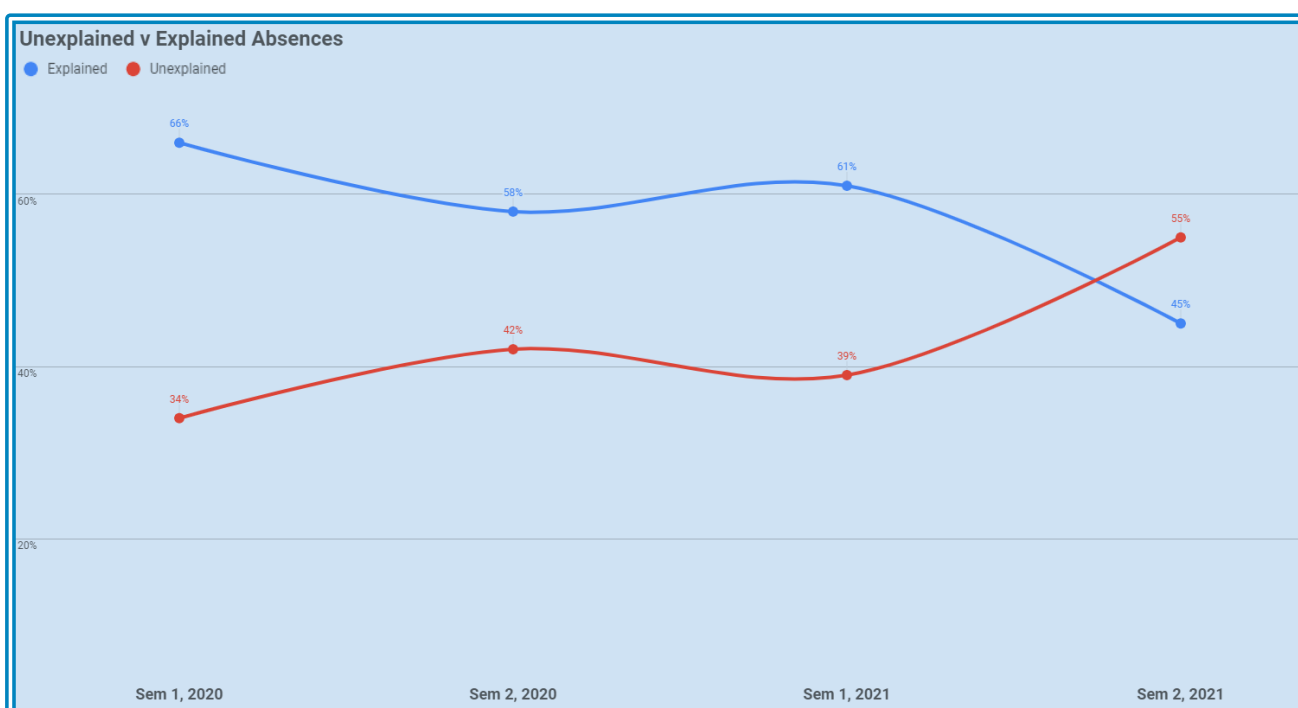
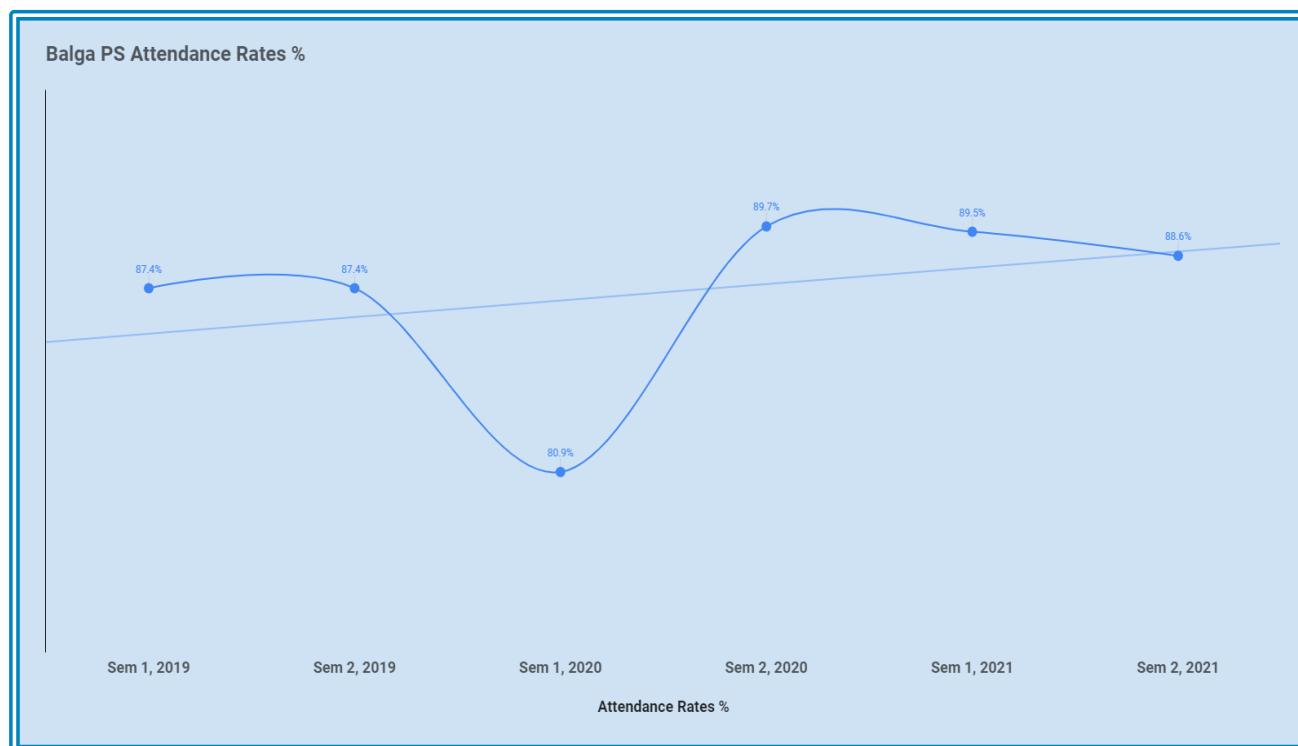
2021 school destinations of the 2020 student cohort

| Destination Schools                | Male | Female | Total |
|------------------------------------|------|--------|-------|
| 4050 Balga Senior High School      | 5    | 5      | 10    |
| 4004 Balcatta Senior High School   | 2    |        | 2     |
| 4036 Dianella Secondary College    | 1    | 1      | 2     |
| 1100 Aranmore Catholic College     |      | 1      | 1     |
| 1391 Australian Islamic - Dianella |      | 1      | 1     |
| 4158 Ballajura Community College   |      | 1      | 1     |
| 4134 Warwick Senior High School    | 1    |        | 1     |
| 4107 Wyalkatchem District High Sch |      | 1      | 1     |

## Attendance

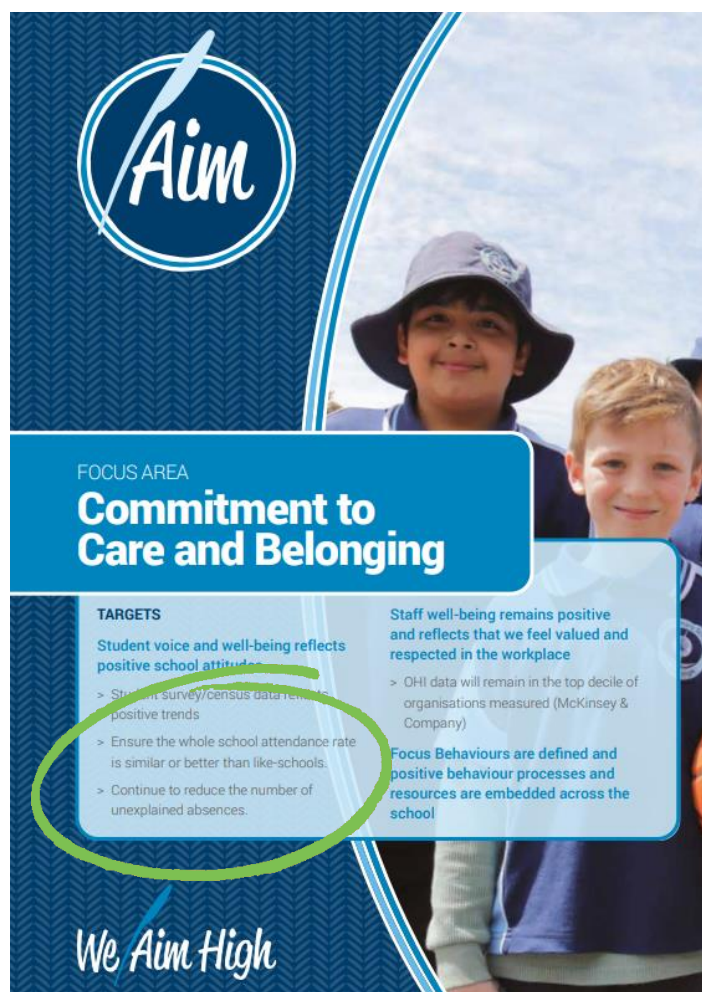
Attendance continues to be a priority at Balga Primary School. Attendance numbers were still impacted as a result of COVID but the response from the school and strategies implemented throughout, showed that attendance rates were trending back toward pre-pandemic levels.

The proportion of 'unexplained' and 'explained' absences shifted in 2021. This is a trend we plan to reverse in 2022.





## Analysis, Impact of Evidence and Target Achievement



**AIM**

FOCUS AREA  
**Commitment to Care and Belonging**

**TARGETS**

Student voice and well-being reflects positive school attitudes

- > Student survey/census data remains positive trends
- > Ensure the whole school attendance rate is similar or better than like-schools.
- > Continue to reduce the number of unexplained absences.

Staff well-being remains positive and reflects that we feel valued and respected in the workplace

- > OHI data will remain in the top decile of organisations measured (McKinsey & Company)

Focus Behaviours are defined and positive behaviour processes and resources are embedded across the school

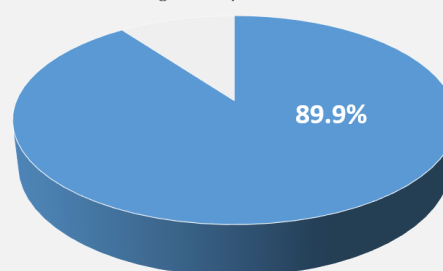
We Aim High

## 2021 – 2024 Targets

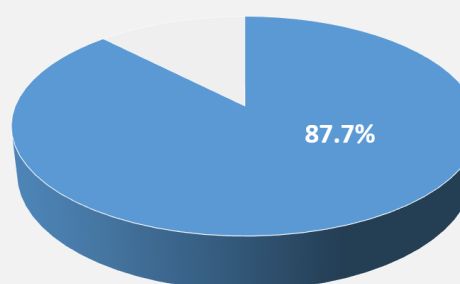
Ensure the whole school attendance rate is similar or better than like-schools



Whole School Attendance  
Balga Primary School 2021



Like School Attendance 2021



0.88

of a standard deviation above the average percentage of primary students regularly attending relative to the school's ICSEA

## 2021 – 2024 Targets

Continue to reduce the number of unexplained absences



There was an increase of unexplained absences throughout 2021, particularly toward the end of Semester 2. This trend is a result of two main factors;

1. The historical trend of explained v unexplained absences reflects a cyclical pattern of more unexplained absences in Semester Two.
2. Process and policy around following up on unexplained absences didn't align from administration to classroom practice.

## Comments and Future Recommendations

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

## Student Achievement and Performance

Student achievement is at the core of everything we do.

With a strong focus on high standards in teaching and learning, the students of Balga Primary School in 2021 were offered outstanding instruction which resulted in a continual trend of positive growth and achievement.



### Literacy

Improving Teaching and Learning in the area of Literacy has been a priority area at Balga Primary School for the past 4 years. As a result, our students have demonstrated a marked improvement in their literacy achievement, due in large, to an ongoing commitment to embedding evidence-based, high impact instructional strategies throughout the school. We have developed and implemented a low-variance literacy curriculum that is based on empirical research, and a whole school assessment schedule that ensures the ongoing monitoring of individual student's progress and data informed instruction. In addition, we are committed to building teacher pedagogical content knowledge through ongoing professional learning that includes, in-class modelling, coaching, and feedback cycles.

In regard to reading instruction, all staff have received extensive and ongoing professional learning focusing on the Science of Reading, and implement effective daily reading blocks that offer their students explicit and systematic instruction in five key areas; phonemic awareness, phonics, vocabulary, fluency and comprehension. We have continued to implement a range of approaches and programs to aid in the growth and development of all students in reading. This includes the delivery of *Let's Decode* in the Early and Junior Primary classrooms, and *The 6 Minute Fluency Solution* in Middle and Upper Classrooms. The implementation of this whole school approach to reading instruction through a connected and consistent approach to teaching from Kindy through to Year Six.

Recently, through the leadership of Kate Burke (Deputy Principal) and Brooke Wardana (Instructional Coach), we have been able to further finesse our low-variance reading curriculum to better align with the *Australian Curriculum* and current research into best practice reading instruction. A weekly morphology focus has been included in the Middle and Upper Primary scope and sequences, and a *Text Driven Reading Comprehension* program is being trialled.

Given the high percentage of students attending Balga Primary School who speak English as a second language (72%) we also have a strong focus on building student's oral language skills. In the past year, a Kindergarten Oral Language curriculum has been developed and implemented to build the oral language of our youngest students, which included explicit instruction in semantics, syntax, phonological awareness, and oral narrative. By building these foundational language skills it is hoped that they will develop the prerequisite skills that will allow them to thrive when they enter formal schooling.

## Reading NAPLAN Progression

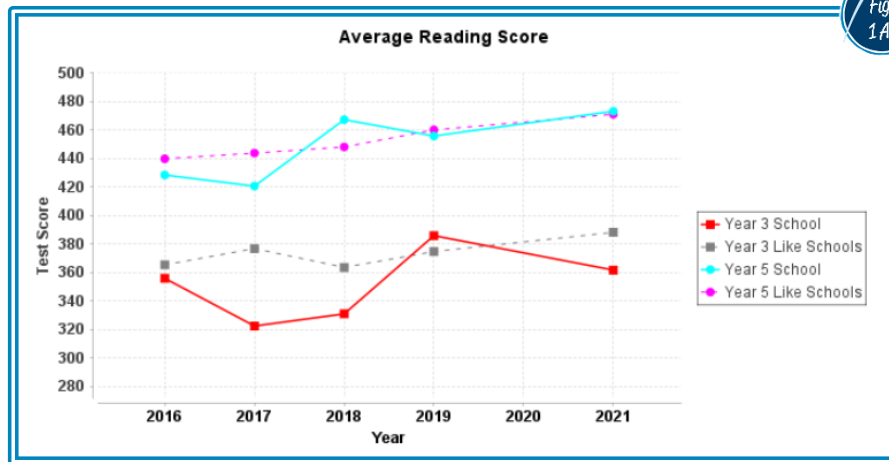


Figure 1A

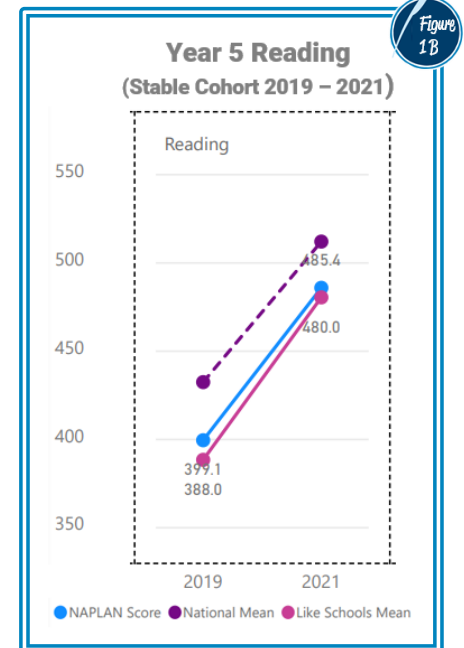


Figure 1B

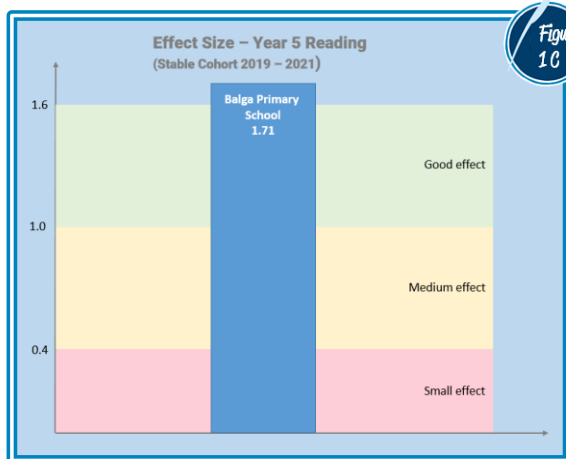


Figure 1C

**Effect Size (Hattie, 2009)**  
The efficacy of teaching relative to a comparison group or approach.

An average growth of 12 months should yield an effect size of 0.4



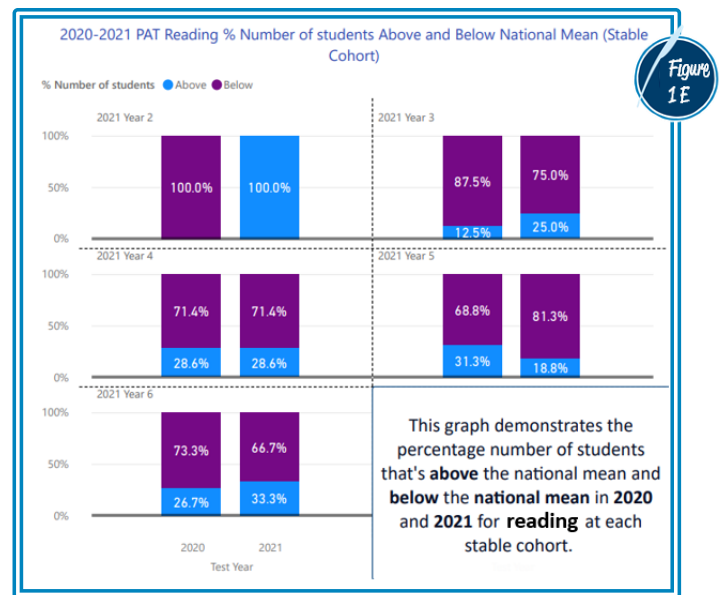
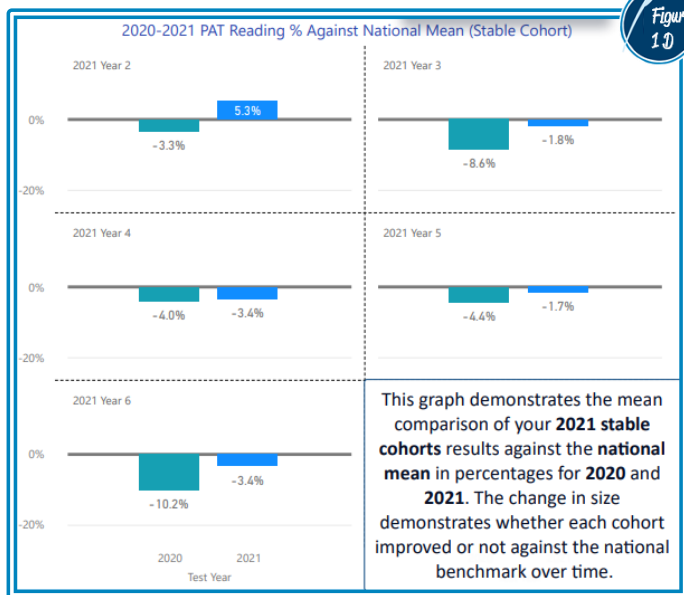
Longitudinally, results in reading have improved. This improvement was reflected again in 2021 NAPLAN data.

2021 NAPLAN Reading data showed achievement above 'Like Schools' for the Year 5 cohort. It also showed a dip below like schools for the Year 3's. (Figure 1A)

Factors such as transiency (37.1%) impact results. Students that arrive at the school often need additional supports in catching up to the level that the stable cohort achieve. Of those tested in Year Three and Five, 60% of students that were below National Minimum Standard were new enrolments to the school in the weeks leading up to the test.

In analysing stable cohort data, the results reflect more positive trends that demonstrate the effectiveness of our programs and lesson delivery with students that are here for longer periods of time. Year 3 stable cohort data, shows students achieved 'at' like school levels. Year 5 stable cohort data shows achievement above like schools (Figure 1B). This growth is further evidenced through measuring the effect size of those students (Year 5) over a 2 year period, represented in graph above (Figure 1C).

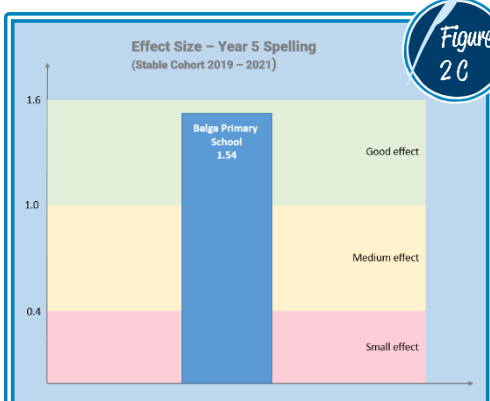
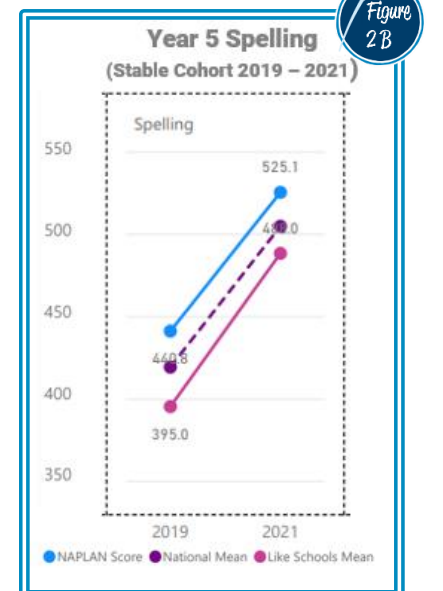
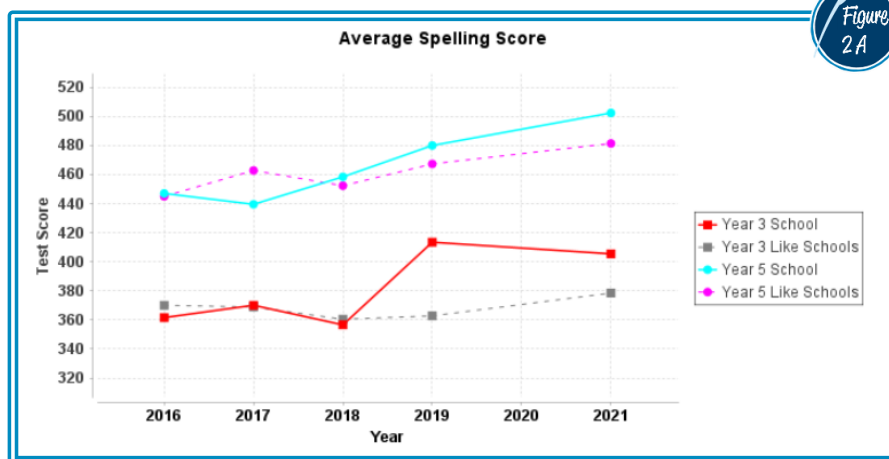
## Reading continued... PAT Data Progression



PAT assessment data consolidates evidence of positive growth and achievement.

- Stable cohort data shows positive growth in reading for all year groups in Year 2-6 (Figure 1D)
- This positive growth is particularly evident within the Year 2 stable cohort who had ALL students move from below national mean to above national mean (Figure 1E)

## Spelling NAPLAN Progression



Student achievement in Spelling has demonstrated very pleasing results. Whole cohort data shows achievement levels well above Like Schools in Years 3 and 5 (Figure 2A). This level of achievement is also 'at' or 'above' WA state mean levels, which is a fantastic result for our school.

Stable cohort data in Year 5 is even more impressive, with spelling achievement levels coming in above National Mean levels (Figure 2B) and resulting in an effect size of 1.54 over a two-year period (Figure 2C)



## Grammar and Punctuation NAPLAN Progression

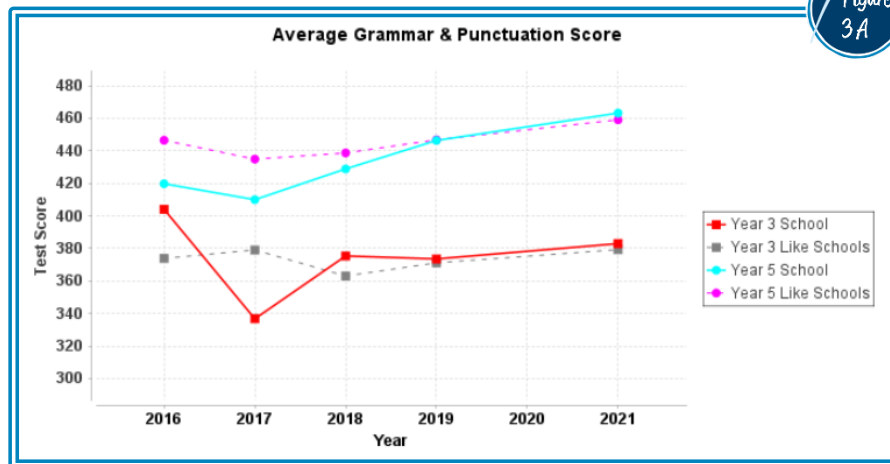


Figure 3A

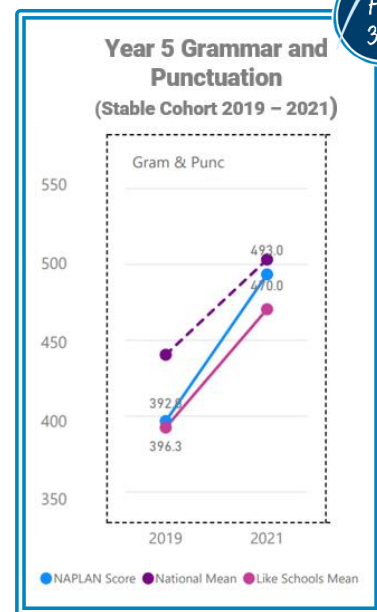


Figure 3B

Student achievement in Grammar and Punctuation also shows positive growth and improvement. Again, whole cohort data was above like schools (Figure 3A). Stable cohort data in Year 5 shows exceptional growth with students moving to levels 'at' like schools in 2019 to levels closer to the national mean in 2021 (Figure 3B)

PAT Data also shows growth from 2019 – 2021 for stable cohort students in Years 5 and 6. This test showed a slight regression in achievement levels for the Year 4 group (Figure 3D)

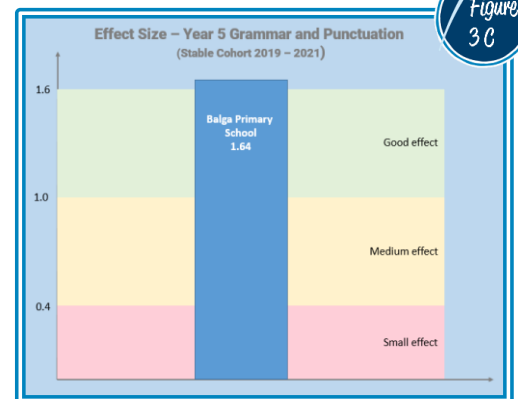


Figure 3C

## PAT Data Progression

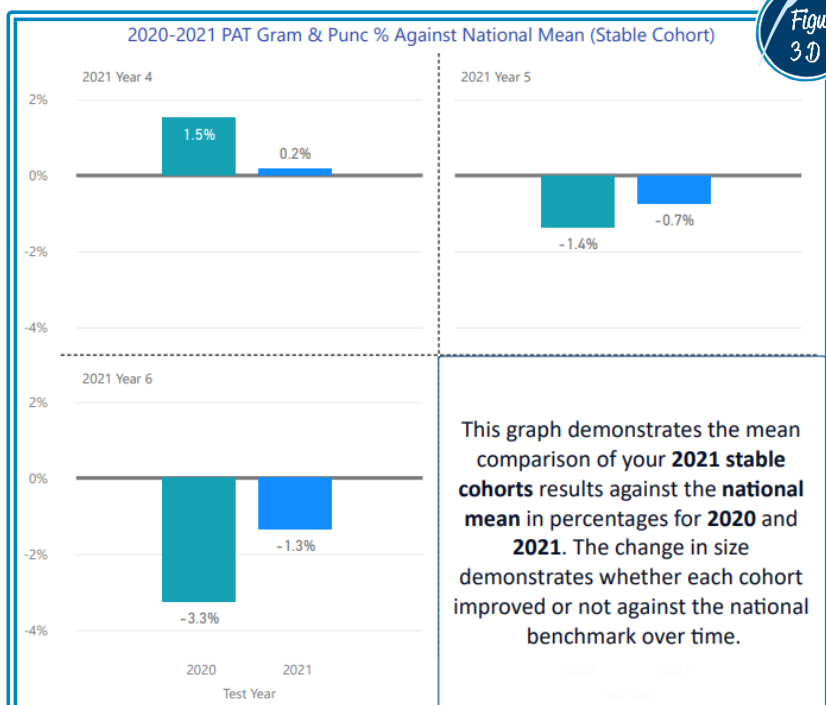


Figure 3D



## Writing NAPLAN Progression

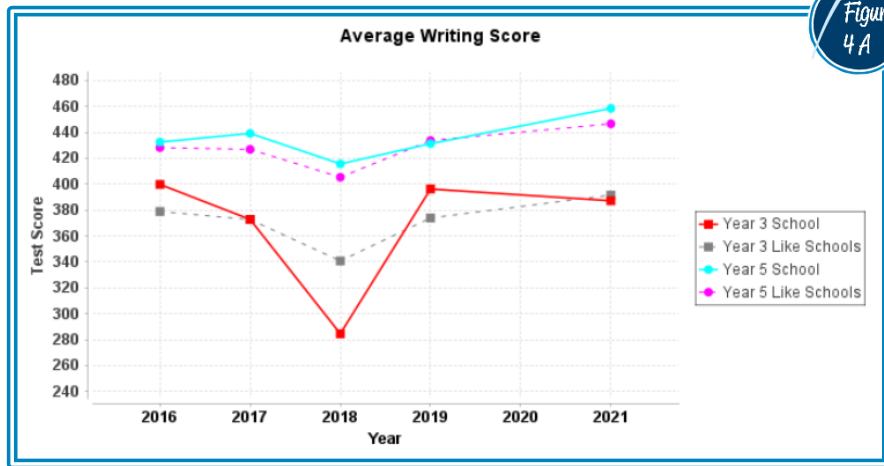


Figure 4A

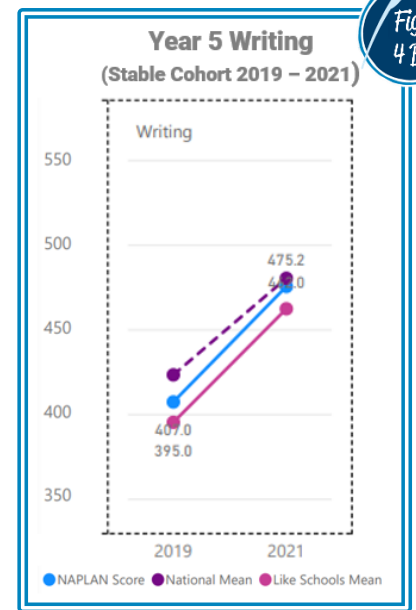


Figure 4B

Writing data remains consistent with other Literacy results. Whole cohort levels show the Year 3 and 5 groups achieving 'at' or 'above' like schools. (Figure 4A)

Again, stable cohort data in Year 5 demonstrates excellent growth to levels just below national mean scores in writing. (Figure 4B)

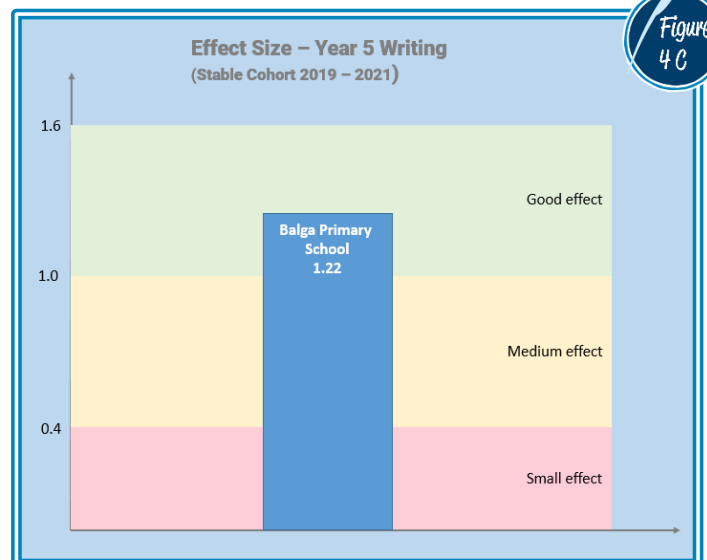
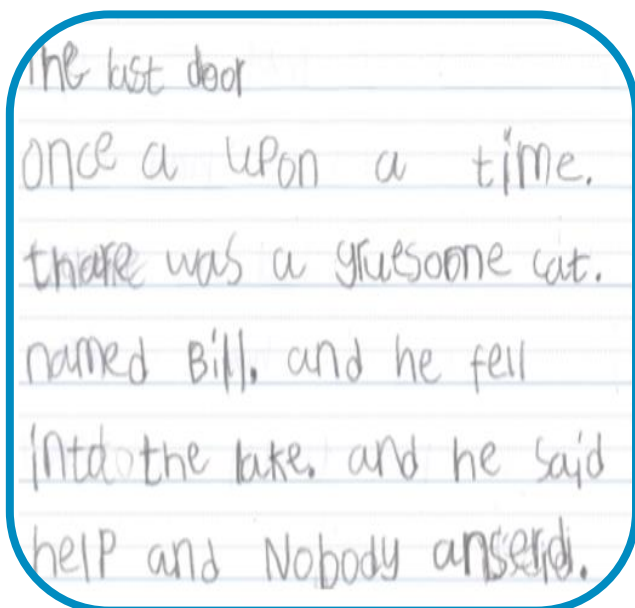


Figure 4C



Writing sample of Pre-Primary student – Term 2



## Numeracy

The start of the year saw the Maths Committee analyse the mental maths programme in place at the school. It was noted that there needed to be more consistency with this and consequently the committee readjusted the mental maths with a new scope and sequence. This scope and sequence was more closely aligned to the Australian Curriculum. To mirror this new document mental maths booklets were created to support independent practice of maths facts in a paced environment enabling a level of cognitive stress.

A review of our Numeracy program was undertaken in 2021. Led by Sarah Fox (Year 3 Teacher) and Kate Burke (Deputy Principal), the staff analysed the longitudinal numeracy data and audited the benefits and disadvantages of our current program (Origo). This audit included two staff members attending West Beechboro to understand their journey with another programme, PRIME.

This analysis found that aligning the content and resources to our Explicit Instruction lesson design was difficult to do and subsequently, determined that implementing a new numeracy program for 2022 (PRIME) would help align the content to the delivery model we use here at the school. The 2021 data supported this analysis and was used as part of the catalyst for the audit and eventual change.

The school provided initial professional learning on PRIME, led by Sarah Fox (Year 3 Teacher) on how to structure an Explicit Direct Instruction utilising the programme. The school then dedicated time into creating kits to assist teachers with its implementation in 2022. Example Maths blocks were then created for exemplars on how to structure mathematics instruction in classrooms, allowing for a level of consistency across the school.





## Numeracy NAPLAN Progression

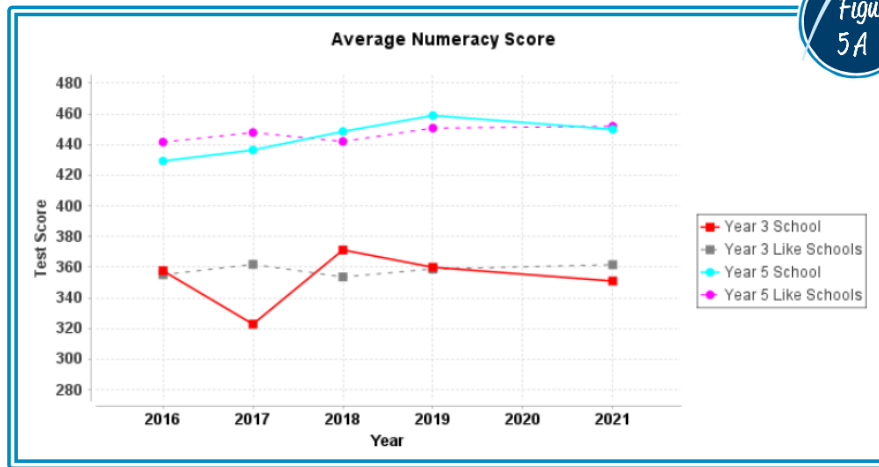


Figure 5A

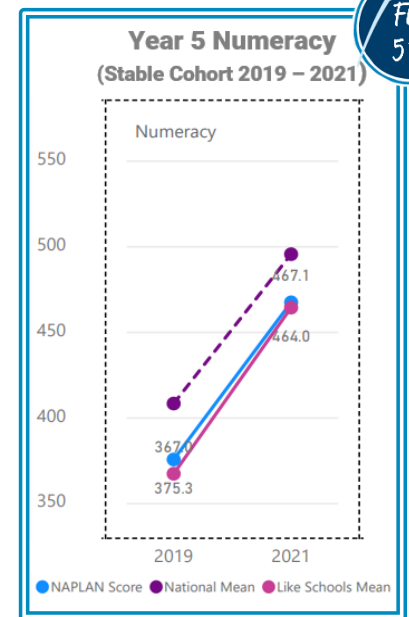


Figure 5B

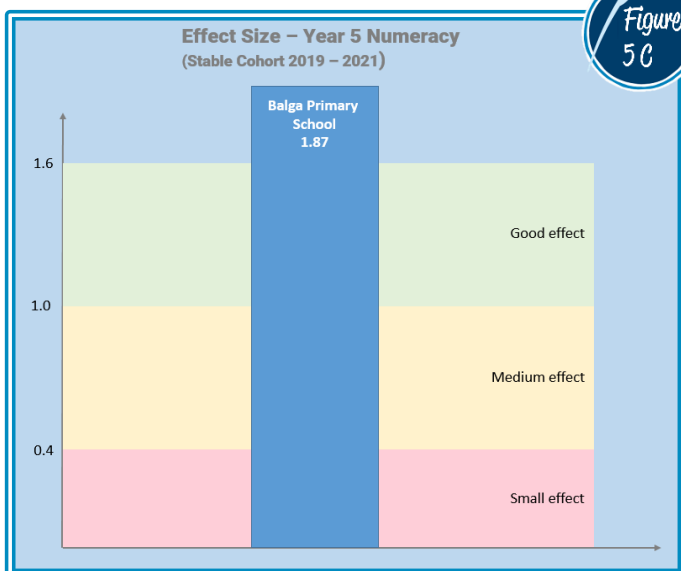


Figure 5C

Numeracy achievement has remained steady in comparison to like schools over a 3-year period when measuring whole cohorts in years 3 and 5. (Figure 5A)

These results are marginally below the levels achieved by like schools.

Stable cohort data has also remained steady, but the growth in numeracy achievement in this cohort doesn't reflect the same gains made by stable cohorts in Spelling, Writing, Punctuation and Grammar. (Figure 5B)

Stable cohort PAT data shows growth in numeracy with cohorts in Years 3-6 demonstrating positive growth. (Figure 5C and 5D)

## Numeracy PAT Data Progression

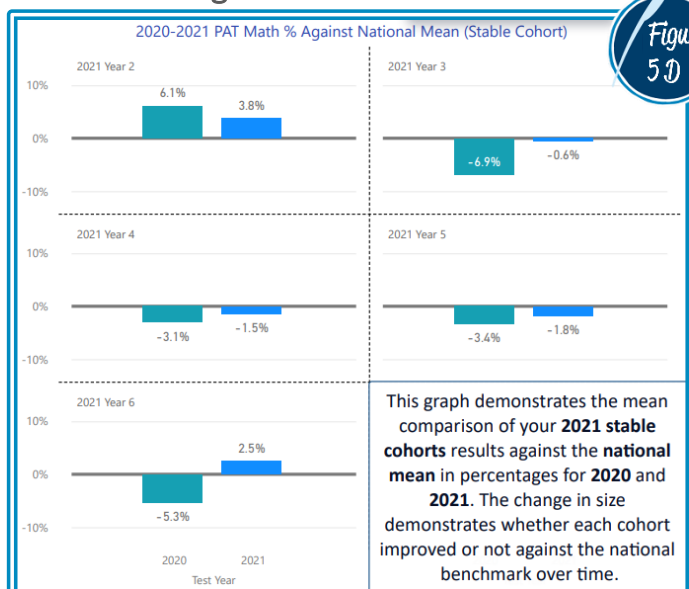


Figure 5D

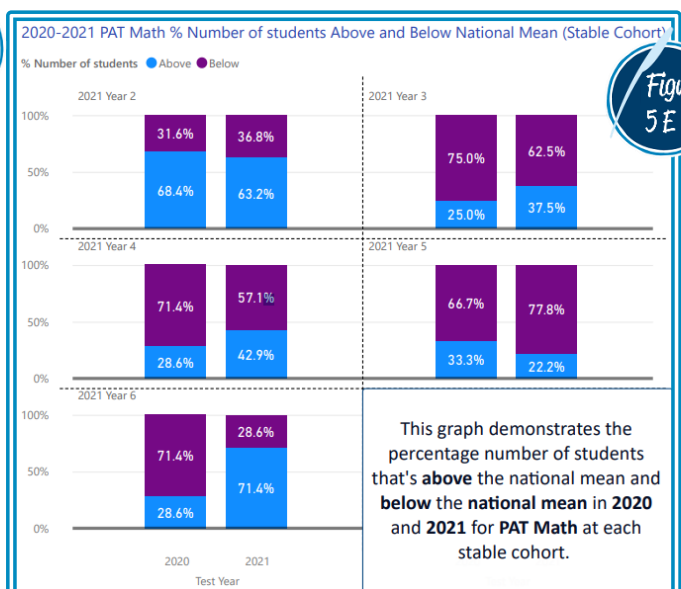
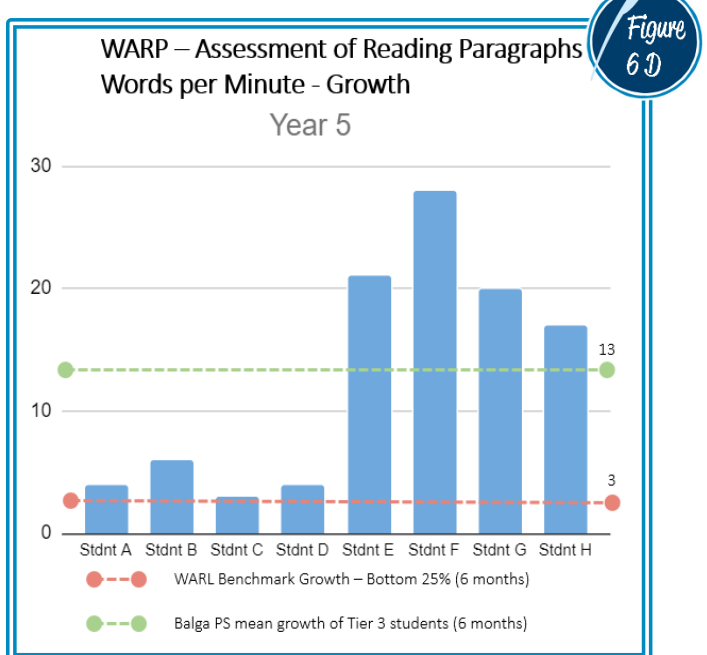
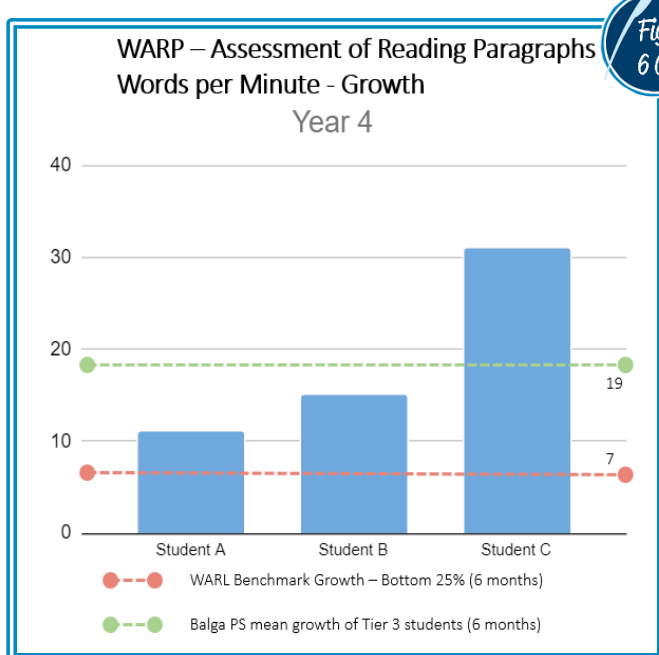
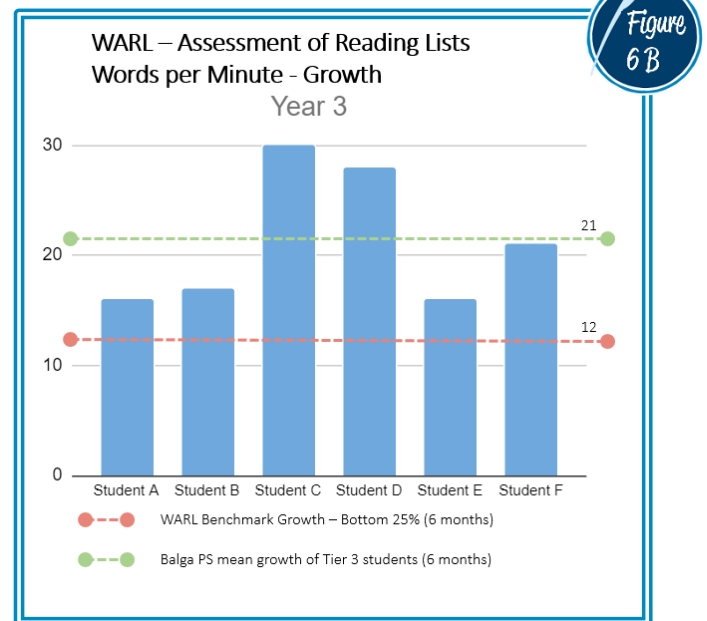
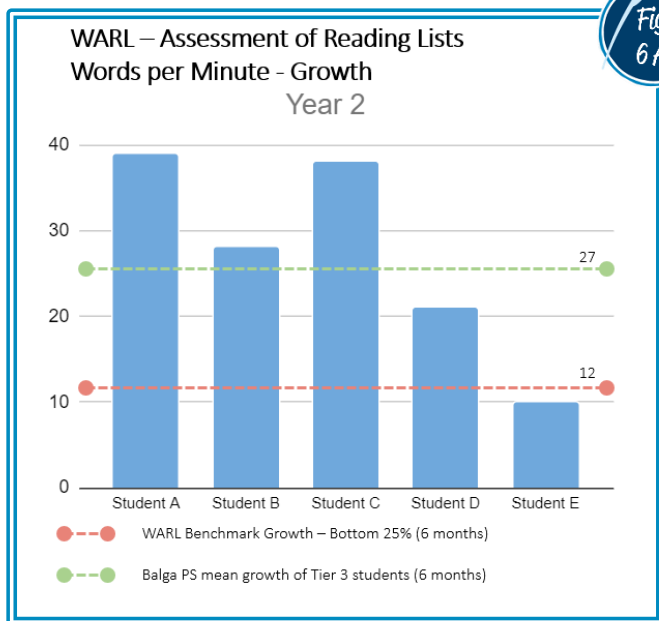


Figure 5E



## Response to Intervention

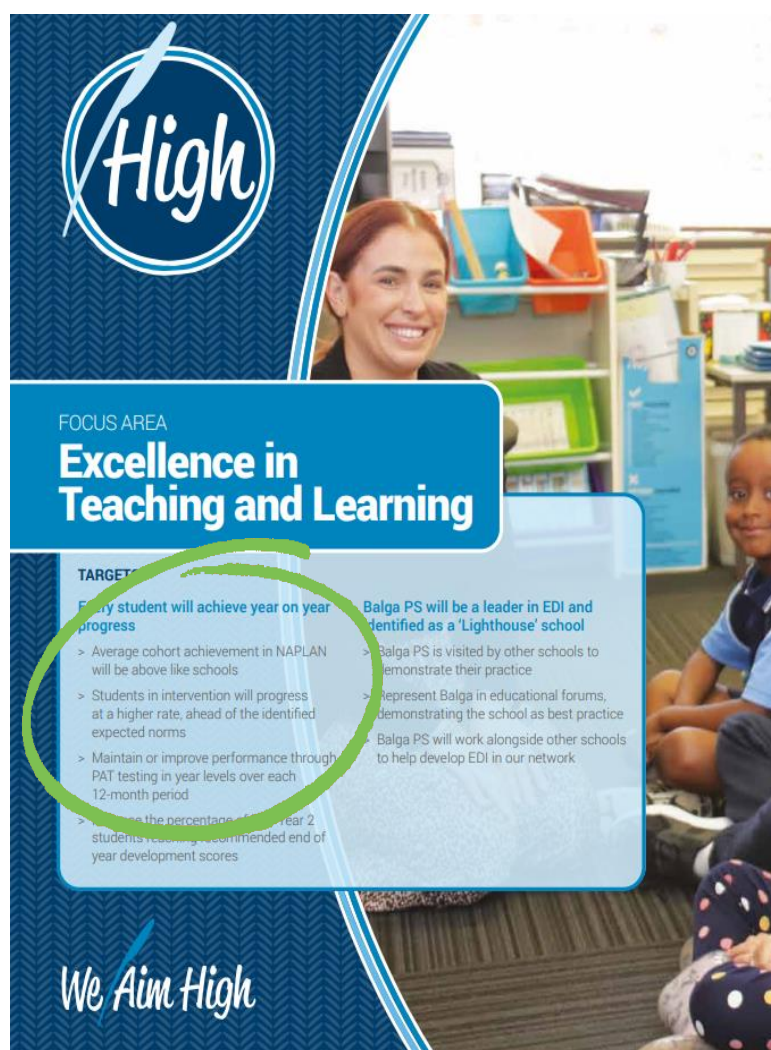
Alongside the provision of quality Tier One classroom instruction, our whole school assessment schedule has enabled us to identify students who are not making expected progress in literacy and provide them with additional targeted and intensive small group intervention, in order to accelerate their learning and enable them to attain year-level benchmarks as quickly as possible. This is achieved through the implementation of MultiLIT programs, specifically MiniLIT and MacqLIT. The implementation of these intervention programs at Balga Primary School have proven to be highly effective, and enabled our students at educational risk to make rapid and large gains in literacy.



In 2021, our WARL and WARP results indicated that, on average, students attending tier two intervention at Balga Primary School progressed at a rate that was far greater than what was expected for their age group, with the majority of students achieving at least double the anticipated rate of growth. With increased confidence and competence in their reading abilities, these students are better able to access the curriculum when they return to class, and develop positive self-concepts in themselves as learners.

## Student Achievement and Performance

### Analysis, Impact of Evidence and Target Achievement



#### 2021 – 2024 Targets

Average cohort achievement in NAPLAN will be above like schools



In analysing the data above, student achievement levels in NAPLAN demonstrated that we attained this target in 6 of the 10 areas measured. The results that were below like schools were marginal and are assessed as being 'at' like schools, rather than below.

Changes in the Numeracy program and a 2022 focus on reading comprehension have been initiated to further improve results.

#### 2021 – 2024 Targets

Students in Intervention will progress at a higher rate ahead of the expected norms



Of the 22 students engaged in the intervention structures at the school, all but one student was able to demonstrate positive growth above the expected benchmark.

The pleasing aspect of this is that more than 50% of students achieved results WELL ABOVE expected norms.

#### 2021 – 2024 Targets

Maintain or improve performance through PAT testing in year levels over each 12 month period



Stable cohort data in PAT shows growth and improvement in almost all areas tested.

## Comments and Future Recommendations

- Continue the delivery of high impact instruction in class, focussing on Daily Review and explicit lesson design.
- Focus on reading comprehension and implement the scope and sequence that focuses on background knowledge of readers.
- Support staff in the implementation of the PRIME numeracy program.
- Re-focus target setting toward NAPLAN student achievement data, achieving 'well above' like schools.
- Continue to invest in the intervention program that screens new enrolments, monitors student growth to identify students and upskill students as quickly as possible to bridge learning gaps.

## Excellence in Teaching

Balga Primary School aims to be a 'Lighthouse School' in the delivery of Explicit Direct Instruction and harnessing this pedagogy to continue to provide the best educational outcomes for our students. Our teachers are some of the best in the field in the delivery of explicit lesson and are supported through expert leadership from Kate Burke (Deputy Principal) and Brooke Wardana (Instructional Coach). Brooke Wardana is frequently seconded to present professional development throughout the state and is also part of developing this pedagogy with the Catholic school system in Canberra. Strategic direction in the field is also supported by the School Board's Chair, Ingrid Sealey, who through her organisation of Teach-Well has provided additional learning and support to staff as well.

As part of being recognised as a school leading the way in this area, Balga Primary offers to model this pedagogy to teachers, schools and other agencies that are keen to see this practice in action and/or provide coaching and feedback. In 2021, Balga Primary had the following schools/organisations engage in this;

- Meekatharra DHS
- Mount Magnet DHS
- Marangaroo PS
- Bayulu RCS
- Westminster PS
- Port Kennedy PS
- Kimberley Schools Project
- Carnarvon CC

Further to this, the school has initiated a partnership with Marangaroo Primary School to help support their pedagogical direction. This involves Balga Primary School staff providing coaching, modelling and feedback to Marangaroo staff to help their pedagogical growth.

### 2021 – 2024 Targets

Balga PS will be a leader in EDI and identified as a 'Lighthouse' School



We had a number of schools engage with Balga PS and view lessons delivered by our staff

Brooke Wardana has presented at a number of different forums. Her knowledge and experience is extensive and proudly states she is a part of the Balga PS team.

Balga PS has initiated a School Partnership program to support teachers at Marangaroo PS

**High**

FOCUS AREA  
**Excellence in Teaching and Learning**

**TARGETS**

Every student will achieve year on year progress

- > Average cohort achievement in NAPLAN will be above like schools
- > Students in intervention will progress at a higher rate, ahead of the identified expected norms
- > Maintain or improve performance through PAT testing in year levels over each 12-month period
- > Increase the percentage of PP - Year 2 students reaching recommended end of year development scores

Balga PS will be a leader in EDI and identified as a 'Lighthouse' school

- > Balga PS is visited by other schools to demonstrate their practice
- > Represent Balga in educational forums, demonstrating the school as best practice
- > Balga PS will work alongside other schools to help develop EDI in our network

We Aim High

## Comments and Future Recommendations

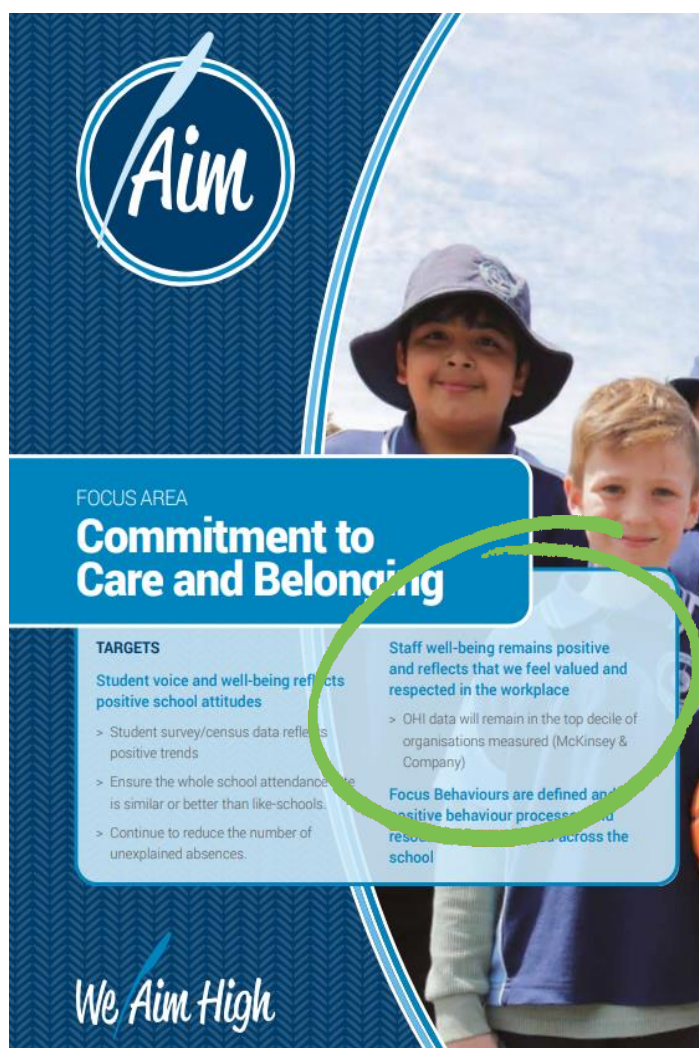
- Work with Marangaroo PS as part of the School Partnership plan to promote EDI and development of teacher pedagogy in both schools. This in turn also provides leadership opportunities for Balga PS staff.
- Grow this initiative within the Swan West Network and lead this with other schools
- Continue to offer other schools and agencies opportunities to view the practice of Balga PS staff.
- Promote this excellence in teaching externally, to further grow the positive perceptions of the school.



## Staff Well-Being

The organisational health of schools is vital to ensure that strategic directions can be set, focused on throughout and reviewed throughout. Balga Primary School (as part of their self-assessment schedule) measure this culture through an external proprietary diagnostic tool.

Since measuring (2016) Balga PS has shown significant progress from bottom quartile to the top decile of all organisations measured globally. The school has remained in top decile since 2018. This outstanding result was improved on in 2021, with Balga PS returning a score well above previous results and their highest yet.



**Aim**

**FOCUS AREA**

**Commitment to Care and Belonging**

**TARGETS**

Student voice and well-being reflects positive school attitudes

- > Student survey/census data reflects positive trends
- > Ensure the whole school attendance rate is similar or better than like-schools.
- > Continue to reduce the number of unexplained absences.

Staff well-being remains positive and reflects that we feel valued and respected in the workplace

- > OHI data will remain in the top decile of organisations measured (McKinsey & Company)

Focus Behaviours are defined and positive behaviour processes and resources are consistent across the school

**We Aim High**

### 2021 – 2024 Targets

Staff well-being remains positive and reflects that we feel valued and respected in the workplace



### Comments and Future Recommendations

- Continue to focus on staff well-being and explore ways to create a whole staff system to promote, engage and celebrate well-being with all staff.





## Positive Behaviour Support

In 2021, Balga Primary School undertook the first steps toward designing and implementing a behaviour management system in the model of Positive Behaviour Support (PBS). Through analysing staff, student and parent feedback, the process of aligning a whole school positive behaviour system and defining how teachers and administration deal with unproductive behaviours, was identified as an important bit of work that the school focused on in 2021.

Through identifying committed staff members to lead this process, the scope and design of the program started to take shape in 2021. Staff have been upskilled in professional development and the PBS team are working hard to finalise the program and what it looks like for students, staff and families. The plan is for the program to be fully implemented is set for the middle of 2022. We are excited to watch this take shape.

### 2021 – 2024 Targets

Focus behaviours are defined and positive behaviour processes and resources are embedded across the school.



This process has begun and the implementation will be undertaken slowly (with care), ensuring that all areas of the school are consulted and contribute to what the PBS program will look like at Balga PS.

### Comments and Future Recommendations

- Positive Behaviour Support will be focus for the school in 2022, with the implementation of the program to commence in Semester 2.



**Aim**

**FOCUS AREA**  
**Commitment to Care and Belonging**

**TARGETS**

- Student voice and well-being reflects positive school attitudes
- Student survey/census data reflects positive trends
- Ensure the whole school attendance rate is similar or better than like-schools
- Continue to reduce the number of unexplained absences.

Staff well-being remains positive and reflects that staff value and respect their own and others' wellbeing. Staff data will remain in the top decile of organisations measured (McKinsey & Company)

Focus Behaviours are defined and positive behaviour processes and resources are embedded across the school

**We Aim High**



## Community Connectedness

Balga Primary School is an important part of the Balga community. There are multiple cultures represented throughout the community and the school provides an opportunity for groups of people to come together and share in experiences involving their children and connect with other families. The school recognises this and sees increasing opportunities for our families to celebrate the achievements, of their children and the school, as an important body of work.

### Parents and Citizens (P&C)

One of Balga Primary School's greatest successes in 2021 was the re-establishment of the Parents and Citizens (P&C) group. Through outstanding leadership from the group's President, Faye McCormick and amazing support from its members, they were able to achieve some fantastic results. Fundraising increased throughout, but more importantly, they were able to coordinate and host events that engaged our students and families with the school. Some of these events are listed below;

- Mother's Day Stall
- Cookie Dough Fundraiser
- Easter Egg Raffle
- Wicked Wednesdays
- Athletics Carnival Stall
- Pizza Day
- Father's Day Stall
- Democracy Sausage Sizzle
- Colour Fun Run

As a result of their successful fundraising efforts, the P&C were able to donate funds to ensuring all students could access swimming lessons at a reduced price and also made a significant contribution to the Year 5/6 camp.

The school is forever grateful of the time and efforts these amazing people put in and the fantastic outcomes they were able to generate for our school in 2021.

### Harmony Day

Harmony Day this year was celebrated on 25<sup>th</sup> March with a whole school assembly. The school came alive with a magnitude of different costumes from student's ancestry. The conversations sparked by the outfit was interesting as our students were able to explain the importance of the outfit for the country. Individual classes completed different in class activities including, mapping where students came from on a map. Harmony Week at Balga PS allows us to celebrate and showcase the multicultural nature of our school.



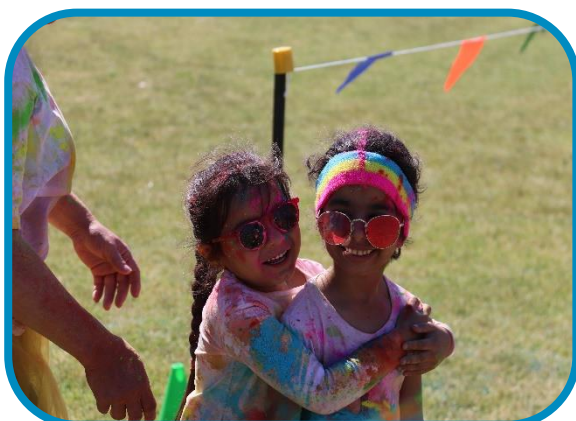


## Colour Fun Run

One of the major events of 2021, was the P&C coordinated event of the Colour Fun Run. This event took place on the last day of Term 3 and involved all students from Kindy to Year 6. It was initially instigated to help raise funds for the P&C but the benefits of having our entire community come together on this day far outweighed any financial outcomes we set out to achieve.

This event was attended by Police, St John and numerous parents, carers and supporters of the school. Meredith Hammat (MLA) was also a welcome guest and alongside parents and community members, took great joy in covering the students in coloured dye whilst they ran through the course.

This event will now be an integral part of the Balga Primary School calendar as it was successful in raising funds for the P&C, but more importantly, engaged our community with many smiles, laughs and fun.





## Star Gazing Night

We held our 7<sup>th</sup> annual stargazing night in Term 4. We had a fantastic turnout and clear skies. We started with our hobby rocket launch and managed to retrieve the first rocket, but the second was last seen heading towards Malaga! We had a free sausage sizzle cooked by staff and refreshments provided by the P&C. Julie Boston and Donna Franklin from Edith Cowan University entertained our students with their fascinating collection of space rocks and meteorites. Matt Woods and his colleague from Perth Observatory assisted us with a further two telescopes for stargazing. Most of us got to see a spectacular close-up view of Saturn, Jupiter and five of its moons and even Venus.

We all had an opportunity to see the moon up close and even to take some photos, like this good one by Brittney McCormick. We want to acknowledge Edith Cowan University who have been instrumental in starting up our stargazing event here at the school. They donated our telescope and have provided ongoing support over the past 7 years.



## NAIDOC Week

We held NAIDOC Week celebrations in Term 3 2022, and was led by our fabulous AIEO Brenda Stack. As a school we did parallel activities each day of NAIDOC week.

- Day one we learnt about the theme Heal Country.
- Day two we focussed on famous Aboriginal Musicians including: Baker Boy, Yothu Yindi, Geoffrey Gurrumul Yunupingu and how they made the students feel, what their meaning was and to appreciate aboriginal culture.
- Day three saw the classes investigate famous Aboriginal leaders in Australia, noting their impact both past and present.
- Day Four was our big school celebration of NAIDOC week. We were lucky to have dancers from Koolankas Kreate, a troupe of aboriginal dancers who are kids from the Perth region. They were entertaining and fun with teachers and students coming on stage to join the performers. Following this we had classroom activities led by Carol & Brenda looking at Noongar language another hands on activities.
- The week finished with classroom investigations of Aboriginal led films and TV shows.

NAIDOC week is a highlight at Balga, as we get to immerse ourselves in our First Nations Culture.



## Analysis, Impact of Evidence and Target Achievement



## 2021 – 2024 Targets

Increased attendance from our parents and community in school events.



Although this is a difficult measure to quantify, there was strong anecdotal evidence, from within the school and externally, that there was an increase in parent and community involvement. This was evident in events that have been part of the Balga PS calendar for a number of years and also in new events (like the Colour Fun Run).

## Comments and Future Recommendations

- Increase the amount of celebratory events (termly) that engages students and families within the school.
- Develop a Cultural Action plan that incorporates the recognition and celebration of all cultures represented at Balga Primary School.
- Appoint a Level 2 School Officer to help align communication channels and address the community's needs.
- Align the National Schools Opinion Survey the previous version (2019) to ensure longitudinal data can be obtained.

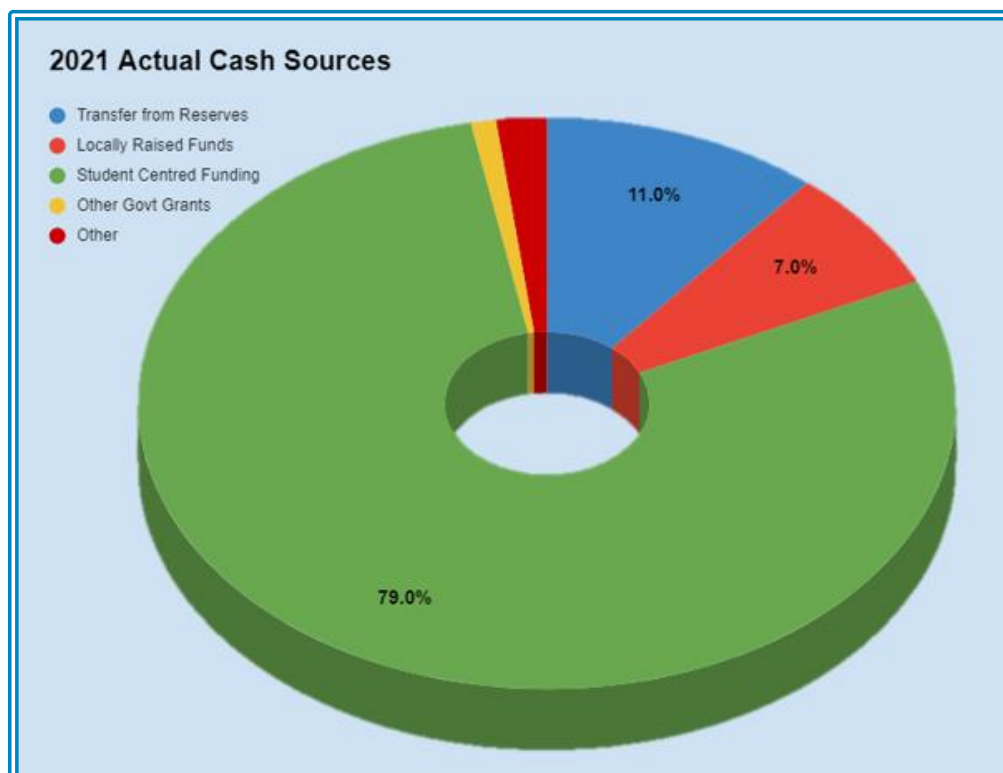




## Financial Summary

### 2021 Revenue

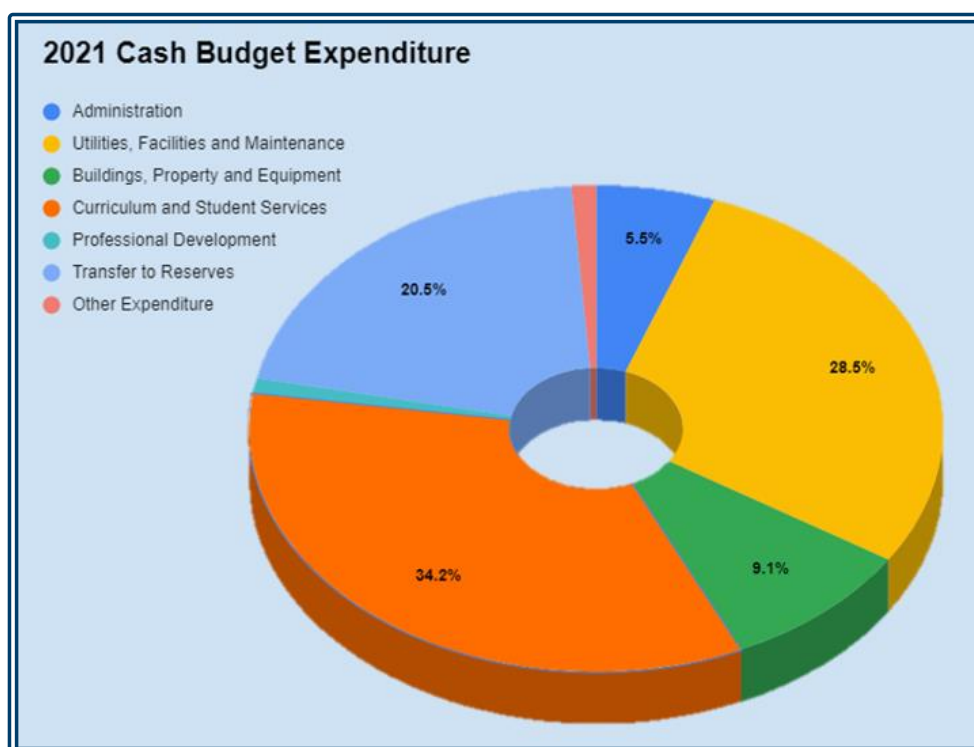
|   | Revenue - Cash                                   | Budget                 | Actual                 |
|---|--|------------------------|------------------------|
| 1 | Voluntary Contributions                          | \$ 3,180.00            | \$ 3,119.60            |
| 2 | Charges and Fees                                 | \$ 14,896.82           | \$ 14,896.82           |
| 3 | Fees from facilities Hire                        | \$ 0                   | \$ 0                   |
| 4 | Fundraising / Donations / Sponsorship            | \$ 5,350.00            | \$ 4,860.19            |
| 5 | Commonwealth Government Revenues                 | \$ 1,269.20            | \$ 1,269.20            |
| 6 | Other State Govt / Local Govt Revenues           | \$ 1,000.00            | \$ 1,000.00            |
| 7 | Revenue from other Department entities           | \$ 1,998.24            | \$ 1,998.24            |
| 8 | Other Revenues                                   | \$ 4,929.09            | \$ 5,036.56            |
| 9 | Transfer from Reserve or DGR                     | \$ 33,000.00           | \$ 33,000.00           |
|   |  |                        |                        |
|   | Total Locally Raised Funds (Items 1-9)           | \$ 65,623.35           | \$ 65,623.35           |
|   | Opening Balance                                  | \$ 43,456.88           | \$ 43,456.88           |
|   | Student Centred Funding Allocation               | \$ 244,261.11          | \$ 244,261.11          |
|   | <b>Total Cash Funds Available</b>                | <b>\$ 353,341.34</b>   | <b>\$ 316,929.72</b>   |
|   | <b>Student Centred Funding Salary Allocation</b> | <b>\$ 2,211,370.00</b> | <b>\$ 2,211,370.00</b> |
|   | <b>Total Funds Available</b>                     | <b>\$ 2,548,820.97</b> | <b>\$ 2,528,299.72</b> |





## 2021 Expenditure

|   | Expenditure                           | Budget                 | Actual                 |
|---|---------------------------------------|------------------------|------------------------|
| 1 | Administration                        | \$ 19,700.00           | \$ 17,514.51           |
| 2 | Lease Payments                        | \$ 0                   | \$ 0                   |
| 3 | Utilities, Facilities and Maintenance | \$ 99,295.00           | \$ 90,463.87           |
| 4 | Buildings, Property and Equipment     | \$ 43,329.21           | \$ 28,743.93           |
| 5 | Curriculum and Student Services       | \$ 103,296.44          | \$ 108,350.02          |
| 6 | Professional Development              | \$ 3,000.00            | \$ 3,183.44            |
| 7 | Transfer to Reserves                  | \$ 65,000.00           | \$ 65,000.00           |
| 8 | Other Expenditure                     | \$ 3,830.32            | \$ 3,673.95            |
|   |                                       |                        |                        |
|   | Total Goods and Services Expenditure  | \$ 337,450.97          | \$ 316,929.72          |
|   | Forecast Salary Expenditure           | \$ 2,211,370.00        | \$ 2,211,370.00        |
|   | <b>Total Expenditure</b>              | <b>\$ 2,548,820.97</b> | <b>\$ 2,528,299.72</b> |
|   | Cash Budget Variance                  | \$ 15,890.37           |                        |



## 2021 Cash Position

|                           | Cash Position as at 31 December 2021 | Actual               |
|---------------------------|--------------------------------------|----------------------|
| 1                         | General Fund Balance                 | \$ 38,123.56         |
| 2                         | Deductable Gift Funds                | \$ 0                 |
| 3                         | Trust Funds                          | \$ 0                 |
| 4                         | Asset Replacement Reserves           | \$ 161,963.58        |
| 5                         | Suspense Accounts                    | \$ 35.00             |
| 6                         | Cash Advances                        | \$ 0                 |
| 7                         | Tax Position                         | \$ (4,148.00)        |
| <b>Total Bank Balance</b> |                                      | <b>\$ 195,974.14</b> |

*We Aim High*



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**Balga**  
Primary School