

ANNUAL REPORT 2018

A report to the school community about the activities and achievements of Bateman Primary School during 2018

UNDERLYING BELIEF

We believe children are born with abundant potential and our role is to nurture its discovery.

OUR VISION

To inspire in children a belief in their potential and empower them to be life-long learners.

OUR GUIDING PRINCIPLES

Learning Environment:

Attending school will be engaging and enjoyable.

World class pedagogy:

A place where educators unlock their own abilities and excel. We constantly strive to be our best.

Personalised:

We remember all children are unique and strive to discover how they are intelligent, then tailor our teaching to that.

Nurturing:

We facilitate perseverance and risk taking in a supportive environment which builds resilience.

Collaborative:

We collaborate with the students' carers to nurture the discovery of their potential.

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PRINCIPAL'S REPORT

Our entire school community celebrated our vast range of student and family activities during 2018 as we grew our school, not just in numbers from 258 to 314, but in the number of opportunities we were able to provide for students academically, socially and in their physical and mental welfare. What was already a very harmonious community embraced the school's momentum as we developed our programs and provided parental access to outside agencies at the school site.

During 2018 we embedded our whole-school cooking program and continued to develop our sustainable garden to provide much of the produce required. Our Social-Emotional Committee provided outstanding support to classrooms in ways that students' needs could be met and our Wellness Festival towards the end of the year was again a huge success bringing together many of the strategies used during 2018 and setting the platform for our 2019 U R Strong focus of friendship. Also very active during 2018 was our ICT Committee which put in many extra hours preparing for the 2019 launch of our BYOD iPad program which included a number of after-school and evening parent information talks.

Our School Board continued to be active in its work to ensure good governance and promotion of the school within the community and our P&C was outstanding in the support it gave to students and staff in the development of programs and improvements to our grounds and buildings. The continued growth of the Men of Bateman provided great networking opportunities for dads and activities for them to enjoy with their children.

At a staff level, our very active committees provided excellent opportunities for all staff to share in our distributed leadership model and the work and ideas generated by these groups ensured that there were many academic and social opportunities for students and that there was complete buy-in from staff for the programs and strategies devised by staff. During 2018 we implemented our rewritten English whole-school plan and reviewed our Maths plan for the implementation of a new plan in 2019 to reflect student performance and staff input.



While our NAPLAN data was marginally down on previous years in a couple of areas we have sought to address this with the implementation of the evidence-based MiniLit and MacqLit programs to support identified students in their reading through small-group intensive reinforcement sessions. Explicit teaching and differentiation continue to be the focus of our outstanding teaching team and high levels of shared planning and moderation ensure that we are able to cater for the learning needs of all students. The introduction of a dynamic new Music program along with the embedding of excellent Science and Mandarin programs for all Year 1 – 6 students further enhanced our learning opportunities for all of our students.

2018 was an excellent year for Bateman Primary and we move into 2019 with great momentum and many exciting initiatives to further engage our students and community.

Marc Lockett
Principal

OUR SCHOOL COMMUNITY

As we have grown in size over the last year one of the focus areas of staff and parents has been to ensure that we maintain our small, community-based feeling as a school. By focusing on and understanding the specific needs of each of our students and by seeking to support their learning and emotional needs and providing learning opportunities we have maintained our student-centred focus in all that we do. Our parent bodies and individual parents have worked even more closely with the school, often in collaboration with our committees to ensure we are focusing on similar goals and maximising our efforts to increase outcomes for students.

By actively seeking-out and listening to parent feedback, including the 2018 Parent Survey, and then acting on that feedback where at all practical, we believe that our school reflects the needs and aspirations of Bateman families and that this is reflected statistically in our growing student population and survey feedback and effectively in the high levels of parent involvement in all of the activities of the school.



As an independent public school we are now able to attract and retain high-quality staff who we had previously lost to other schools and the quality of teaching, care and communication of all staff is a feature that is highly appreciated by families who can be assured that classroom and specialist teachers are all of the highest calibre and focused on their child's needs.

During 2018 we engaged a number of specialised services such as Speech and Occupational Therapists and a Counsellor for families to access on site and also made our school available to groups such as Kids Are Kids to improve access and to increase communication levels between home, classroom and outside providers. These initiatives have been widely utilised by families, and the school also used our Speech and OT to screen all of our Kindy and PP students during 2018.



Bateman Primary has a close and very effective school community where communication and shared goals are the keys to providing excellent opportunities and outcomes for all of our students.

BATEMAN PRIMARY SCHOOL BOARD REPORT FOR 2018

In 2018, the Bateman Primary School Board continued to build on the foundations laid in its inaugural year (2017) and its members remained committed and focused on the key goals in our business plan.

One of the Board's main achievements was to work with the school to implement before and after school and vacation care onsite, which had been an issue raised by the community in recent school surveys.

With a strong focus on the whole child at Bateman Primary, the Board also discussed and endorsed the implementation of the 'U R Strong' Program in 2019, as well as endorsing the use of wellbeing journals for all students.

While continuing to monitor performance against our business plan, the Board agreed to introduce MultiLit (an evidence-based reading program) to the school to help improve reading outcomes for the students. The Board also discussed the Bring Your Own Device (BYOD) policy being rolled out in 2019, recognising the support of the teachers for this policy to enhance students' learning opportunities.

Financial resources at the school continue to be well managed, and we are lucky enough to have a high level of voluntary contributions from the school community. Investments were made for professional development for staff and iPads (to complement the roll out of the BYOD policy), as well as expenditure on key maintenance, necessary for a school that is almost 50 years old.

Board members are fortunate to work with a proactive Principal and school leadership team who are keen to listen to our views and implement policies to improve the school. I believe the school has never been in greater hands and I look forward to contributing on the Board in 2019.

Marny Marsh

Board Chair

2017 – 18

BATEMAN PRIMARY P&C REPORT FOR 2018

2018 was another fantastic year for our P&C at Bateman. A big thank you to everyone who did their bit.

2018 built on our strategy of supporting the school's "whole of child education program" and helping the children develop their interest and skills to become 'lifelong learners'.

During the year we had a major focus on our "School Beautification Program" in addition to several other initiatives we planned.

We kicked off the year with our Welcome Sundowner and got stuck into our first "fun bee" of what became quickly known as "Mulching Bateman!" Whilst it may have felt like we were mulching the whole suburb, (we wheelbarrowed and spread over 100cm³), we focused on cleaning up the gardens and working along Bartling Ave. and part of Dean Road. We've had lots of fantastic comments from residents on how good the gardens and school is looking.

We started our Library project in 2018 which saw a clean-up of the surrounding gardens and importantly the "U R Strong" messaging painted on the walls. We have also set aside space for our kids to paint a mural on the Eastern side of the building. We plan to have the library finished in 2019 and set up as a key part of the children's knowledge journey.

The kitchen garden and chicken coup has been used well by the school community. In 2018, we were fortunate to secure a \$10k grant from CBA, which has partly been used to build our outdoor classroom in the garden. Watch this space for more exciting changes in this area in 2019/2020.

Of course, during the year, the P&C continued to provide its usual services in addition to information sessions for parents on Cyber Security and the U R Strong program.

We're so grateful for the support of our volunteering parents who do so much around the school. Thank you.

Each year we seem to be achieving more and more around the school as our culture and community spirit grows. I'm sure 2019 will continue this tradition and more into our 50 Year Anniversary in 2020.

Thank you from all of us.

Glen Beauchamp

President

SOME SCHOOL HIGHLIGHTS 2018

- The Wellness Festival
- Dad's & Kids Camp
- Our choir performed at One Big Voice
- We celebrated Maths Week, Science Week, Book Week and Harmony Day with fun activities.
- Everyone enjoyed two amazing Sundowners.
- We had our first ukulele and percussion groups perform for us.
- Our school buildings and grounds were improved and linked to our programs.
- The kitchen garden is getting bigger and better and the cooking program is well-established.
- Chinese Day was very popular with dress-ups, performers and delicious foods.
- Dad's enjoyed a Fathers' Day evening with their children in the Kindy.



- Spell-a-thon was huge again.
- We conducted parent information evenings on BYOD and U R Strong.
- Our girls' teams did well in the cricket and AFL carnivals they entered.
- We screened all of our Kindy and Pre-Primary children for speech and occupational therapy.
- We implemented our new English Plan across the school and audited our Maths plan.
- The Year 5&6 students had an amazing time at the Point Peron Camp.
- Our NAPLAN results were as expected in almost every area.
- The ANZAC service was excellent.

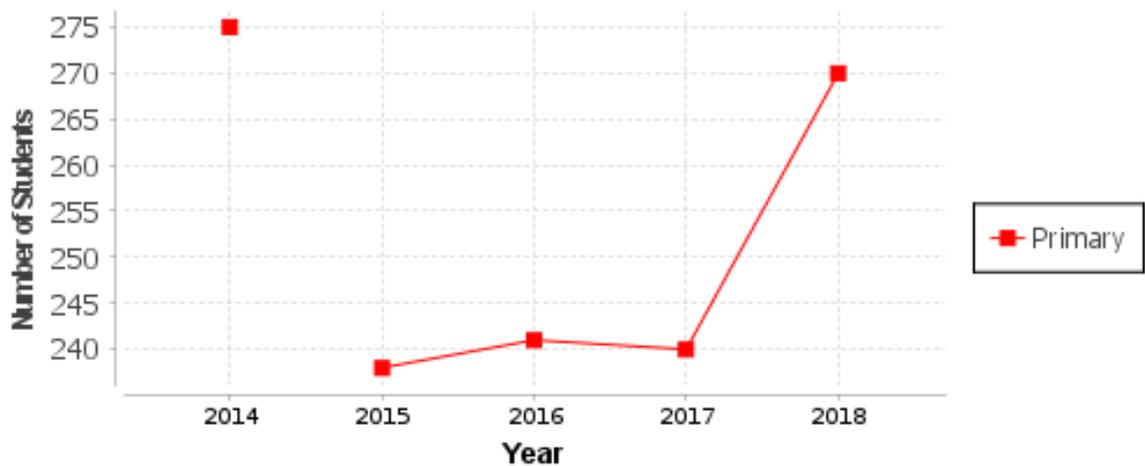


- Our community singing instantly became the highlight of every assembly.
- We welcomed great new staff members and lots of wonderful new families.
- We introduced many outside agencies to our school for ease of access for families.
- Families, students and staff were surveyed and the school was very well supported.
- We exceeded the expectations of National Quality Standards again.
- The P&C conducted many excellent Busy Bees and fund raising events.
- Our interschool sporting teams all performed well.
- Our Graduation and Performance Evening was outstanding.
- We enjoyed many great excursions including trips to Parliament House and Kings Park.

ENROLMENT PROFILE

Our enrolments grew rapidly during 2018 due to some re-zoning in the suburb, news spreading of the great programs and staff we have and by our capacity to meet the specific needs of certain students. We experienced a high number of students coming into the government system for the first time and are allocating resources for early intervention in a number of these cases and also catered for students with identified giftedness whose learning needs were not met previously. Growing our student population was a goal of our Business Plan 2017 – 2019 but we are conscious that we also wish to maintain our small, community focused culture.

Semester 2 Student Numbers



Destination Schools 2019

| | |
|--------------------------|----|
| Rossmoyne SHS | 23 |
| Perth Modern School | 2 |
| Applecross SHS | 4 |
| Willetton SHS | 2 |
| Leeming SHS | 1 |
| Lynwood SHS | 1 |
| Cecil Andrews College | 1 |
| Kennedy Baptist College | 5 |
| Other Christian Colleges | 5 |

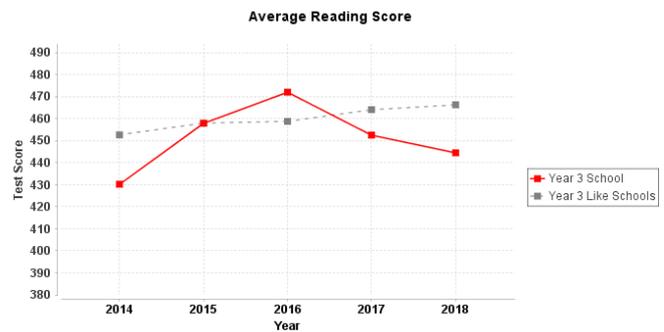
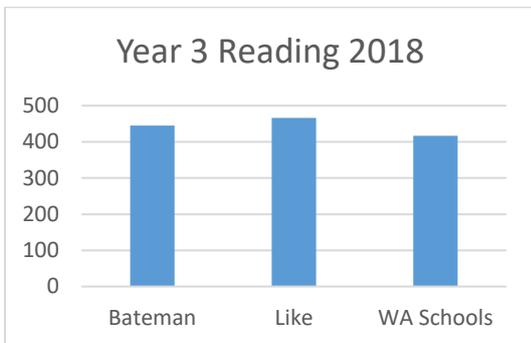
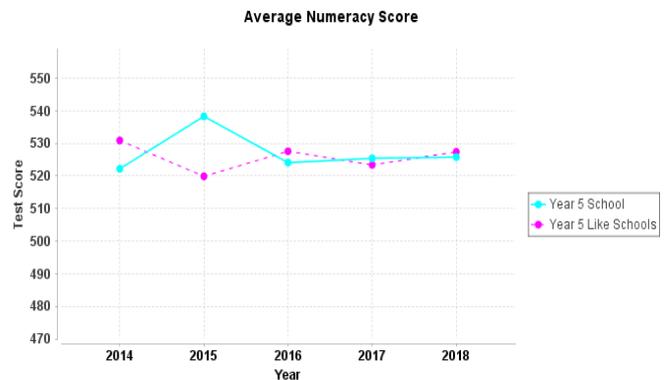
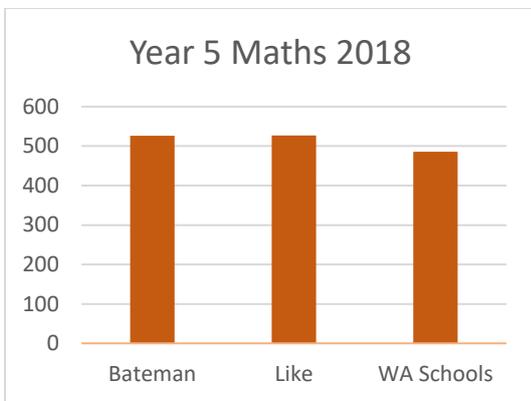
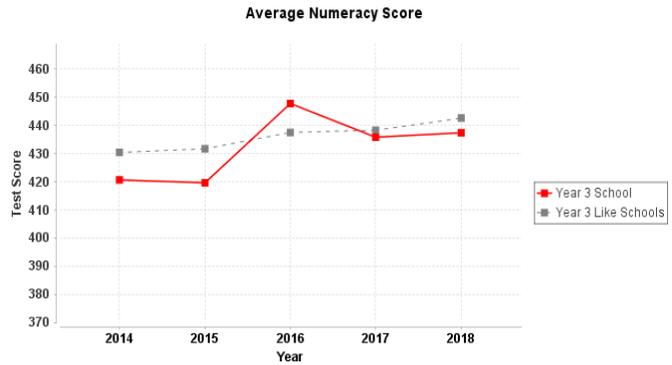
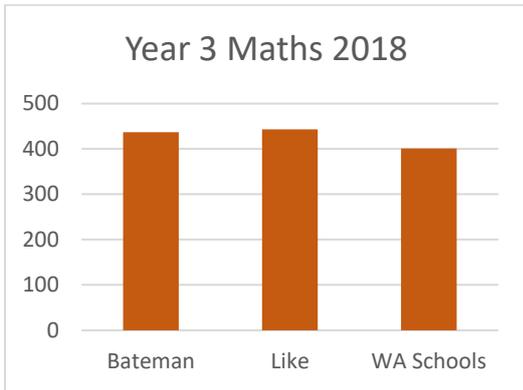
REPORT AGAINST BUSINESS PLAN TARGETS 2017 - 2019

| TARGET | RATING | EVIDENCE |
|---|---------------------|---|
| Leadership | | |
| Increase the number of staff who are leading or actively involved in learning area committees and the school board. | Achieved & Embedded | All teaching staff and many non-teaching are actively involved in committees and full staff representation on Board with a two-year term. |
| Improve levels of staff seeking to increase their qualifications or pursue leadership opportunities. | Developing | 2 non-teaching staff doing teaching course. 2 teaching staff filling roles that provide leadership opportunities for future. 4 graduate teachers working toward full registration. |
| Create a specific ICT leadership role. | Achieved | As well as the deputy principal leading the BYOD initiative a classroom teacher with high skill levels has been appointed to continue working with staff on implementing iPads into curriculum in 2019. |
| Professional Development | | |
| Make significant progress in fully implementing all seven standards of the National Quality Standards Framework. | Achieved & Embedded | School completed an external audit in 2017 and this was verified again in 2018. |
| 100% of staff are performance managed. | Developing | Most staff were performance managed during 2018 and all will be in 2019. |
| 100% of teaching staff participate in Peer Observation at least twice per year as a self-reflective tool. | Achieved & Embedded | Process is conducted by the Peer Obs. Committee each semester and focuses on areas of whole-school pedagogy. |
| 100% of teaching staff are observed by Admin at least twice a year. | Developing | Staff have requested the formalization of the Admin observation and feedback process in 2019 to better inform them of their progress. |
| Our committees are leading the development of programs with long-term visions for school improvement. | Achieved & Embedded | Committees are generating a great deal of program and policy review and improvement based on data and feedback. |
| All staff receive intensive training to make them confident and competent users of tablet technology to enhance learning. | Developing | All staff received several weeks of training by identified staff and this is to continue in 2019. |
| Conditions for Learning | | |
| Increase our students' ability to demonstrate appropriate social skills and self-regulation as indicated through semester formal reports and anecdotal recording. | Developing | Analysis of report data shows some improvement in measurable areas and the introduction of the UR Strong program in 2019 should further improve social skills and self-regulation. |
| Improved achievement, behaviour and attendance of those identified students on individual plans. | Developing | Students on IEPs have progressed as expected and during 2019 we are introducing formal early intervention for young and struggling readers. |
| Identified grounds and building improvement plans have been completed. | Achieved | Grounds Committee and P&C now looking for other projects around school buildings. |
| All identified students requiring access to outside agencies are able to obtain | Achieved & Embedded | Families are able to access Speech, OT, a Counsellor, Chaplain, School Psych and support agencies on-site. |

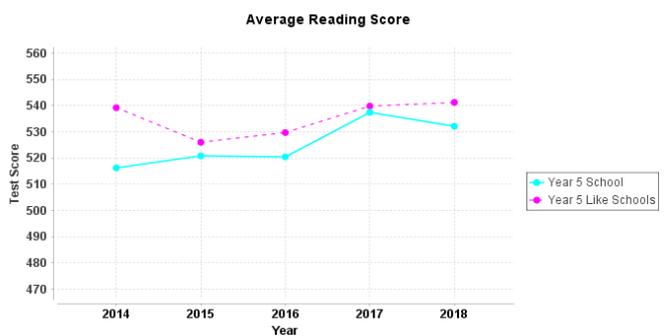
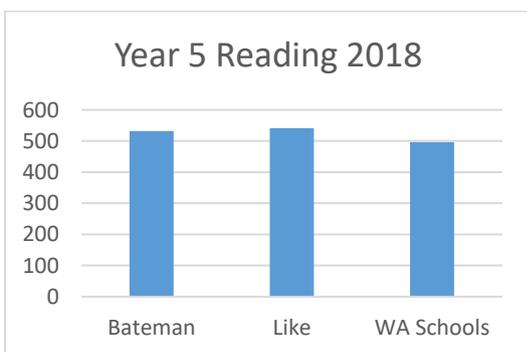
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| assistance on-site if this is available. | | |
| Curriculum & Teaching | | |
| Progress in NAPLAN reading, Spelling and Maths between Y3 – Y5 is commensurate with like-schools. | Developing | Progress in 2017 was above expected levels and in 2018 below. Additional support programs have been put in place. |
| NAPLAN achievement in Year 3 and 5 is similar to like-schools. | Developing | In 2017 we achieved similar or higher NAPLAN scores and in 2018 similar or slightly lower scores in our Year 3 cohort. |
| 80% of identified Year 3 case management students are achieving at least 3 bands increase by Year 5. | Developing | Achieved in 2017 but less than 80% in 2018 |
| On-Entry data is used effectively to allow early intervention for students and improved Year 3 NAPLAN performance. | Developing | Improving the use of this data through our Management Information System and student tracking processes and linking to classroom and MiniLit planning. |
| All students are actively involved in our environmental programs. | Achieved | All students participate in Waste-Wise campaign, recycling, sustainable garden and cooking programs and we have leadership opportunities for students through the Waste-Wise program. |
| Increase the percentage of students involved in our school-based gifted and talented program by increasing its scope. | Developing | In 2018 we began to move away from a withdrawal model and commenced training staff in how to cater for students with exceptional ability. Class structures in 2019 will trial a different model of delivery for identified students. |
| Tablet technology is utilised effectively to increase student outcomes in all classrooms P-6. | Developing | Staff were upskilled and students exposed to a far greater degree to utilising iPads to complete tasks not previously accessible. Implementation will continue in 2019. |
| Parents & Community | | |
| Parent survey results indicate satisfaction with the teaching and learning programs operating within the school. | Achieved | Results were very positive in the 2018 survey and reflect other feedback received from parents over recent years. |
| An increased number of parents are using Skoolbag to communicate with the school. | Achieved | Skoolbag is used by the majority of parents in communication to and from the school. It will be embedded into our new website in 2019. |
| Specific information evenings and open classrooms are conducted to inform parents of our tablet technology focus. | Achieved | Many information sessions and open classrooms were provided for parents and will continue in 2019. |

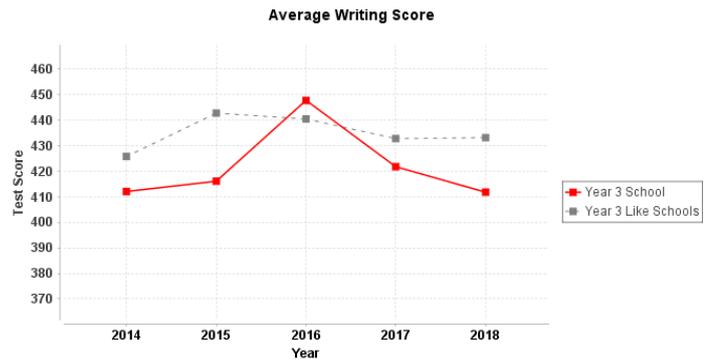
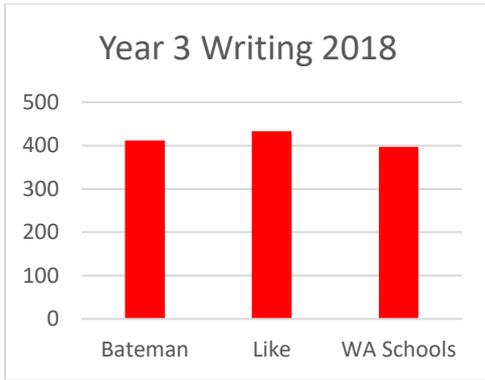
Information about the school's 2018 NAPLAN performance is available on the next pages.

NAPLAN PERFORMANCE 2018

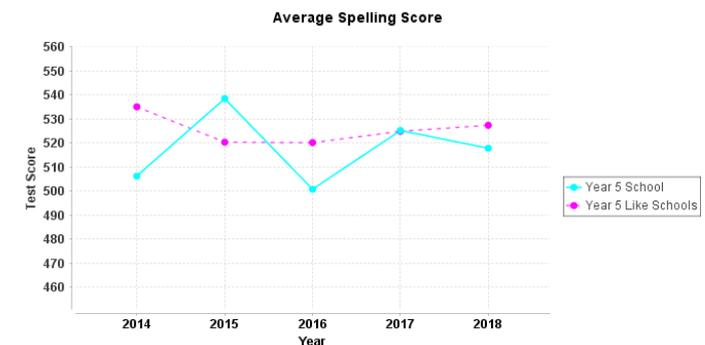
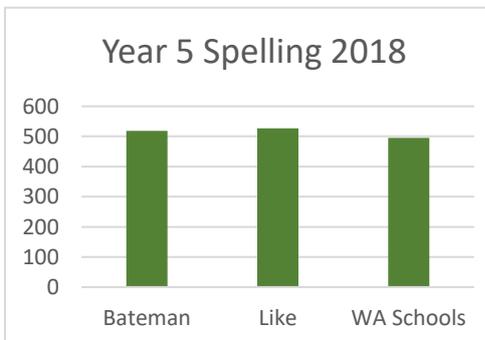
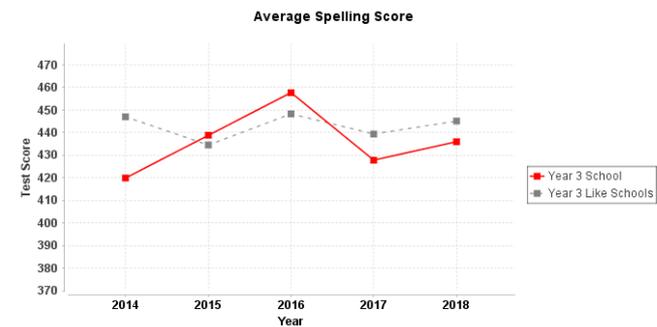
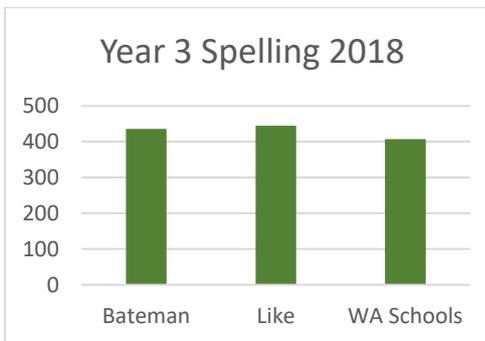
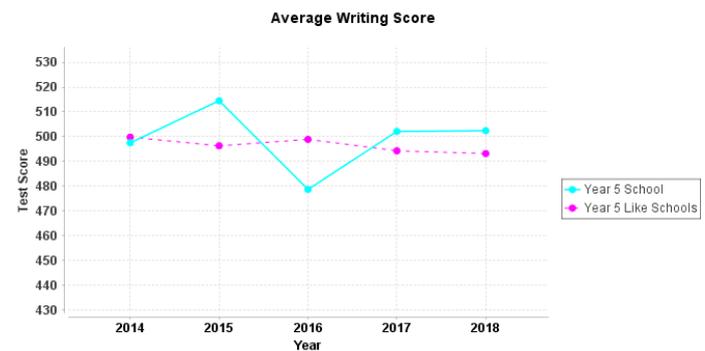
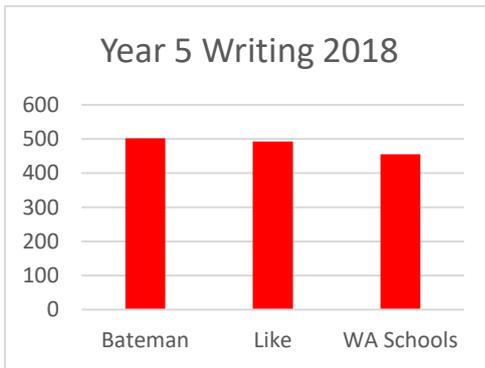


*MiniLit introduced 2019 to address Y3 performance with changing demographics of student intake.





*Investigating Writing approaches in 2019 that are successful in other schools due to drop in Year 3 performance which also mirrors the Y3 Reading performance.



In 2018 our Year 5 students performed as expected across the NAPLAN testing but our Year 3 students were below expectations. Whether this is peculiar to this cohort is being examined but language early intervention strategies are in place for 2019 to address this performance.

STRATEGIC CURRICULUM DIRECTIONS

Developing the Whole Child and Challenging our Most Able

During 2018 Bateman Primary continued to grow its standing in the local community as an institution where students' needs are our central focus and the development of the Whole Child balances the community need for academic excellence. We believe that a vital part of what we do is to provide an environment in which all children flourish and are able to prepare for an ever-changing future.

A key feature of the Bateman Primary belief is that a child must be happy, relaxed and receptive if they are to maximise their learning opportunities. As such we focus on ensuring that they have the skills to assess their own feelings and strategies to allow them to address these. Mindfulness and Wellness are key components of our Health program and we provide opportunities for students to practice these each day through classroom and outdoor activities and through their Wellness Journals and celebrate them annually in our Wellness Festival. During 2018 our Social-Emotional Committee investigated strategies available for developing skills in forming and maintaining friendships and held some parent information evenings introducing the UR Strong program to be implemented from 2019.

To maximise student performance, staff have a common approach to teaching based on utilising existing knowledge and explicitly teaching a particular concept with differentiated expectations for tasks dependent upon each child's capacity. The use of common practice and language across the school, as specified in whole-school planning, allows for flexible grouping of students and seamless transition between classes and year levels.



During 2018 Bateman Primary gradually moved itself from providing withdrawal lessons for gifted students once a week, as students aren't just gifted once a week, to a model which utilised whole-staff professional learning to prepare them to cater for gifted students in every lesson. This approach and our plans to expand on this provision in 2019 have attracted a number of families from local government and non-government schools who were unable to adequately cater for their identified gifted students.

ICT

This year we continued with the planning for BYOD in 2019. All classes were given an allocation of five iPads that were assigned to them which they could use at any point during the day. The staff found this to be more beneficial than trying to book out the iPads for different periods of time throughout the week. However, there were still limitations with this and a lot of negotiating took place for those times when the class all needed to have an iPad. The school was very fortunate to be involved in the Apple Interactive Learning Experience (ILE). The program took place in the Pre-Primary class and in the Yr 5/6 classes. Apple funded an Apple Extinguished Educator to come and work in the classes, showing the teachers how to use the iPads effectively as another tool in the classroom to demonstrate the student's learning in new and varying ways. The school made arrangements for the iPads to be shared across the three classrooms during this time. Reports from the class teachers indicated that some students who have previously been reluctant to show what they knew were suddenly demonstrating knowledge that was much further advanced than previously first thought. It also gave those teachers a valuable insight into how a classroom could work in a 1:1 iPad environment.

From the ILE, members of the ICT Committee set up a similar ILE program that was shared with all teaching staff both classroom and specialist teacher to show them the potential and possibilities of such a program. The staff have continued to develop their knowledge and understandings of the SAMR model – that starts with using the device at a basic level of Substitution through to the complex application of Redefinition. They have also engaged with professional learning in using different apps and how to use them in their teaching and learning programs.

Parent Information Sessions about the BYOD program were run to assist the parents in understanding what the program would be able and its requirements. Unfortunately, these were not well attended. Greater attendance was had with the Hands On Workshops that were run for parents. They were introduced to a few of the creative apps that are regularly used in the classrooms.

In the second half of the year, a small audit was completed to see that the infrastructure was up to standard and some further updates were completed. One of these was to replace all of the Wireless Air Ports throughout the school to the fastest speed for WiFi at that time. Other minor adjustments were made. Along with the audit, we engaged the help of an IT Director to assist in the detailed planning of the immediate steps needed before the rollout of the BYOD program in 2019 which helped the ICT Committee to remain focused and to achieve success.

Another aspect of the BYOD program was the appointments of an ICT Coordinator whose main focus is in assisting teachers in the classrooms with the integration of the device into the curriculum. The other appointment was a Network Support Officer who will oversee the school's network as well as be an integral part of the rollout of the BYOD program.

I would like to thank all members of the ICT Committee both past and present for their fantastic efforts this year in being able to achieve as much as we did.

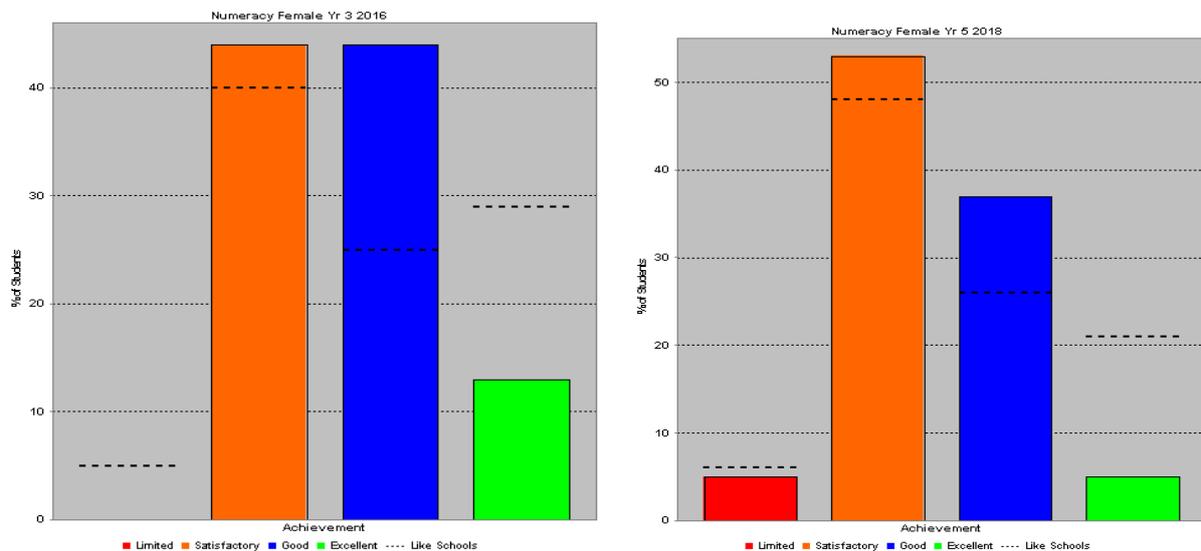
Cath Parry – Associate Principal

English

In 2018 we implemented our revised whole-school English plan and also embedded Letters and Sounds and Cracking the Code to our range of approaches to language. We continued our reading support program, Rainbow Reading, with our amazing parent volunteers assisting reluctant readers and the staff and Board decided to implement the evidence-based MiniLit and MacqLit programs in 2019 to improve outcomes for identified students. The Board have indicated that they wish to see MiniLit embedded into our program and that hopefully its successful implementation will mean that MacqLit won't be a long term necessity. Staff were selected and trained for the roles in 2019.

Maths

During 2018 we conducted an audit on the whole-school Maths plan based on data from NAPLAN and PAT-M testing and from teacher feedback. Our Maths Committee have used this data to adjust our plan to address identified deficiencies although data indicates that the school is tracking well in this learning area. Data analysis did reveal that the performance of girls was declining as they progress through the year levels and an enquiry was established to find possible causes and solutions. Classes continued with maths blocks each morning and the addition of boxes of manipulatives for each classroom encouraged the use of hands-on strategies.



Kitchen Garden/Cooking and Waste-Wise

In 2018 we embedded the Stephanie Alexander cooking program into our activities and coordinated our production in the kitchen garden to coincide with the foods needed in the recipes the students made with their teachers and parent helpers. These cooking sessions are extremely popular with the students, not only providing them with good skills and something tasty to eat, but also giving them a practical purpose for some of the maths and reading they learn in class.



During 2018 we used a Waste-Wise grant to perform some major upgrades in our kitchen garden and involved as many students as we could in the growing and harvesting of produce and the collection of eggs from our hard-working chickens. We received assistance in the maintenance of this area from the Men of Bateman and our P&C and various busy bees ensured the area was always well-presented for the students to use.

Our Waste-Wise lunch and rubbish recycling programs went to another level during 2018 with prizes being awarded to students with great rubbish free lunches and various recycling bins being available for the disposal of litter and waste.

Social/Emotional

As previously mentioned, our social/emotional program, based around mindfulness and the skills required to make and keep friendships, is a major focus of Bateman Primary. Staff implemented many mindfulness practices in the classroom, we replaced sirens with songs, we utilised Wellness Journals or Diaries, our Wellness Warriors continued Dance-Off Fridays and had amazing Wellness Festivals which incorporated a range of activities.

A key feature of 2018 was the identification and decision to adopt the “UR Strong” program which aims to give students the skills to manage friendships and the different cycles relationships go through. During 2019 every class will focus on “Friendology 101” after information sessions on this were conducted during 2018 for parents so they can participate by using the language of the program at home. Zones of Regulation continued to be a focus during 2018 as students were equipped with the skills to review their feelings, decide how they may impact on their behaviour and learning and then chose strategies to change their zone if necessary.



During 2018 our Social/Emotional Committee worked closely with the P&C and Men of Bateman to enhance the school buildings with empowering comments, rules for friendships and pictures to engage students and brighten their surroundings. Our build-up board continued to be popular, Silent Groove discos went off and staff were also involved in activities to help monitor their health and well-being.

Science

During 2018 we embedded our hands-on, science experiment approach to engage all students and encourage them to develop a love for science. We covered all areas of the curriculum with a series of experiments designed to answer questions students had about their world and we looked for interconnectedness in the science around us in the things we see and do each day.



We also designed our STEAM experiments in 2018 around techniques the students had been exposed to in Science which allowed them to see a purpose for them and allow us to measure their mastery of this.

Mandarin

We continued to offer Mandarin classes for Year 1 – 6 during 2018 and also added the after-school group Mandarin Stars to the resources available to students. We utilised the Language Perfect online program to supplement classwork and many students participated in world-wide and Australia-based competitions. Students also competed in Chinese Writing and Speech competitions through 2018.



In 2018 we continued our Chinese Days and the students enjoyed viewing and being involved in a range of activities as well as enjoying Chinese dumplings and snacks at lunchtime. Year 5 students again went to the Panda Picnic where they met and conversed with other students learning Mandarin. In class students focused on speaking, calligraphy and cultural aspects of Chinese and we were assisted by excellent assistants from the Confucius Institute.

Clare Slyth – Mandarin Teacher

Music

2018 was a huge year for the Music department at Bateman. In my first year at the school, my overarching goal for the year was to spark a love and appreciation for music making and responding across all year groups. I wanted to incorporate new initiatives and teaching methods that would introduce new concepts, encourage extracurricular involvement, and unite the community.

In the classroom, the biggest change was the introduction of the ukulele program in Term 2. This program replaced recorders as a more modern, interesting and transferrable skill for the students to learn throughout their primary education. This program also fed directly into the Ukulele Ensemble, a lunchtime extension program for 10 Year 5/6 students who required further challenge on the instrument.

As well as the Ukulele Ensemble, we also introduced a Year 5/6 Percussion Ensemble, who worked with a variety of instruments to improve their beat and rhythm skills. This group then worked in tandem with the Ukulele group to provide performances for assemblies and the end of year graduation ceremony.

A formal school choir for 40 students from years 3-6 was also introduced. This choir worked on pieces for performance throughout the year, including collaborations with Ukulele and Percussion. The choir participated in the state-wide One Big Voice performance at Perth Arena alongside 6,000 other students.

In an effort to involve all students, as well as the wider community, in singing and creating music, I also began the Community Song initiative. This program involved teaching a new modern song with a positive message every fortnight in the classroom, culminating in a whole school performance at the end of each assembly. The program has been hugely successful amongst the community and the students love the opportunity to dance, sing and perform with their peers in a safe environment.

I look forward to seeing how the Music program will develop in 2019 and beyond.

Savannah Wood – Music Teacher

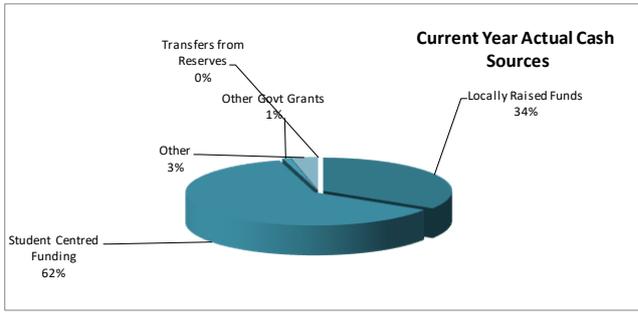
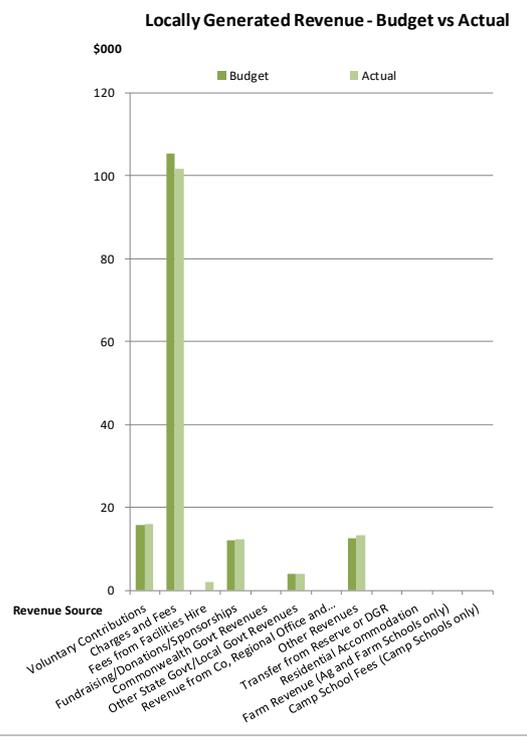


2018 SURVEY INFORMATION FROM STUDENTS, PARENTS AND STAFF

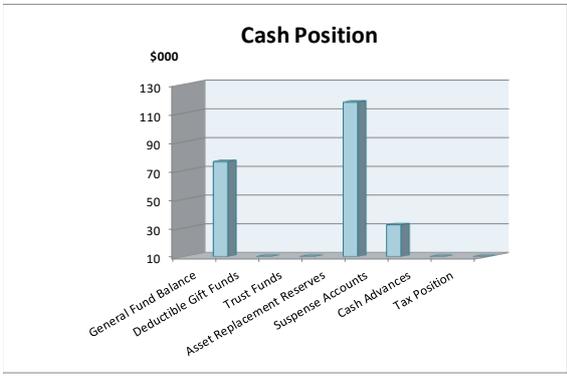
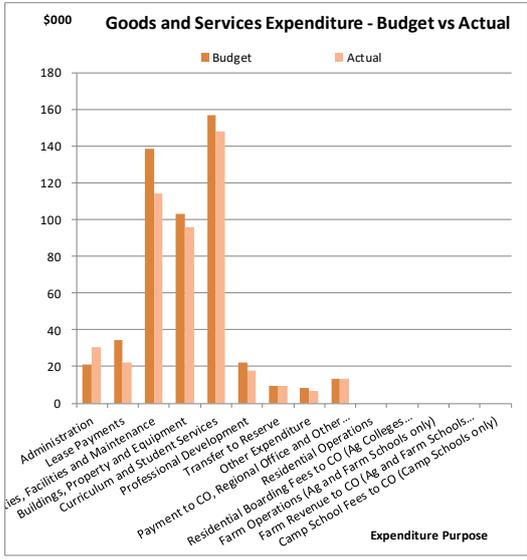
| | Students | Parents | Teaching | Non-Teaching |
|---|----------|---------|----------|--------------|
| Teachers expect students to do their best | 4.4 | 4.4 | 5 | 5 |
| Teachers provide student feedback | 3.9 | 4.1 | 4.7 | 5 |
| Teachers treat students fairly | 3.8 | 4.4 | 5 | 5 |
| The school is well maintained | 3.8 | 4.3 | 4.3 | 4.3 |
| Students feel safe at school | 4.1 | 4.5 | 4.8 | 5 |
| Students can talk to their teachers | 3.7 | N/A | 4.8 | 5 |
| Parents can talk to teachers | N/A | 4.6 | 4.7 | 5 |
| Student behaviour is well managed | 3.5 | 4 | 4.4 | 4.5 |
| Students like being at this school | 4 | 4.6 | 5 | 5 |
| The school looks for ways to improve | 4 | 4.5 | 5 | 5 |
| My opinions are taken seriously | 3.5 | 4.1 | 4.3 | 4.7 |
| Teachers motivate students to learn | 4.1 | 4.4 | 4.7 | 4.5 |
| Student learning needs are being met | 4.2 | 4.2 | 4.4 | 5 |
| The school works with parents | N/A | 4.2 | 4.6 | 5 |
| I receive useful feedback about my work | N/A | N/A | 3.9 | 4.3 |
| Staff are supported at this school | N/A | N/A | 4.4 | 4.7 |
| There is a good relationship with community | N/A | 4.4 | 4.8 | 5 |
| The school is well lead | N/A | 4.2 | 4.6 | 5 |
| I am satisfied with the overall standard of education | N/A | 4.3 | 4.8 | 5 |
| I would recommend this school to others | N/A | 4.5 | 4.8 | 4.7 |
| This school has good teachers | 4.4 | 4.5 | 4.8 | 5 |
| Teachers care about students | 4 | 4.5 | 4.8 | 5 |

Bateman Primary School
Financial Summary as at
31 December 2018

| Revenue - Cash & Salary Allocation | | Budget | Actual |
|------------------------------------|--|------------------------|------------------------|
| 1 | Voluntary Contributions | \$ 15,784.00 | \$ 16,057.20 |
| 2 | Charges and Fees | \$ 105,415.00 | \$ 101,820.04 |
| 3 | Fees from Facilities Hire | \$ - | \$ 1,893.94 |
| 4 | Fundraising/Donations/Sponsorships | \$ 12,029.00 | \$ 12,330.14 |
| 5 | Commonwealth Govt Revenues | \$ - | \$ - |
| 6 | Other State Govt/Local Govt Revenues | \$ 3,919.45 | \$ 3,919.45 |
| 7 | Revenue from Co, Regional Office and Other Schools | \$ - | \$ - |
| 8 | Other Revenues | \$ 12,513.00 | \$ 13,215.28 |
| 9 | Transfer from Reserve or DGR | \$ - | \$ - |
| 10 | Residential Accommodation | \$ - | \$ - |
| 11 | Farm Revenue (Ag and Farm Schools only) | \$ - | \$ - |
| 12 | Camp School Fees (Camp Schools only) | \$ - | \$ - |
| Total Locally Raised Funds | | \$ 149,660.45 | \$ 149,236.05 |
| Opening Balance | | \$ 142,982.10 | \$ 142,982.10 |
| Student Centred Funding | | \$ 240,736.00 | \$ 240,736.03 |
| Total Cash Funds Available | | \$ 533,378.55 | \$ 532,954.18 |
| Total Salary Allocation | | \$ 2,638,135.00 | \$ 2,638,135.00 |
| Total Funds Available | | \$ 3,171,513.55 | \$ 3,171,089.18 |



| Expenditure - Cash and Salary | | Budget | Actual |
|---|--|------------------------|------------------------|
| 1 | Administration | \$ 20,799.00 | \$ 30,310.97 |
| 2 | Lease Payments | \$ 34,252.00 | \$ 22,024.60 |
| 3 | Utilities, Facilities and Maintenance | \$ 138,269.00 | \$ 114,143.65 |
| 4 | Buildings, Property and Equipment | \$ 102,890.00 | \$ 95,697.08 |
| 5 | Curriculum and Student Services | \$ 156,595.00 | \$ 147,747.49 |
| 6 | Professional Development | \$ 22,000.00 | \$ 17,512.74 |
| 7 | Transfer to Reserve | \$ 9,500.00 | \$ 9,500.00 |
| 8 | Other Expenditure | \$ 8,349.00 | \$ 6,599.76 |
| 9 | Payment to CO, Regional Office and Other Schools | \$ 13,318.00 | \$ 13,317.64 |
| 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 | | \$ 505,972.00 | \$ 456,853.93 |
| Total Forecast Salary Expenditure | | \$ 2,556,444.00 | \$ 2,556,444.00 |
| Total Expenditure | | \$ 3,062,416.00 | \$ 3,013,297.93 |
| Cash Budget Variance | | \$ 27,406.55 | |



| Cash Position as at: | |
|------------------------------|----------------------|
| Bank Balance | \$ 219,639.27 |
| Made up of: | \$ - |
| 1 General Fund Balance | \$ 76,100.25 |
| 2 Deductible Gift Funds | \$ - |
| 3 Trust Funds | \$ - |
| 4 Asset Replacement Reserves | \$ 117,481.55 |
| 5 Suspense Accounts | \$ 32,027.47 |
| 6 Cash Advances | \$ 200.00 |
| 7 Tax Position | \$ 5,770.00 |
| Total Bank Balance | \$ 219,639.27 |