

ANNUAL REPORT 2019/2020

**A report to the school community
about the activities and
achievements of
Bateman Primary School
during 2019 and 2020**

UNDERLYING BELIEF

We believe that all children have the capacity to excel in whatever they choose, and it is our role to guide them to maximise their opportunities for development.

OUR VISION

To empower our children to realise their full potential to become successful learners and future-ready citizens.

OUR GUIDING PRINCIPLES

EXCELLENCE:

- **WORLD CLASS PEDAGOGY:**
Bateman Primary School is a place where educators are provided with the resources and opportunities to excel within an environment which fosters staff collegiality and mutual support.

- **PERSONALISED:**
We believe that all children are unique and strive to discover their individuality and tailor their teaching to achieve that.

WHOLE OF CHILD:

- **LEARNING ENVIRONMENT:**
Attending Bateman Primary School will be fun and enjoyable for the whole community.

- **NURTURING:**
Our role is to provide a supportive and resilient environment in which to promote the whole-of-life development of our children.

COMMUNITY:

- **COLLABORATIVE:**
Staff collaborate with the children's guardians to unlock and realise the child's full potential.

- **ACCESSIBLE:**
The school is central to the community and promotes the use of its assets by all.

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PRINCIPAL'S REPORT

2019 and 2020 were years of significant growth for Bateman Primary as our numbers rose from 314 to 366 by the end of our 50th Anniversary in 2020. Our increase in numbers was due to a number of factors including some regeneration of Bateman housing, our structures to cater for identified gifted students, a continued drift from local non-government schools and families attracted by our highly effective social-emotional programs that aim to develop the whole child rather than focus on a narrow academic approach.



2019 saw the introduction of the evidence-based MiniLit and MacqLit programs to support our weaker readers following an analysis of our recent NAPLAN performances and also the expansion of the “Cracking the Code” program into Pre-Primary. These programs were embedded and expanded during 2020 as staff became experienced in using these approaches. During 2019 our Year 3 students performed well compared to like Decile 1 schools while our Year 5 students didn’t make the academic progress we had sought between 2017 and 2019. Staff analysis of NAPLAN and other data has meant that we have adjusted a few approaches in 2020 to address areas of concern and used feedback from our external school review to implement some additional professional learning for staff in early 2021. We also employed a staff member to coordinate our professional learning community following the review. Staff continue to deliver an excellent program for students through a common approach to delivering our school-wide programs, focusing on differentiation and allowing all students to access the curriculum and achieve success in their learning.

During 2019 and 2020 we embedded the “U R Strong” program across the school to teach the children about friendships and give them the skills to grow their friendships and the language to discuss issues if they have disagreements with others. We also promoted mindfulness and wellness programs such as yoga to engage the students and build their resilience and coping strategies. Our children continued to enjoy their regular cooking sessions in 2019 and working with the chickens and in our kitchen garden, but this was impacted by COVID-19 restrictions in 2020.

Our specialist teachers provided outstanding opportunities for all of our students. Our Science program was extremely hands-on with children applying the Scientific Method to answer challenges and conduct experiments. Our graduate Phys. Ed. Teacher brought much energy and fresh ideas to the role as students were exposed to a range of activities and not only developed skills but also incorporated fair play, mindfulness and modified game structures to embed these skills. Our Music program was again amazing with percussion and ukulele groups, choir, Wakakirri dance and fantastic community singing and dancing being amongst the highlights. Our Mandarin teacher ran an excellent program which engaged students of all abilities and in 2019 was recognised with an award by the Chinese Language Teachers’ Association. Our program for identified gifted students operated from Year 1 – 6 with staff using their familiarity and extensive training to integrate the cluster model into their classes and provide excellent extension opportunities for these and all students.

Our Parent Community are amazing in their support for the school. Not only are our Board excellent in ensuring good governance of the school but they worked tirelessly in engaging every part of our community and incorporating all sources of data and initiatives during 2019 to develop a comprehensive business plan for the next three years which truly captures the spirit and aspirations of Bateman Primary School. Our P&C have been tireless in their provision of resources and opportunities for our students as well as coordinating amazing grounds projects to match our Grounds

& Building Plan. They were instrumental in developing a Festival of Bateman to celebrate our 50th Anniversary within the limits of the state's COVID-19 restrictions. The parental support for the school and its initiatives is outstanding and help to make Bateman Primary School an amazing place for our students.

Marc Lockett - Principal

OUR SCHOOL COMMUNITY

As our school has continued to grow so has the amazing levels of support we have received from our school community. Our parents are extremely active in everything we do from volunteering in classrooms to working on improving our grounds and buildings to providing us with positive and constructive feedback on our programs and processes. They are welcoming to all new families to the school and very active in formal bodies such as our P&C and the School Board.

During 2019 we actively sought parent feedback while constructing our new Business Plan for 2020 – 2022 so that our school reflects the needs and aspirations of Bateman families as well as incorporating student data analysis and Education Department direction. Our Business Plan has captured our school belief in developing the whole-child and engaging all at their level of ability and experience to ensure all students can experience success.



During the last two years we have continued to build on the quality staff that work with our students and also built on the programs and learning opportunities they experienced through the year. 2019 saw the introduction of the “U R Strong” program to teach the children about friendships and give them the language to address relationship issues with their friends. We also expanded our yoga program and other initiatives in our Mindfulness and Wellness programs and our Wellness Festival was bigger and better than ever. While COVID-19 impacted on some of these activities in 2020, they are integral to what we do for student wellbeing. We changed our approach to identified gifted students by cluster-grouping them in classes to allow for better extension opportunities and to allow them to work with similar students. Our Music program went from strength to strength with new opportunities offered to students across the school and our Phys. Ed. program was very successful and well received.

During 2019 and 2020 we introduced and embedded 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 and the SPELD Foundation to improve access and to increase communication levels between home, classroom

and outside providers. These agencies were widely utilised by families, and the school also used our Speech and OT to screen all of our Kindy students and new Pre-Primary students during 2019 and 2020.

Our main community focus for 2020 was celebrating our 50th Anniversary in an appropriate manner and the completion of our Aboriginal Bush Tucker Track which drew much positive community and media coverage. Through a great deal of parental and external volunteer help and the sponsorship of local businesses and the City of Melville, we were able to mark our special year with two outstanding events whilst creating minimum disruption to the students' learning programs.

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 2019 - 2020

Our School Board continued its growth between 2019 and 2020 with the monitoring of our existing Business Plan and the development and implementation of a business plan for 2020 – 22 a focus for a good part of this period. The Board liaised extensively with all community stakeholders to produce a new business plan which reflected the aspirations and beliefs of all members of our community while learning from the implementation of our initial plan.

One of the highlights has been the level of information provided to Board members by having a staff member speak at each meeting about their role within the school and their effect on student learning.

The Board have been involved in the overview of the school's budget, Contributions and Charges, a range of policy implementations or updates, academic and attendance and behaviour data and the implementation of specific programs to address identified needs.

Our School Board was highly collaborative throughout the school year in working closely with parents, staff, our P&C Association and local agencies in ensuring good governance and effective community input into the school. We wish the 2021 Board continued success and enjoyment in their role.

BATEMAN PRIMARY P&C REPORT FOR 2019 - 2020

As with the School Board, the period 2019 – 2020 has been a very active and successful one for the P&C Association. Our membership and support from families and the wider community has grown greatly and we have involved ourselves across the school in a range of project to promote the school and support our families.

During 2019 – 2020 we expanded on our services to parents with better access to our Uniform Shop and we streamlined ordering services for lunches at Subway or from Bull Creek PS Canteen. We provided information evenings for parents on a wide range of topics and also built community through our Sundowners and other community events. The Men of Bateman continued to expand their programs as well as their membership and there were many networking opportunities for fathers as well as great activities with their children.

A major feature of the past two years was in our successful promotion of the school's 50th Anniversary. The P&C were responsible for coordinating the very successful Bateman Fair which brought past and present Bateman families together to celebrate our 50 years and also provided merchandise and memorials to mark the occasion.

One major funding project during 2020 where the P&C was able to support the school was in being able to go 50 – 50 with the school to provide suitable fencing to enclose our Early Childhood area, thus increasing the safety of those students and their equipment. Similarly, the P&C supported the funding and construction of the Bush Tucker Track through a City of Melville grant they obtained and through targeted expenditure on plants and materials.

The Bateman P&C are happy to be partners with the school and its many families in providing outstanding educational and social experiences for our children and in being a key component of building the very strong Bateman community.

SOME SCHOOL HIGHLIGHTS 2019 and 2020

- The Wellness Festival.
- We embedded the cluster grouping concept for identified gifted students.
- Dad's & Kids Camp.
- We entered the Wakikirri Dance Competition for the first time.
- 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 again improved and new play areas developed.
- The kitchen garden is getting bigger and better and the cooking program is well-established.
- Chinese Day was again 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 AFLW carnivals they entered.
- We screened all of our Kindy children for speech and occupational therapy.
- We implemented MiniLit and MacqLit across the school and audited our English plan.
- The ANZAC service was excellent.

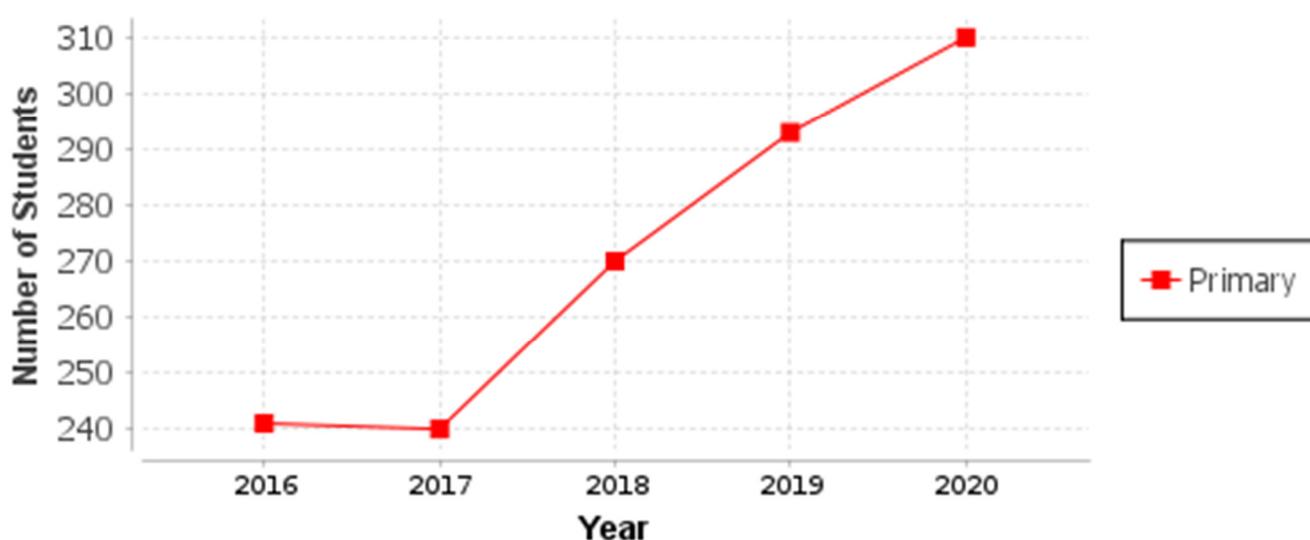


- Our community singing and dancing continued to be the highlight of every assembly.
- We welcomed great new staff members and lots of wonderful new families.
- Outside agencies utilised our school facilities for ease of access for families.
- The P&C conducted many excellent Busy Bees and fund raising 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 continued to grow rapidly during 2019/20 due to some re-zoning in the suburb, news continuing to spread 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 and plan to limit our student population to around 370 students (including Kindy students). We are currently at 366 including 40 Kindy students. During 2020 we had 44 students living outside Bateman but the majority of those had moved out of the suburb and maintained their enrolment at our school.

Semester 2 Student Numbers



Destination Schools 2020

Rossmoyne SHS	19
Melville SHS	4
Applecross SHS	6
Willetton SHS	3
Leeming SHS	2
Fremantle College	1
John Curtin SHS	3
Corpus Christi	6
Kennedy Baptist College	1
Other Christian Colleges	2

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 we have filled the staff representation quota on the Board with staff doing a two-year term.
Improve levels of staff seeking to increase their qualifications or pursue leadership opportunities.	Achieved	During 2019 one staff member gained a promotional position, 1 a Level 3 position, 1 gained Senior Teacher status, 3 graduates transitioned to full registration and 2 commenced the process.
Create a specific ICT leadership role.	Achieved	As well as a deputy principal leading the BYOD initiative a classroom teacher with high skill levels was 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 2019 and all will be in 2020.
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	Some staff have requested the formalization of the Admin observation and feedback process in 2020 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.	Developed	All staff received several weeks of training by identified staff in 2018, many completed their Apple Teacher qualification and had in-class support in 2019. While there is always room for additional training and new staff, the school did fulfil this target.
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 continues to show some improvement in measurable areas and the introduction of the U R Strong program in 2019 further improved social skills and self-regulation.
Improved achievement, behaviour and attendance of those identified students on individual plans.	Developed and On-going	Students on IEPs have progressed as expected during 2019 and we introduced formal early intervention for young and struggling readers. Our attendance processes were streamlined and more accurate records kept and interventions actioned.
Identified grounds and building improvement plans have been completed.	Achieved	Grounds Committee and P&C now looking for other projects around school buildings. A Grounds & Buildings Plan has been established for 2020 - 22
All identified students requiring access to outside agencies are able to obtain assistance on-site if this is available.	Achieved & Embedded	Families are able to access Speech, OT, a Counsellor, School Psych and support agencies on-site.
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 and 2019 below. Additional support programs have been put in place and professional learning planned for identified areas as well as staffing changes implemented.

NAPLAN achievement in Year 3 and 5 is similar to like-schools.	Developing and variable according to cohort.	In 2017 we achieved similar or higher NAPLAN scores and in 2018 similar or slightly lower scores in our Year 3 cohort. In 2019 our Year 3's performed at or above like-schools and our Year 5's at or below like-schools.
80% of identified Year 3 case management students are achieving at least 3 bands increase by Year 5.	Was Developing but different strategies employed in 2019.	Achieved in 2017 but less than 80% in 2018. Case Management not utilised in 2019
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.	Developed and embedded	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 successfully incorporated the cluster model.
Tablet technology is utilised effectively to increase student outcomes in all classrooms P-6.	Developing as there will always be room for growth.	Staff were upskilled and students exposed to a far greater degree to utilising iPads to complete tasks not previously accessible. Implementation continued 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 was embedded on 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 between 2017 and 2019.

STRATEGIC DIRECTIONS and CURRICULUM

Developing the Whole Child and Challenging our Most Able

One of the key features that distinguishes Bateman Primary from many others is the level of attention paid to developing and catering for the emotional and social aspects of each child's development. During 2019 our Social-Emotional Committee became the Friendly School Committee and coordinated a great many initiatives designed to engage students and also meet the individual needs of identified students.

A key initiative of the 2019 program was the introduction, across the school of the "U R Strong" program. This friendship-based program seeks to teach children how to evaluate their friendships and provide them with the language to express themselves clearly and sort out issues that arise in their relationships with others. The "U R Strong" program proved very popular with students, parents and teachers and we will build on its implementation in 2020. During 2019 our use of Yoga in Mindfulness sessions was highlighted on a large breakfast television news program and our Wellness Festival, which brought together all of our regular practices plus some feature activities, was very successful.



During 2019 Bateman Primary implemented a "Cluster Grouping" model to best cater for identified gifted students. Under this model 8 – 10 gifted students are placed in a class to provide opportunities to interact with similar-minded students and to facilitate extension opportunities. During its first year of implementation we found that students in the program gained a lot of confidence from being able to easily interact with others who shared similar, or divergent, interests to them, shared similar thought and logic processes and felt they fitted more readily into the class structure. Staff, whether running one of the 3 gifted clusters or not, reported that the structure appeared to work well and as well as facilitating learning for the gifted also provided better planning and teaching options for all classes.

Staff have been working with identified gifted students for four years and all have received professional learning from our GATE coordinator to allow them to work well in catering for these students' particular needs. Additionally, having a shared understanding of the purpose of the gifted program has allowed an acceptance of the planning structure and the development of common language around the gifted program.

If there was ever a year where we needed to focus on our student and staff wellbeing, 2020 was that year. Although it was challenging at times to deliver the activities and program as intended, we became experts at pivoting and finding ways to ensure that positive mental health of both our staff and students was prioritised. In such difficult times it was heart-warming and reassuring to hear of students eager to return to school, missing their peers and teachers, as well as a staff that rallied and became closer than ever during the year.

We continued to run the URSTRONG program from K to Year 6 during the beginning of Term 1. As the program was interrupted, staff revisited the program later in the year and took advantage of 'teachable moments' as the need arose with their students. The URSTRONG program continues to become part of our community common language and we

see more students engaging in effective conflict resolution among their peers. The Mind Up Curriculum and Zones of Regulation continue to support students in understanding their brain and its functions as well as regulating emotions and behaviours. These programs work together to ensure we are building resilient, aware and upskilled students when it comes to friendships, and social and emotional health.

Our communication regarding students, their needs and an understanding of the whole child and how they learn, was at the forefront of everything we did last year. After a tumultuous start to the year, we wanted our kids with us, happy and feeling safe. At Bateman, we pride ourselves on catering to individual student needs and this was never more prevalent than in 2020. When students returned to us in Term 2, we had significant work to do in increasing student wellbeing and building a positive mindset. This was challenging to begin with as students were missing incursions, excursions, sporting events and other previously 'normal' school activities. We capitalised on all that we could to increase positivity among students. Our aim was to stay connected to our students. We kept communication opened at all times. We opened our school before most schools to welcome families back on school site and our Kindy parents were welcomed back into the classroom. We listened to the community feedback and kept new initiatives that proved positive like our Kiss 'N Drive and adapted old traditions to meet COVID rules; keeping Graduation Night but dividing into junior and senior performances.

The difficult decision was made to hold our Wellness Festival for only one day in 2020, as opposed to the two days since its conception. Term 4 was overwhelmingly busy for staff and students and with the uncertainty of what was to come, we believed that one day was the best option. However, after considering overwhelming feedback from staff, students, parents and the wider community, in 2021 we will return back to the original two-day festival. We were overcome by the community's appreciation that we were able to hold the Wellness Festival in 2020 at all. Bateman Primary School Wellness Festival has become a well-known and much-loved event among our school community, and we look forward to a bigger and better 2021.

In 2021 we hope to further embed the URSTRONG program, language and strategies across our school community. USTRONG explicit teaching will occur in all classrooms from K to Year 6 in Term 1 and the beginning of Term 2. We will celebrate the end of the program with our USTRONG Day to showcase the learning across each year level. It is important to note that the celebration does not indicate the 'end' of the program, rather acknowledging that students are now 'friendship ninjas,' and the teaching staff are here to support them in making and maintaining healthy friendships. New staff have been introduced to the program and have been provided with the language and resources needed to support students in the classroom and playground. We are hoping to host an incursion and parent information sessions for URSTRONG during the coming year. In 2021 we are also seeking to further support our students in humanitarian passions and extend our connections within the community and amongst local charities. We will be continuing the Friday discos, the Build-Up-Board, the use of our Wellness Journals/Diaries, and our buddy class program. Our wings will be repaired and sealed with Perspex by the end of Term 1. We look forward to an incredible 2021 and we thank the Bateman community for their ongoing support.

ICT 2019

Information and Communication Technology (ICT) continued to move ahead at Bateman Primary School in 2019.

One of the major achievements in this area was the introduction of the 1:1 iPad Program (formerly known as BYOD-program – Bring your own Device program) across all year levels - except Kindergarten. It was a slow roll out to begin with as parents waited to see how the devices would be used in the classrooms however by the end of the year 53% of students had their own iPad in the classroom. The students demonstrated new and different ways to show their learning through the different apps they used as well as the ability to 'app smash'. This is where they were able to create different aspects of their research in other apps and then collate it into one app. This could include taking photos, video or recording their voice to add to a story or book.

Staff continued to upskill themselves through various means of sharing with others what they had learned. Teachers would often demonstrate how to use a particular app with another staff member and support them in their understanding of the app. All teaching staff became ICT stars as they completed the Apple Online PL for the Apple native applications.

The ICT Coordinator was a well-used resource and assisted many classroom teachers review their planning to incorporate best practice when using the iPads. Programs started to be developed in different learning areas that incorporated different apps for the research and presentation of the students' knowledge understandings. The ICT coordinator also assisted the Kindy classes towards the end of the year with introducing those students to the iPads and teaching them some basic skills.

The network continued to be well maintained by the Network Support Officer – in particular the BYOD iPads in which they were instrumental in setting up. It was a steep learning curve for all involved in the management of the mobile device system. There were a few challenges to begin however, after much research and feedback from all, it worked well to enable only the school apps to be accessible during school hours. There is a continuous need to upgrade various aspects of the network and ICT equipment. While there were no major upgrades or replacement of ICT equipment in 2019, old Apple TVs were replaced to ensure the smooth running of the iPad program. Plans are in place to look to replace the interactive whiteboards in 2020 with interactive screens. The school has also started investigating leasing options on more of the ICT equipment as a more cost effective way to manage the resources. Staff acknowledged the valuable assistance the ICT Coordinator and the Network Support Officer had been with the introduction of the program and expressed their wish for that support to continue.

Another role the ICT Coordinator Network Support Officer developed was the introduction of the Coding Club – a group that met once a week to expand their coding skills. It quickly became very popular and different year groups were given the opportunity to be a part of the club each term.

Six new Tech Heads (student technical assistants) were appointed at the beginning of last year and continued on in the role of ably assisting with the deployment of school iPads into classrooms and basic trouble shooting such as reconnecting an iPad to the Wi-Fi. They also assisted in classrooms, under the guidance of the ICT Coordinator, by showing small groups of students a new app. Setting up of the iPads during Naplan was another role they undertook with success.

The ICT Committee were very active throughout the year with the overseeing of the implementation of the program and the introduction of the Cyber Safety program to teach students how to be safe on line and the impact their digital footprint can have. This was followed up later in the year with a guest speaker who reinforced what had been taught throughout the year. A parent information session was also presented to around 30 parents and all found it to be very valuable.

From the surveys conducted at the end of the year, the staff and parents noted a positive increase in engagement in the teaching and learning program. Teachers noted that they were able to learn a lot more about what the students could do with providing them with new and different options to present their work as it allowed the students to work at their level. Students also noted in their survey that they found the learning to be more engaging with the use of an iPad.

ICT 2020

Building on from what the school had started in 2019 with the BYOD program, the staff continued to learn new skills with the sudden introduction of online learning due to COVID. The staff worked together to teach each other the knowledge and skills they would need to use to be able to create and share work as well as upload it for the students to access and to then each student's progress. For the short time it was in use it worked very well and is a credit to the staff with their ability to work as a team in times of crisis.

The BYOD program continued to slowly grow over the year with around 50% BYOD devices in each of the P – 6 classes. An aim for the ICT committee in 2021 is to be creative in raising the profile of the programme to demonstrate the benefits of being able to have the ipad as a tool in the classroom. The importance of starting young with using an iPad is that the students are able to embed the basics so by the time they are moving into the upper grades, they are able to further develop their skills to create new and innovative ways of presenting their knowledge and skills. The iPad is able to be used as a very effective tool to for these creations. Students are given choices as to the tools that they will use which includes pen, paper, scissors and glue as examples.

Data has started to be collected on the students' ICT capabilities and after the initial assessment, it was identified that there are certain areas that require further development. This will be further reviewed in 2021.

A new set of Tech Heads were appointed at the beginning of the year and they continued to provide ongoing and valuable support to teachers and classes with basic problem solving and management of the school managed iPads. For the first time, they were able to be part of a classroom program in which they assisted in teaching Kindergarten students how to take photos, how to use Book Creator and how to create a Chatterpix. It was a five week program successfully run as the students were also taught basic rules about looking after the iPad and gaining permission before taking a person's photo.

A review of the Smart Boards started in 2019 and indicated that they needed to be replaced. It was determined that they would be leased so that there are no additional costs at the end of the lease. The first set of leased interactive screens were installed during 2020. It is anticipated that the senior block will be completed in 2021. A further review of the hardware – desktop and laptops - at the school, was completed. Staff indicated that they would prefer the use of laptops and not desktops in classrooms so a plan to phase out the desktops was developed and will start its implementation in 2021.

Cath Parry – Associate Principal

English

During 2019 we began using MiniLit and MacqLit to improve the reading fluency of identified readers with the purpose of improving their comprehension. Identified students worked in small groups on structured lessons conducted by trained staff to improve their sight words, sounds and blending skills and to complete reading and oral comprehension tasks. In Early Childhood we increased the number of classes using the Cracking the Code program which incorporates synthetic phonics to ensure our students have the basic knowledge of sounds and decoding strategies to enable them to be successful readers. We had several whole-staff professional learning session on improving strategies for comprehension and how to use early language teaching to develop early comprehension skills. Towards the end of 2020 all staff completed the Talk for Writing PD and it was implemented across the school from K – 6.

Maths

2019 saw us implement our revised whole-school plan in Maths with an increased use of manipulatives where required and a focus on interpreting word problems and strategies on how to reduce these to a series of operations that students are familiar with. We also increased our focus on mental maths and some rote learning of tables for automatic response. We would expect to see evidence of the success of these strategies in 2020 NAPLAN and PAT-R testing. We continued with our Maths Block format and streamed classes according to levels of competence and confidence in different Maths strands.

Kitchen Garden/Cooking

In 2019 we tied our cooking program and our work in the Kitchen Garden more closely together to try to grow as many of the ingredients as we could to increase the students understanding of the growing and food production link. Recipes were based on the Stephanie Alexander program and then modified to suit our food production and the dietary needs of different classes.

As always our cooking program was very popular with our students and we received fantastic support from parents. In 2020 we had to halt the cooking program due to COVID-19 restrictions but in 2021 will expand the program through the provision of a 0.4 cooking and kitchen garden teacher.



Science

Although Science in 2020 got off to a rocky start with Covid forcing students to undertake online learning, when the students returned, we made up for lost time. It was a pleasure to work with so many enthusiastic students and see their curiosity grow over the year as well as their skills.

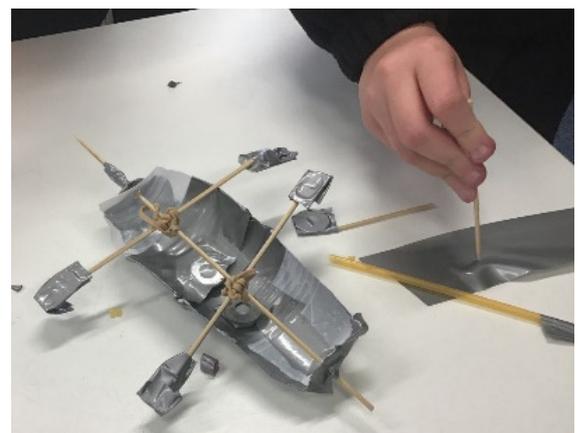
My goal for 2020, was to refine my lessons to ensure students were not only engaged in the activities, but clearly understood the concepts that I covered each session. The students received quality feedback and rubrics that guided their progress which ensured most students invested in their own learning journey. The students from Years 1 to 6 enjoyed the hands-on activities and made a big improvement over the year in their predicting skills, recording investigation outcomes and answering questions based on the experiments.



Through structured lessons with explicit success criteria, the students had a lot of opportunities to explore science concepts and they gained an appreciation for the natural world and contributions to society that have improved our lives.

Our science fair for junior classes during SCIENCE WEEK was well attended during lunchtimes. The students got down and messy with chemistry – creating the perfect bubble mixture, making slime and exploring reactions with mystery substances. The students also explored simple engineering with building catapults, a scribble bot and constructed simple circuits.

For the senior grades, Science also included applying scientific understanding into collaborative learning to build prototypes from plans that they designed according to a brief. In groups they constructed working models for items such as a grabbing tool, a stable table, a paddle boat (that didn't sink of course), and a mini cable car. Other projects included designing electric circuits for lighting a house plan and constructing electronics from reading instructions.





Where possible, Science took place outdoors with simple experiments like exploring a camouflage model with coloured toothpicks in Biology, simulation games like migrating birds in an unstable ecosystem, or acting out the food chain in a simulation game. We even took some experiments outside such as pushing water through various vessels under pressure, launching our catapult missiles, or even finding out which chocolate, white or milk, melts the quickest when rubbed with tiny hot hands. The local ants were most interested in the middle grades' solar oven which had a more (marshmallow and chocolate on a cracker) heating up. Hmmm.

Using mixed media such as scientific interviews, video clips and hands-on activities provided opportunities for students to interact with science in a variety of ways. Although some concepts can be difficult to understand, offering students the opportunity to measure using a variety of tools, to present information in a variety of

ways, and to apply their knowledge in multi-modal ways ensured for a very comprehensive and busy year.

Carolyn Richer - Science Specialist

Music 2019 and 2020

What an incredible two years! The Music department has continued to grow and evolve over the course of this period, providing students with new and exciting opportunities to get involved in the arts. Our community have been incredibly supportive of our program and this encouragement will only see us continue to go from strength to strength in the coming years.

2019's biggest calendar event was our first ever submission in the Wakakirri Story-Dance Contest. I was thrilled to be able to take 33 very excited students to the Perth Concert Hall after months of weekly rehearsals. While we did not make the semi-finals, we walked out with several awards that praised our ability to tell an engaging story with minimal use of set, props and costumes. Most importantly, the students had an absolute blast!

Our school choir continued to develop their practice, with weekly rehearsals giving an in-depth learning experience on pitch, tone, intervals and expression based primarily on Kodaly methodology. This culminated in a beautiful performance at our school graduation in December. Future goals for the school choir include expansion into a Junior and Senior division, re-entry into the One Big Voice Massed Choir Festival, and seeking opportunities for additional potential performances, including both in-school and external events.

2020 was without a doubt an incredibly challenging year in the Music department, with many of our plans turning upside down over the course of the year! However, I am incredibly proud of the program delivered despite these difficulties, and I was very impressed by the students' enthusiasm, diligence and participation in all our activities throughout 2020.

Our Music program in 2020 focused on building fundamental skills with our bodies, voices and instruments. All students from Years 1-6 learned basic ukulele skills in Term 3, with Year 1/2 focusing on open strings, Year 3/4 learning to read and play tablature, and Year 5/6 developing skills in playing chords and progressions. Our Year 5/6 students also began a program in Term 4 to learn and play the keyboard, which garnered positive feedback from students. As well as this, we continued to improvise, compose and perform using a variety of other equipment such as our boom whackers, xylophones and djembe drums. In 2021, I hope to expand our range of tuned percussion equipment which will allow for a broader scope of learning across all year levels.

Our extracurricular programs in 2020 were a fun and engaging extension learning opportunity for students. We trialled having a Junior (3/4) and Senior (5/6) Choir which allowed for all willing students to participate. This resulted in 40 Juniors and 25 Seniors participating in weekly rehearsals as well as several performance opportunities. Unfortunately, the cancellation of One Big Voice in 2020 meant our Senior Choir could not participate in a highly anticipated community event, however we still had the opportunity to perform much of the learned repertoire at other events later in the year. We also built our Ukulele Ensemble during Term 3, which consisted of 9 extension students building

on their classroom learning to develop more challenging pieces. This culminated in end of year performance opportunities in collaboration with the Junior Choir, which was a fun and rewarding experience for all students.

As 2020 was Bateman's 50th anniversary year, we prepared a number of exciting performance opportunities to celebrate this wonderful milestone. After the cancellation of the Wakakirri Story-Dance Contest, 48 students who had previously signed up to participate agreed to shift their talents towards a 50th Anniversary dance performance titled "Roaring Through The Decades", giving the community a glimpse into each era from Bateman's founding through to the present day. The students worked admirably over Terms 3 & 4 to prepare this performance and I am incredibly proud of what they achieved. At the community's Festival of Bateman, our incredible Instrumental Music students took the stage to present a number of performances, which culminated in our two school choirs closing the event with their showing. We received excellent positive feedback from parents, staff and the community, and will be looking for opportunities to continue to allow our students to perform to the public in 2021 and beyond.

In 2021, I am hoping to build on our community culture of arts and music appreciation by continuing to arrange for performance opportunities for our students. We will be participating in One Big Voice as well as seeking out other performance spaces where appropriate. I am also hoping to engage with a wider assortment of musical genres and concepts through incursions, workshops and new curriculum content built on professional development learning.

I greatly appreciate the support of staff, parents, students and the wider community in helping to build a positive attitude towards Music and The Arts as part of our school culture. I hope our program can continue to be exciting and refreshing in the coming year.

Ms Savannah Turner-Wood – Music Specialist

Early Childhood 2020

In 2020 the Early Childhood Committee was formed with the vision to be effective advocates for young children and to ensure quality outcomes in early childhood education at Bateman Primary School. Each year level from Kindy to year Two was represented on the committee.

At the first meeting three goals were identified:

- The first goal was to create a pedagogy that was unique to Bateman Primary School's early childhood. A pedagogy with beliefs and practices that were unified and that best catered for the students, staff, families that attended Bateman Primary School.
- The second goal was to create a stimulating learning environment for all Kindy and Pre-primary students. An outdoor play area that encouraged exploration, risk taking, use of imagination and the use of gross motor skills.
- The third goal was to create better tracking of student progress. Improving the use of assessment and data collected to make informed planning and the implementation of early intervention from Kindy to year two students.

By the end of Term One and after many discussions and several drafts Bateman Primary School had its first formally documented Early Childhood Pedagogy. This pedagogy allowed the committee to create a unique tracking booklet for K-2 students encouraging better transitions and tracking students' progress and providing comprehensive data to provide early intervention. The Literacy and Mathematic programs aligned from Kindy to Year Two using the same evidence based learning programs. This shared Early Childhood Pedagogy will be revised annually to ensure it is kept updated to meet the needs of the students attending Bateman Primary School.

It took most of 2020 to meet with designers and landscapers to create the perfect nature play area for Bateman Primary early childhood students. We used feedback from the Occupational Therapy Kindy Screenings to ensure we were meeting the gross motor needs of our students. We visited other schools to see what they created and what they advised. After much consultation the Early Childhood Committee decided to work with Kimberley Beasley from Childscapes Design and Daniel Hurrell from DG Landscaping. Over the Christmas holidays our dream became reality and was ready for 2021 play.

Investigating other school's tracking system and identifying the goals from Kindy to Year Two at Bateman Primary the committee created a Bateman Primary School tracking booklet. Having the shared Literacy and Mathematics programs from Kindy to Year Two the committee was able to identify and create key learning achievements. With an agreed Response to Intervention for group Plans and Individual plans were able to be created. Using the National Quality Standards, we were able to assess and reflect on our practices to ensure we were providing our students with quality learning experiences.

Although 2020 was an unusual year due to world issues it was certainly a year that Bateman Primary School's Early Childhood team can mark as a year of progress and success!

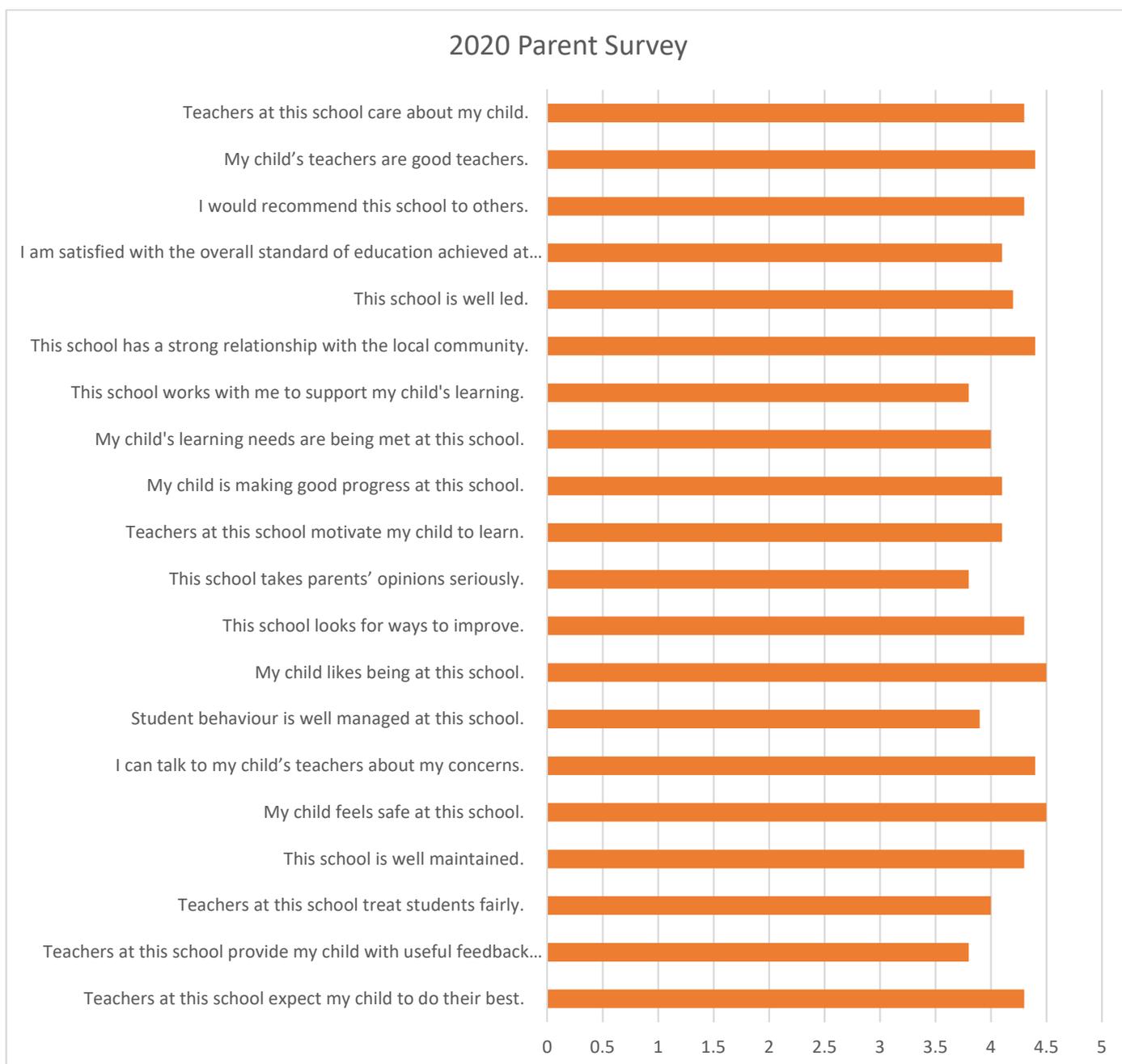
Chinese

In 2020, Year 1 – 6 students had a busy year learning Mandarin through songs and rhymes, carefully designed cooperative and competitive games, writing activities (using playdoh, arts &craft, ICT), small group direct instruction as well as online applications such as Education Perfect, Kahoot, Quizet and Wordwall. Many students participated in out of school Chinese competitions which include the Chinese New Year Interschool Competition, Education Perfect Language Competition and the Chinese Writing Competition. Throughout the year, we continued to receive support from the Confucius Institute assistants.

In Term 4 Chinese Day, students from pre-primary to Year 6 dressed up in cultural costumes, participated and engaged in various cultural activities as well as enjoying the delicious dumplings and snacks at lunchtime. Year 5 and 6 Students also experienced other Chinese cultural activities such as making Snow Skin Moon Cake during the Mid-Autumn Festival and learning the history of tea followed by bubble tea making.



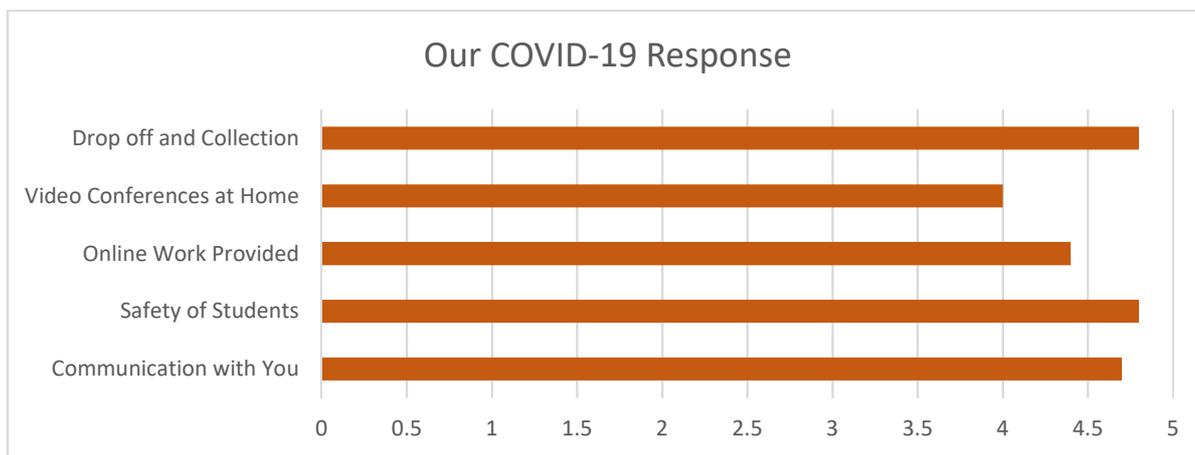
PARENT SURVEY RESPONSES 2020



Only 62% of our parents who responded were aware that they could make appointments for their child to see a speech therapist, occupational therapist or counsellor on our school grounds while 66% said that they had attended afternoon or evening informational sessions run by the school and P&C.

When asked what other services we could offer, 2 people wanted more adult-run lunchtime or after-school sporting programs for their children (we can't supervise lunchtime providers but can investigate after-school providers to supplement local sporting teams), 1 wanted a psychologist (we have one), 1 wanted a dentist on-site (the facilities for this are provided by the government and there are several local ones we go to), 1 wanted a chaplain or youth worker (we attempted to get one in 2019 and 2020 and will try again in 2021.), 1 wanted a whole-school phonics-based literacy program (we have one), 1 wanted a Special-Ed teacher (we have a teacher dedicated to support reading in lower and upper school and an education assistant working with small groups of younger students on their reading), 1 wanted an after-school homework club and 1 wanted professional development for teachers regarding teaching students with special needs (we have one or more of these sessions every year on pupil-free days or at staff meetings).

The vast majority of parents thought that we handled the COVID-19 situation well.

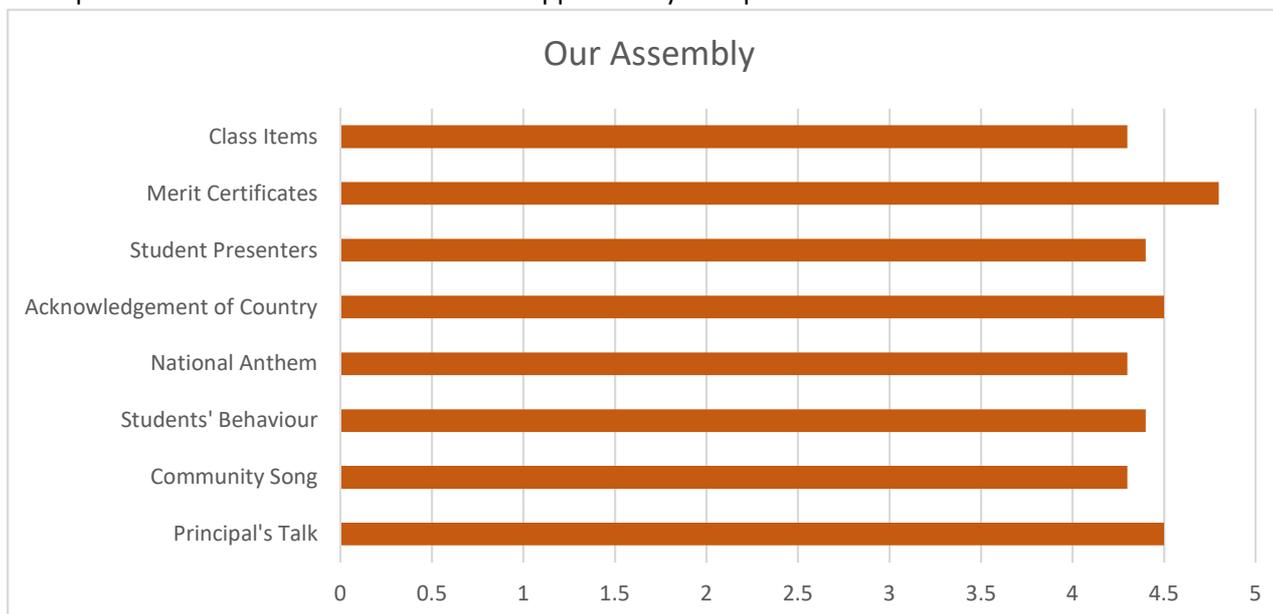


Apparently we could have been more effective with our video conferencing, but for teachers as well as students, this was brand new to us as well and let's hope we don't need to rely on it in the future.

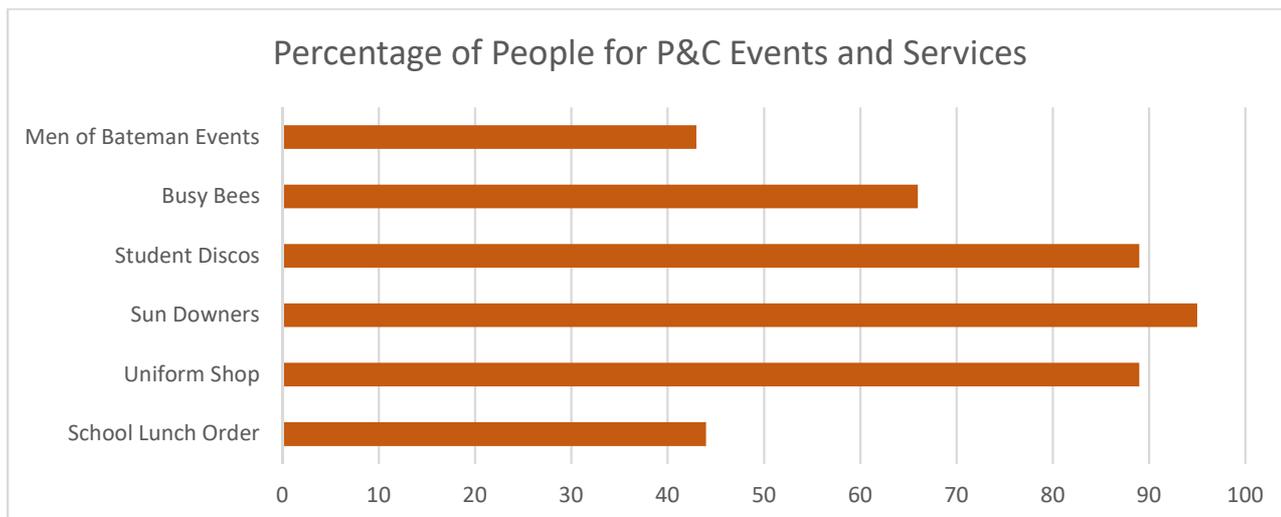
Our specialist and support programs were well received and I'm not sure if the few people who didn't voice support for the Mandarin program were referring to the choice of language or its presentation.



All aspects of our assemblies were well supported by our parents and seen as a real celebration of our school.



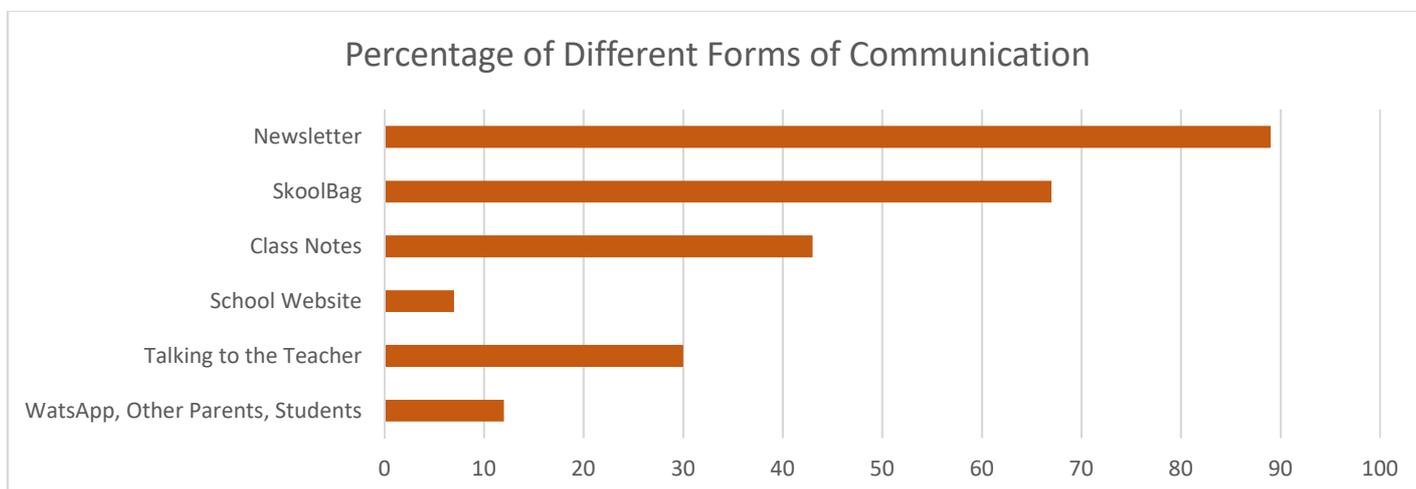
Our P&C provide a wide-range of services and events to our families and it was interesting to see that 95% of families had attended Sun Downers and that 90% had also accessed the Uniform Shop and a similar number have had their children attend our discos.



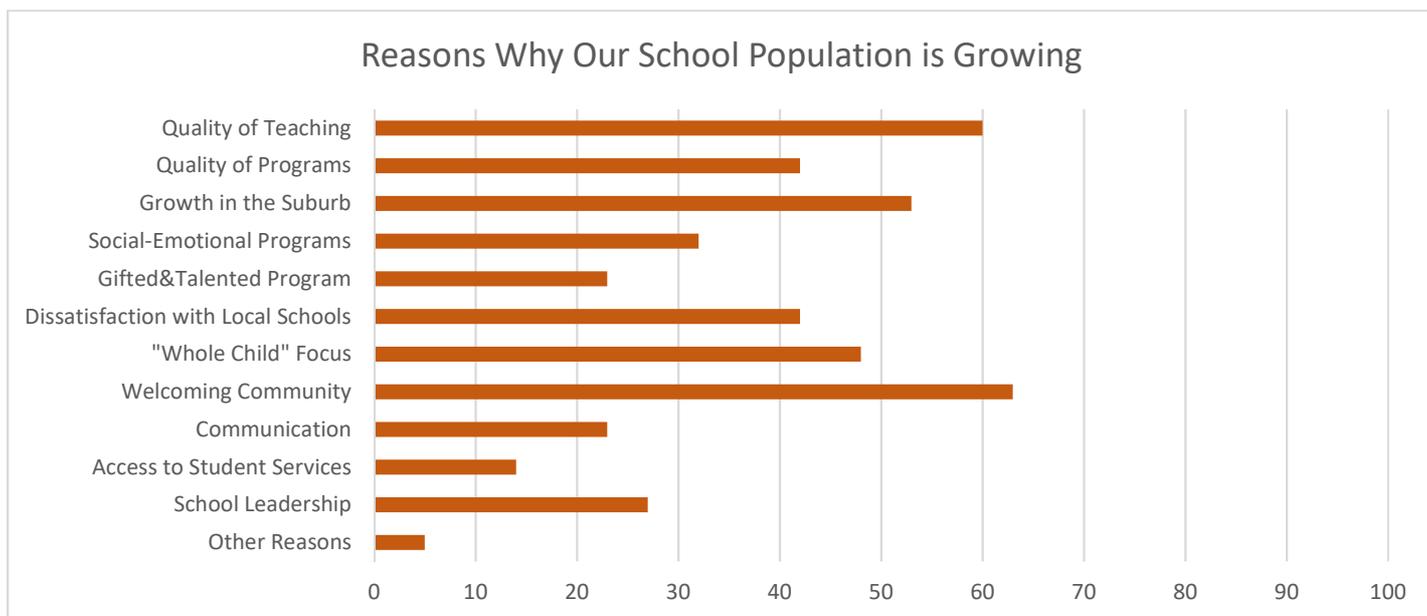
When asked about things that the School Board could focus on we received the following responses –

- 1 person wanted a whole-school literacy program (we have) and more coding (good observation).
- 2 people mentioned the need for policies to address the behaviour of boys (These are on our website and have been sent out through Skoolbag)
- 1 mentioned about the chains on the early childhood gates which I addressed in our last newsletter
- 1 wanted more focus on ensuring students are ready for secondary schooling, especially in Maths.
- 2 were concerned about the undercover assembly area and its suitability (we would love to have it expanded and preferably enclosed but very expensive to do).
- 1 wanted smaller class sizes
- 1 wanted to ensure that the 2/3 students weren't disadvantaged compared to the 3/4 students by the unusual split (a good call and one we need to be more aware of in 2021 and beyond).
- 1 said that communication with parents needed to improve (we have lots of platforms but are happy to look at other suggestions).
- 1 wanted us to be more aware of supporting the social/emotional needs of students and the impact this has on their behaviour.
- 1 suggested that the principal and teachers had favourite students.

Speaking of communication, when asked what methods of communication they relied on to receive information from the school, parents' responses were



When asked why our school population had grown so rapidly over the past 3 years, people responded as follows –

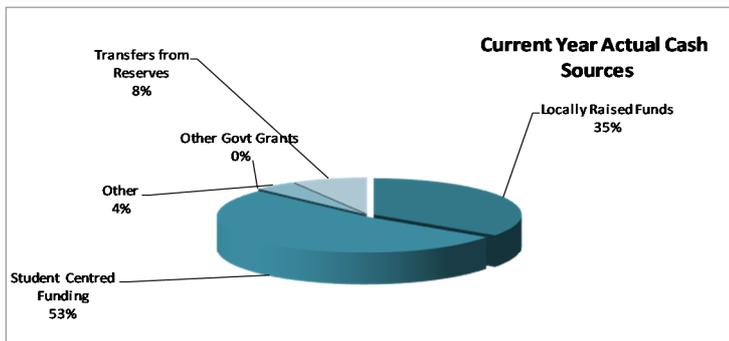
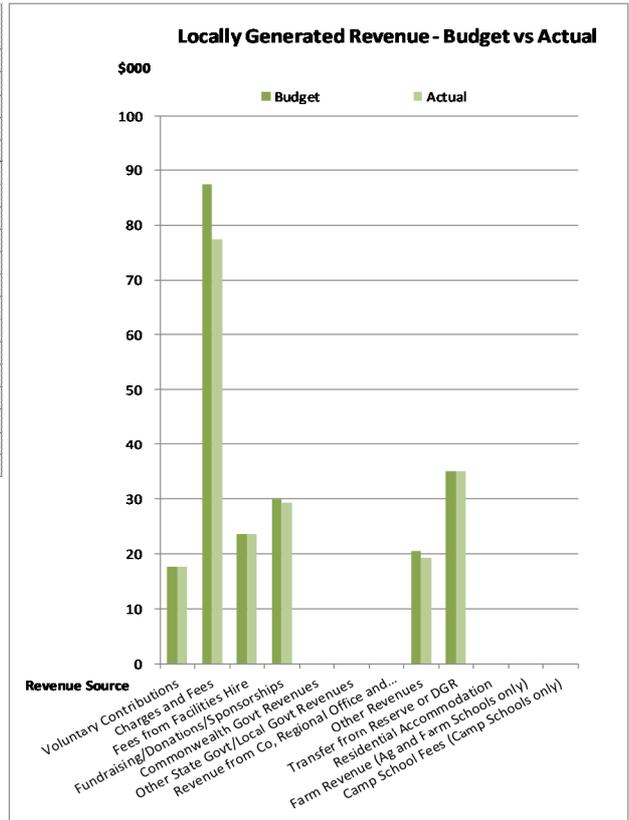


The "Other Reasons" were made up of 2 people who said that the principal had allowed families from outside the catchment area to enrol (above and beyond what the school can handle) and one suggested that people bought into Bateman to gain a place at Rossmoyne SHS.

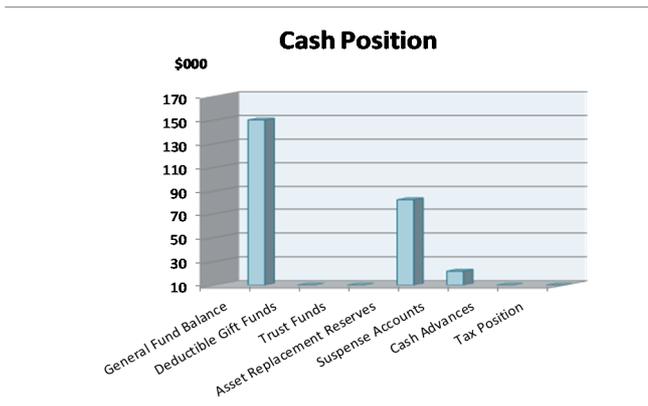
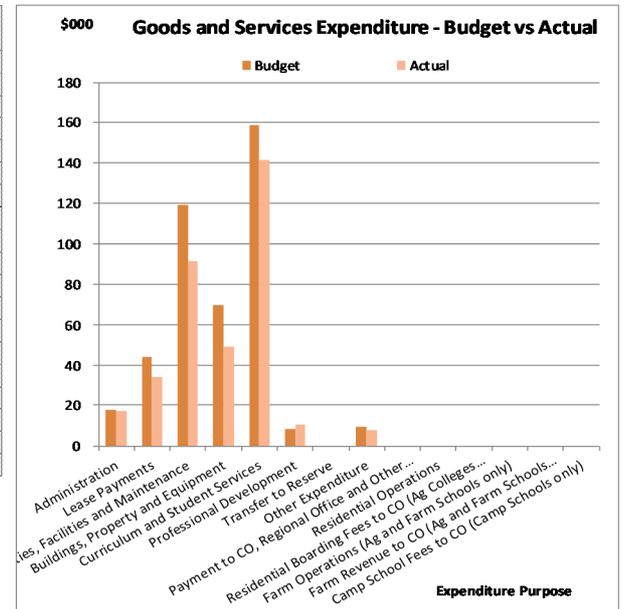
Insert your School Logo Here or Delete if not required

Bateman Primary School Financial Summary as at 31 December 2019

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 17,692.00	\$ 17,656.15
2 Charges and Fees	\$ 87,404.00	\$ 77,309.24
3 Fees from Facilities Hire	\$ 23,549.00	\$ 23,526.37
4 Fundraising/Donations/Sponsorships	\$ 29,942.00	\$ 29,270.36
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 20,402.00	\$ 19,307.17
9 Transfer from Reserve or DGR	\$ 35,000.00	\$ 35,000.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 213,989.00	\$ 202,069.29
Opening Balance	\$ 76,100.25	\$ 76,100.25
Student Centred Funding	\$ 223,902.00	\$ 223,902.43
Total Cash Funds Available	\$ 513,991.25	\$ 502,071.97
Total Salary Allocation	\$ 5,727.00	\$ 5,727.00
Total Funds Available	\$ 519,718.25	\$ 507,798.97



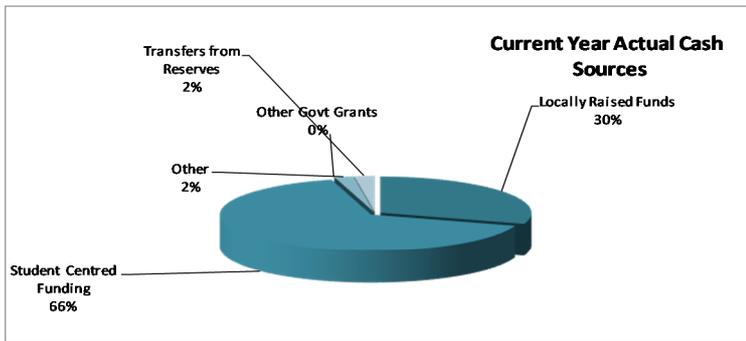
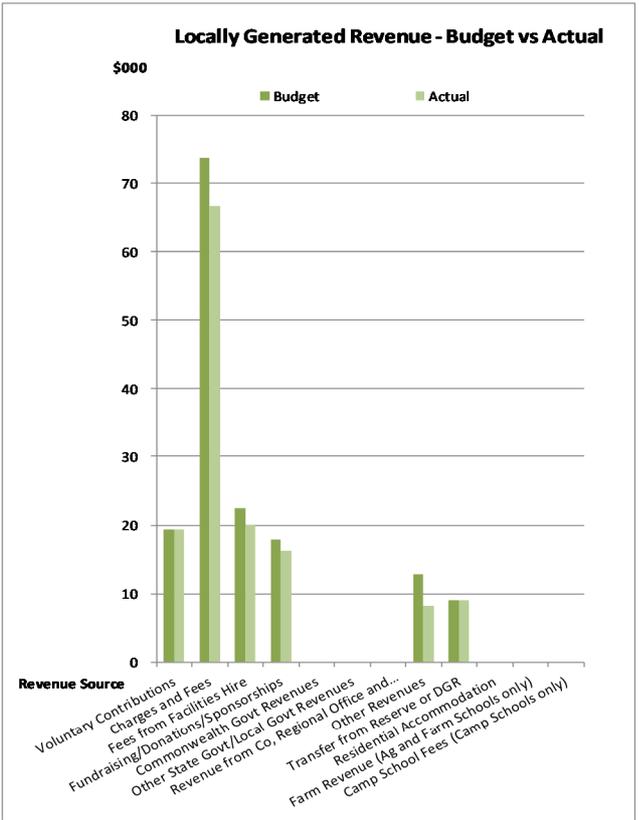
Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 17,600.00	\$ 17,403.77
2 Lease Payments	\$ 44,504.00	\$ 34,146.49
3 Utilities, Facilities and Maintenance	\$ 118,836.00	\$ 91,619.16
4 Buildings, Property and Equipment	\$ 69,920.00	\$ 49,323.48
5 Curriculum and Student Services	\$ 158,182.00	\$ 141,207.02
6 Professional Development	\$ 8,500.00	\$ 10,492.25
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 9,230.00	\$ 7,845.16
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	\$ 426,772.00	\$ 352,087.33
Total Forecast Salary Expenditure	\$ 2,917,019.00	\$ 100,732.00
Total Expenditure	\$ 3,343,791.00	\$ 452,769.33
Cash Budget Variance	\$ 87,219.25	



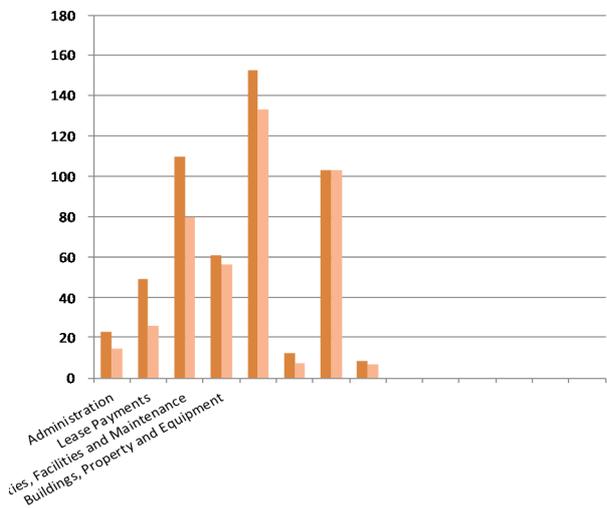
Cash Position as at:	
Bank Balance	\$ 250,684.46
Made up of:	\$ -
1 General Fund Balance	\$ 150,034.64
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 82,481.55
5 Suspense Accounts	\$ 21,724.27
6 Cash Advances	\$ (200.00)
7 Tax Position	\$ (3,356.00)
Total Bank Balance	\$ 250,684.46

Bateman Primary School
Financial Summary as at
31 December 2020

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 19,338.20	\$ 19,358.50
2 Charges and Fees	\$ 73,670.00	\$ 66,587.09
3 Fees from Facilities Hire	\$ 22,395.00	\$ 19,957.58
4 Fundraising/Donations/Sponsorships	\$ 17,820.00	\$ 16,259.36
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 12,779.50	\$ 8,226.21
9 Transfer from Reserve or DGR	\$ 9,000.00	\$ 9,000.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 155,002.70	\$ 139,388.74
Opening Balance	\$ 150,034.64	\$ 150,034.64
Student Centred Funding	\$ 267,940.00	\$ 267,940.40
Total Cash Funds Available	\$ 572,977.34	\$ 557,363.78
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 572,977.34	\$ 557,363.78



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 22,450.00	\$ 14,669.54
2 Lease Payments	\$ 49,406.00	\$ 25,946.08
3 Utilities, Facilities and Maintenance	\$ 109,450.00	\$ 79,482.80
4 Buildings, Property and Equipment	\$ 60,850.00	\$ 56,488.90
5 Curriculum and Student Services	\$ 152,553.00	\$ 132,881.14
6 Professional Development	\$ 12,000.00	\$ 7,136.09
7 Transfer to Reserve	\$ 103,000.00	\$ 103,000.00
8 Other Expenditure	\$ 8,500.00	\$ 6,386.77
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	\$ 518,209.00	\$ 425,991.32
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 518,209.00	\$ 425,991.32
Cash Budget Variance	\$ 54,768.34	



Cash Position as at:	
Bank Balance	\$ 352,239.68
Made up of:	\$ -
1 General Fund Balance	\$ 131,372.46
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 176,481.55
5 Suspense Accounts	\$ 46,854.67
6 Cash Advances	\$ (200.00)
7 Tax Position	\$ (2,269.00)
Total Bank Balance	\$ 352,239.68