

ANNUAL REPORT 2021

**A report to the school community
about the activities and
achievements of
Bateman Primary School
during 2021**

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.

Table of Contents

Principal's Report	3
Report from the School Board	4
Report from the P&C Association	4
Some Highlights in 2021	5
Student Numbers	6
Strategic Directions and Curriculum	7
Parent, Student and Staff Survey Response 2020/21	12
Report Against Business Plan Targets 2020 – 2022	17
NAPLAN Reporting	29
Financial Summary 2021	36

PRINCIPAL'S REPORT

2021 was a year of challenge for all schools as we worked to balance COVID restrictions and requirements with the need to provide all our students with stimulating learning activities, support and extension opportunities and the chance to experience a “normal” school environment. Some compromises were needed, but through good planning and cooperation we managed to run almost all our sporting and cultural events and our assemblies, high-level student support and wellness events which distinguish us from other schools, were still able to continue.

Bateman Primary continued to receive outstanding support from its community throughout 2021 and the way the school and parents were able to work together to ensure that student activities were not seriously impacted by Covid restrictions strengthened the partnership between the two.

The P&C were active in their roles, with the P&C providing many social opportunities for families and for students as well as operating important services such as uniforms, lunches and financial support of identified projects. The Board worked with the school in ensuring governance and in developing and endorsing policies and procedures.

While naturally having an academic focus, Bateman Primary focuses on the development of the “Whole-Child” through its work in Wellness and the development of communication skills to support strong friendships and social skills. The community values this approach, supports the associated programs and discusses its worth in the community, resulting in a constant stream of cross-boundary applications to the school from families wishing for their child to be part of our social and emotional development program.

Our staff continued to work tirelessly on the development and implementation of relevant programs for our students through their work in committees which design programs that utilise curriculum requirements, best practice strategies, feedback from students, staff and families and a range of data sources. That programs are identified and designed and developed by staff ensures that there is school-wide uptake of and trust in the programs to be effective for our students. During 2021 we implemented the use of BrightPath to enhance our diagnostic capabilities of students’ writing and also embedded Talk for Writing which was introduced in 2020. During 2021 we also developed a Spelling approach which will be implemented across the school in 2022.

During a disruptive year, some of our grounds’ development slowed, but recently established areas such as the Bush Tucker track and some garden and play areas were maintained by enthusiastic parent support and a new area for students was developed behind the library during the Christmas holidays. During 2022 we will have a new disabled toilet built, a transportable classroom delivered to cater for recent student growth, will look to develop a playground specifically for the Year 1 students for their first 6 months away from Pre-Primary.



BATEMAN PRIMARY SCHOOL BOARD REPORT FOR 2021

The Board would like to acknowledge the leadership and significant time commitments that Marny Marsh and Chris Speijers provided during the previous years. Both individuals served as Chairperson of the Board as well as a parent representative over numerous years. In 2021, 3 parent representative and the Chair fulfilled their term and the Board welcomed 5 new parent representatives and a change of Chair.

Throughout the year, the Board received updates from the Principal on school student numbers, staffing and operations. The Board was also kept updated of the School Review and is pleased to share that improvements were achieved across multiple focus areas with positive outcomes recognised.

Activities undertaken by the board include:

- Attending School Board Governance training provided by DET's Leadership Institute for all Board members
- Endorsing the use of SMART goals to track and measure activities outlined in the School's business plans.
- Endorsing the Statement of Expectation 2021-24 that documents the agreement between the Department of Education, the School and the Community to work together in achieving joint goals.
- Reviewing and approval of 2021 contributions and charges
- Reviewing and endorsing Bateman Primary's Dress Code Policy collaboration with staff and the P&C.
- Introducing a Policy Review schedule to ensure school operations and communication is up to date, relevant and fit for purpose.

The Board would also like to acknowledge Bateman Primary School staff commitment, care and dedication which was evident throughout each meeting. The Board would also like to thank all members for their time and commitment to meeting twice each term.

In 2022, our focus will be the development of Bateman Primary School's next Business Plan. We look forward to the school's continuing growth and welcomes dialogue and feedback from students, parents and staff.

Natalie Walchshofer
Bateman Primary School Chair, 2021

BATEMAN PRIMARY P&C REPORT FOR 2021

SOME SCHOOL HIGHLIGHTS 2021

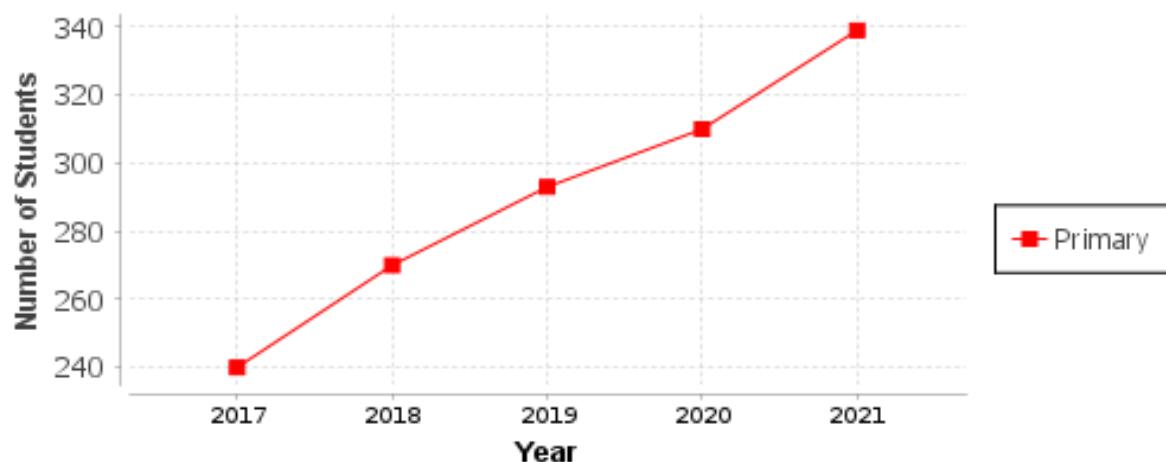
- The Wellness Festival.
- We embedded the cluster grouping concept for identified gifted students.
- Dad's & Kids Camp.
- We celebrated Maths Week, Science Week, Book Week and Harmony Day with fun activities.
- The kitchen garden is getting bigger and better, and the cooking program is well-established.
- Chinese Day was again very popular with dress-ups, performers and delicious foods.
- Dads enjoyed a Fathers' Day evening with their children in the Kindy.
- Spell-a-thon was huge again, with a new record level of support from parents.
- We conducted parent information evenings on BYOD and U R Strong.
- We again screened all our Kindy children for speech and occupational therapy.
- 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 a couple of excellent Busy Bees and fund-raising events.
- Our interschool athletics team won the Meritorious Shield, and we came second overall against much bigger schools.
- Our Graduation and Performance Evening was outstanding.



ENROLMENT PROFILE

As in previous years, our enrolments continued to grow during 2021 due to some re-zoning in the suburb, news continuing to spread of the great programs and staff we have who meet the specific needs of all of our students. We continued to attract new students into the government system for the first time and continue allocating resources for early intervention and catering for students with identified giftedness whose learning needs may not have previously been met. Growing our student population was a goal of our Business Plan 2017 – 2019, less so in the 2020 -2022 plan as 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 32 Kindy students.

Semester 2 Student Numbers



YEAR 6 STUDENT DESTINATIONS 2021

Rossmoyne SHS	21
Melville SHS	1
Applecross SHS	6
Willetton SHS	1
Melville SHS	1
Perth Modern School	1
John Curtin SHS	3
Corpus Christi	4
Kennedy Baptist College	4
Other Christian Colleges	5

STRATEGIC DIRECTIONS and CURRICULUM

SAER 2021 Report – Really Knowing our Students



In 2021 Bateman Primary school remained focused on enhancing and supporting the mental and physical health and wellbeing of both staff and students. It was not a surprise with world health issues continuing to affect our daily lives that the number of identified SAER (Students at Educational Risk) increased. Mental health issues, such as stress and anxiety were recognised by staff as areas of need and given a high priority. Numerous parents reported their children felt overwhelmed and were struggling to get them to school. The focus of professional development on health and well-being at Bateman PS enabled staff to implement evidence-based programmes and strategies, such as 'You Can Do It' and 'Zones of Regulation' to support our most vulnerable students and enhance the well-being of all students at Bateman PS.

We also engaged the services and support of Dolly Bhargava a renowned specialist in the field of social/emotional learning/development to provide professional development to our staff. Dolly is a speech therapist with a passion in supporting children with emotional and behavioural difficulties who worked with staff to assist students with co and self-regulation strategies.

Staff were upskilled in the identification of 'at risk' students and worked collaboratively with external therapist and families to successfully differentiate their classroom programs to allow all students to access the curriculum and most importantly to achieve success. Having our school psychologist onsite twice a week and a counsellor provided additional support to staff and students. Classroom observations and assessments helped staff to implement interventions. Staff were then able to strategically target goals within the development of student Individual Education Plans.

An increase in case conferences proved the value and importance of communication with staff and families working together to achieve the same goal. Trust continued to be built across the community via our collaborative approach/model to supporting all students to reach their potential. We have had a strong emphasis on creating a safe environment in which students are sharing and teachers are readily listening. The increased open communication between the school and parents encouraged changes to occur fostering diversity.

Our ability to identify the importance of The Whole Child and not limiting to academic strengths saw our school numbers increase. Our capacity and willingness to cater to the diverse needs of our students, whether it be implementing the U R Strong program, teaching social skills explicitly via Lunch time board games lead by our Special Needs Education Assistants, purchased sensory tools, implementing sensory diets created in liaison with occupational therapists saw our reputation in the wider community grow.

The structures we have in place to facilitate/support the learning of our gifted students also provided opportunities for remediation providing better planning, teaching, and learning for our students. Not introducing new programs but continuing to develop our skills in the implementation of already existing evidence-based programmes such as

the following: U R Strong, Mini Lit, Cracking the code, Early Childhood Developmental screening, Independent Study groups and accelerated programs.

They say it takes a village to raise a child, in 2020 Bateman Primary School staff did and will continue to work as a close and supportive team to provide a safe and enjoyable learning environment that caters to all learning needs.

Sonja Katnich

Associate Principal

ICT Annual Report 2022

This year we continued the replacement of the old Smartboard Interactive Whiteboard with Prowise Interactive Screens in the Senior Block. The staff attended PD on how to use Prowise Presenter and now use the new and improved screen and tools available with proficiency. This has been very successful and assisted in the students' engagement and learning.

Professional learning continued with SeeSaw for all staff for when online learning was required. The staff found that using SeeSaw was not only easy for students to learn and use at home, but they found it easy to set up lessons, share lessons and to provide timely feedback to the students. This was shown in the fact that staff continued to use it in the classrooms. It has made differentiation easier when they have student groups at different levels. They also found that they could plan their activities in advance and release them when the students have mastered the previous activity, allowing the students to learn at their pace.

The school has continued to monitor and track the students' ICT Capabilities. At the end of the year, a major review was undertaken to see if the current monitoring tool was effective for what was needed to effectively track the student progress. It was found that it was lacking in some areas and inconsistent in others. The ICT Committee found other samples to compare and then determining what was needed and made the necessary modifications. This will be presented to the staff at the beginning of next year.

Our Network Support Officer was seconded to a teaching position at TAFE, so a new Network Support Officer was appointed at the beginning of the year. Robert De Caprio came with a lot of experience with managing a school's network and the operational aspects of that however he had a very quick learning curve when it came to the management of BYOD and School managed iPads. Unfortunately, it was not a smooth introduction to the management of iPads using Jamf. Employing a panel integrator to set up the new lease of iPads, prove to have more challenges than successes and after much deliberation, a new panel integrator was appointed and this proved to be a very successful choice as once the iPads had been set up correctly, there have been no ongoing problems. It also affected the BYOD iPads and the number of times that they needed have adjustments made proved to be very problematic. However, once the new panel integrator sorted out the challenge, there have been none since. The school continued to maintain communication with the parents at all times about the situation. While many parents were understanding and appreciated the communication, our survey at the end of the year indicated that some parents felt that there was too much communication.

The BYOD program has now been at the school for three years. It was introduced to all year levels (PP – Yr 6) in 2019. Staff are now finding that the students come to the middle and upper years with greater knowledge and understanding of the basic operations of the iPad. This has been a positive improvement as staff are able to extend the students with their knowledge of the iPad without having to reinforce the basic skills. This is one of the reasons why the school introduced the program in Pre-Primary so that by the time the students reached Yr 4, they would have a sound knowledge of the basics and be able to solve problems accordingly and be ready for the extension that the teacher want to be able to teach.

The results of the feedback from parents at the end of the year indicated that the majority were happy with the program, there were some parents who would like more information about how the iPads are being used in the classrooms. Previous workshops and presentations have shown that they were not well attended and not worth the work that the teachers put into them. The ICT Committee will be reviewing the information and determining how the school can do this better in 2022.

English

The major focus for Bateman Primary in 2021 was in reviewing and redesigning our Spelling program to address some deficits we had found in data analysis of NAPLAN, PAT and classroom testing. Our English Committee met once a fortnight with a specialist from the Fremantle Language Centre and a speech pathologist to design a program with a different approach to the words studied and the way they are taught to the students. Once the program was completed to meet the specific needs of Bateman students, staff were then in-serviced and supported by members of the English Committee and it will be implemented in 2022 and tweaked as the need arises to improve spelling outcomes across the school.

Maths

During 2021 we continued to focus on solving word problems by teaching the students strategies to decode the questions being asked and then breaking them down into a series of operations. We also looked at mental maths and formalised the requirement to do more mental maths sessions with the students where specific strategies were taught and then opportunities provided for their application. During 2022 the Maths Committee will use historic data, student and teacher feedback and current performance to redesign our whole-school Maths program to have it reflect our current practices and beliefs about effective teaching.

Kitchen Garden/Cooking

Our Cooking and Kitchen Garden program was very busy during 2021, with the students involved in a range of cooking and garden maintenance activities and the introduction of a major recycling focus for food and classroom waste.

Our community was engaged in assisting us provide high-level care for the chickens and a number of Busy-Bee projects help us develop and maintain more garden areas and the bust tucker track.

During the year students and families provided some practical recipes to the ones already used in class and at the end of the year we sent a small cookbook of our favourite recipes home for families to cook at home.

HASS/CULTURAL COMMITTEE

The Cultural Committee has had an active year again this year. We started to look at the signage around the school with the aim to rename all the buildings with the Aboriginal seasons of the year along with the undercover area as the meeting place. Plans are still afoot with this and we hope to have it come to fruition next year.

One of the highlights for the year was the gathering of all of the Aboriginal parents and students to recreate the story of How the Birds Got Their Colours as a mural and banner for the staff email signature. This was a great success and the original can be seen in the Junior Block window. Most of the staff have the banner as a part of their email signature.

This was one of the many activities that was planned for NAIDOC Week. We had a chalk serpent the stretched the length of the veranda and wound its way around the Undercover Area. The students and parents enjoyed colouring it in – although there were some very chalky clothes afterwards. We hoped to have an incursion that week as well however we eventually had to cancel the visiting group.

The school undertook its review of the RAP plan. All staff contributed to what was working well and what could be improved/included for 2022. From this we looked to include an Aboriginal parent to enable us to include their perspective and contacts from the community. It is expected to have this finalised in early 2022.

Music 2021

Music at Bateman Primary is about building a community of musicians and developing a positive, supportive mindset towards performance. We aim to provide opportunities for all students, no matter their speciality or experience level.

Our Instrumental Music program provides opportunities for selected students in Years 3-6 to learn a wide variety of orchestral instruments, such as string (violin, viola, cello, double bass), brass (trumpet) and woodwind (clarinet).

In the classroom, we use a wide variety of teaching and learning strategies, including the incorporation of ICT, tuned and untuned percussion instruments, and opportunities for composition, rehearsal and performance.

Year 1/2 students will be introduced to the musical elements of beat & rhythm, and pitch & melody. They will experience listening, singing, moving, playing and creating, as well as responding to the arts.

Year 3/4 students will learn about the musical elements of beat & rhythm, pitch & melody, harmony, form, dynamics, tempo, tone colour and texture. They will experience listening, singing, moving, playing, creating, reading and writing music, as well as responding to the arts.

Year 5/6 students will build on their knowledge of the musical elements, incorporate the arts practice into their lessons as well as responding to the arts through criticisms, aesthetics, context and style.

On top of that, our whole school ukulele program provides in-class sessions for all students on finger plucking, chord reading and strumming, tablature and notation.

Each fortnight, all students learn and rehearse a new Community Song, a popular tune with a positive underlying message. Students are also given the opportunity to choreograph the dance moves to the community song as part of their Arts Practice. This is then performed as a whole school at the conclusion of each assembly, giving every student a chance to perform.

Our Junior and Senior Choirs meet every Thursday morning before school. Students from Years 3-6 are given the opportunity to train and care for their voices and prepare music for performance.

At Bateman, we work to grow an uplifting and welcoming community where we value the arts and its role in developing the whole child. We can't wait to see what our students do next!

Miss Rachel Ee

Early Childhood 2021

Early Childhood at Bateman Primary school is a space where we value the whole child and nurture each individual's growth and development. We are regularly updating and changing our play areas, resources, programs and pedagogy to reflect the needs and interests of the children, their families and the current world around us.

Over the last 12 months we have built a new nature playground which includes water play, imaginary play and features that support the children's fundamental growth and movement development such as rock climbing, uneven steps, balancing and more. We have also invested in a new, larger bike, a trampoline, a rope ladder and ninja net. These additions to our outside play space allow the children to explore risk in a safe environment and develop their coordination, strength and confidence.

Inside the classroom we have been building on our range of resources that support literacy and numeracy learning as well as social, emotional, cultural and sensory development. Our Early Childhood pedagogy at Bateman supports a play based and hands on learning approach that is reflected in our resources and programs. Most recently we have focused our investment in cultural resources including dolls, small world play and genuine artefacts from a range of cultures including Aboriginal and Torres Strait Islander and world-wide nationalities evident in our school community.

The Early Childhood team is made up of passionate and enthusiastic teachers and Education Assistants who work collaboratively to ensure planning and assessment is relevant and informs future learning. We are very fortunate to share a planning day each week to discuss learning topics, themes, excursions and incursions as well as to share interests and expertise with our colleagues. This helps to ensure our programs are effective, relevant and rich with amazing learning experiences for our children.

At Bateman Primary School, we pride ourselves on building valuable relationships with the children and their families. We have recently been focusing on improving our communication between home and school to ensure families are updated regularly with how their children are developing in the school setting. This includes holding regular meetings with parents and sharing assessment results, celebrations and concerns outside of the normal

reporting calendar. We have received feedback from the school community saying they feel more involved with the school and are given the necessary tools to help their child to continue to develop at home.

In keeping up with the technological world, our children begin Digital Technology lessons in Kindy. We build their skills, knowledge and safety around iPads and expose them to opportunities not necessarily possible without the use of a device. We use Seesaw to share work samples with parents which allows them an insight into classroom activities and routines. With current restrictions on parents being in the classrooms we are conscious of providing more ways to keep parents and families involved in their child's education and development.

As we progress through the year we are continuing to expand on our successful practices and strive to provide an excellent education for our young people.

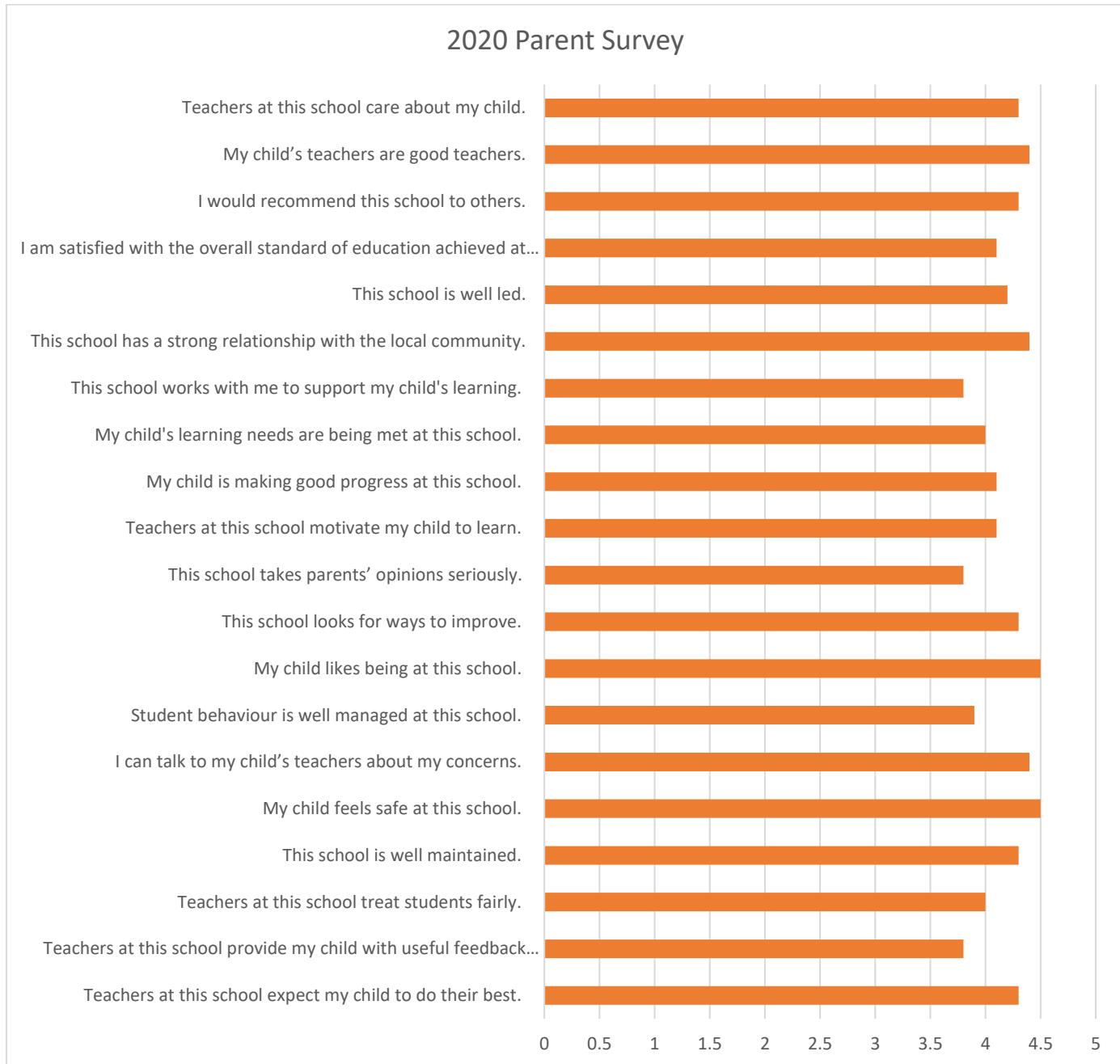
Chinese

In 2021, the Chinese program has continued from Year 1 to Year 6 with Year 3 to 6 now mandated as a curriculum learning area. In the class, all students focus on the oral communication skills, particularly with the tones and pronunciations, as well as a gradual increase in their Chinese understanding skills as they move towards year 6. Throughout the year, we continued to receive one day a week support from the Confucius Institute assistant, in a reduced capacity, due to restrictions on international travel.

Throughout the year, our students continued to engage themselves in various extracurricular activities, these include: Term 1's Chinese New Year Interschool Poster Competition, world-wide and Australia-based Language Competitions run by Education Perfect online Program, Chinese Story telling Competition in Term 2, Chinese writing competition and mandarin speaking competition in Term 3. In Term 4, students from pre-primary to year 6 celebrated our Annual Chinese Day with an integrated Chinese Assembly item delivered by year 3/4 Room 5 class, they listened to performance with a traditional Chinese instrument, Guzheng and concluded the assembly with cultural costume dress-up parade. Throughout the day, students participated and engaged in various cultural activities such as Chinese paper cutting, Chinese fan decoration and Chinese calligraphy. Delicious dumplings and snacks at lunchtime were also one of the highlights for students.



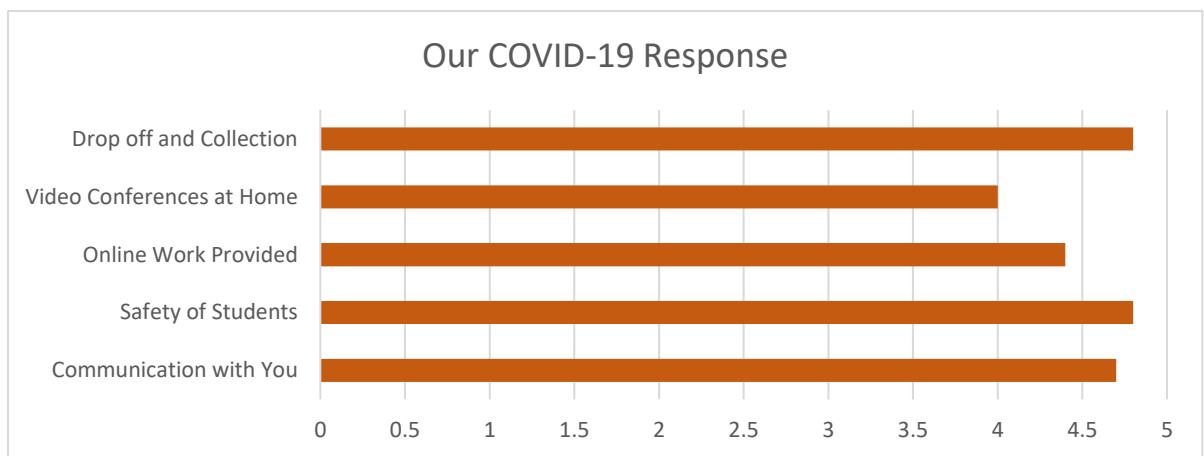
PARENT SURVEY RESPONSES 2020



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.

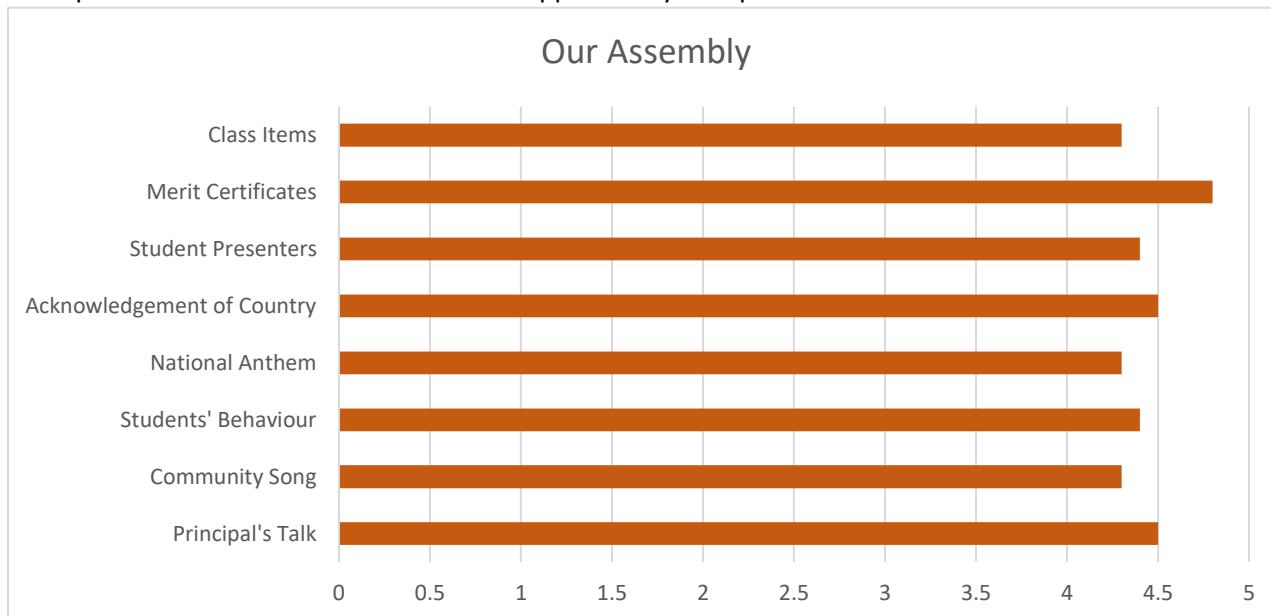


Apparently we could have been more effective with our video conferencing, but for teachers as well as students, this was brand new to us as well and let's hope we don't need to rely on it in the future.

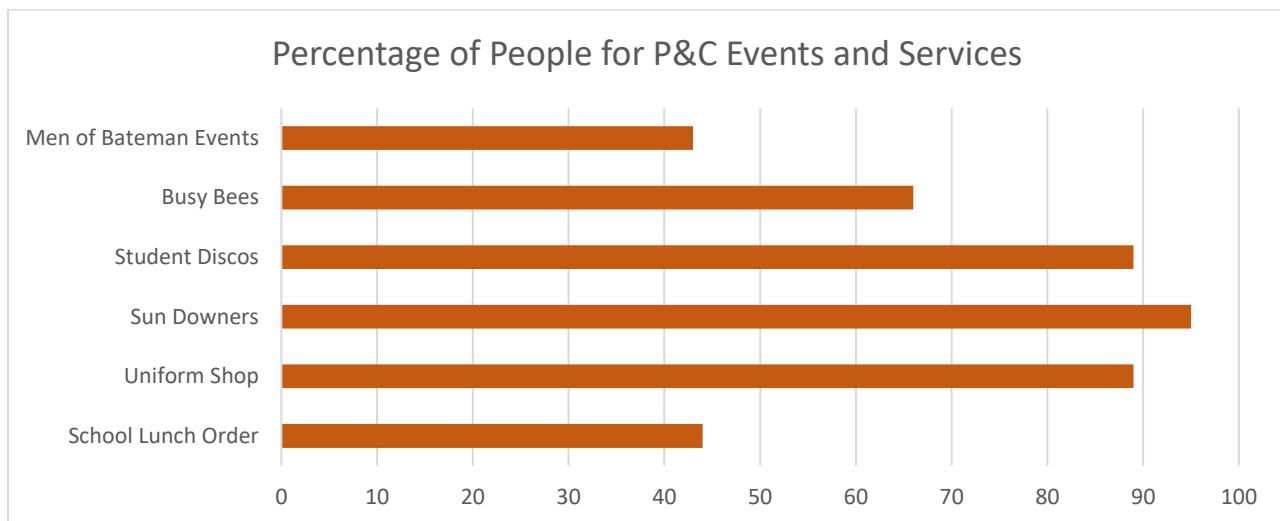
Our specialist and support programs were well received and I'm not sure if the few people who didn't voice support for the Mandarin program were referring to the choice of language or its presentation.



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



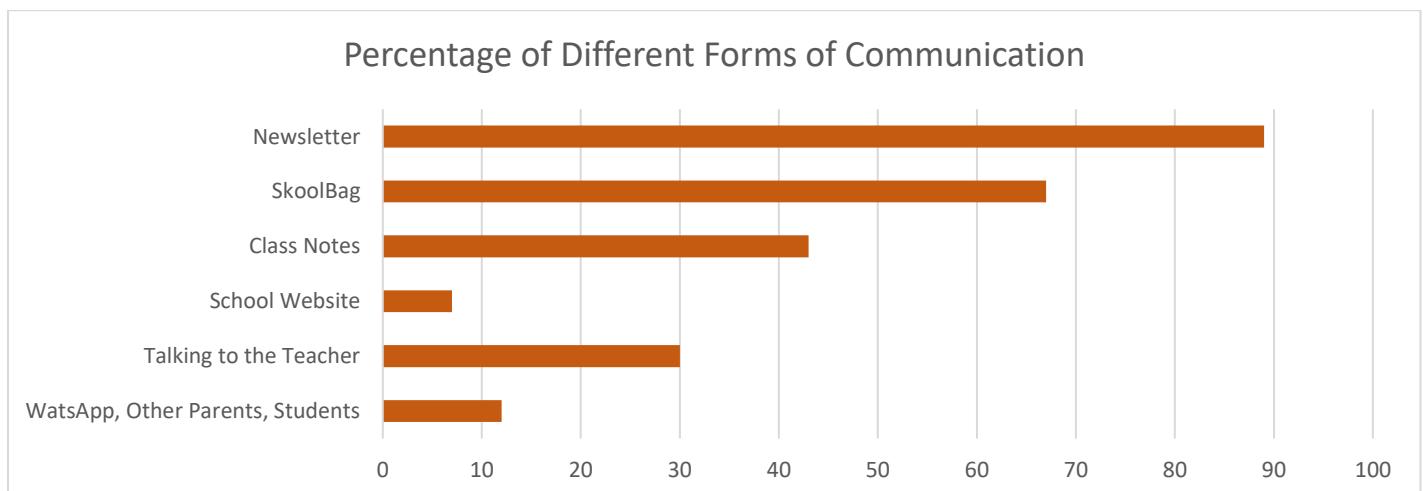
Our P&C provide a wide-range of services and events to our families and it was interesting to see that 95% of families had attended Sun Downers and that 90% had also accessed the Uniform Shop and a similar number have had their children attend our discos.



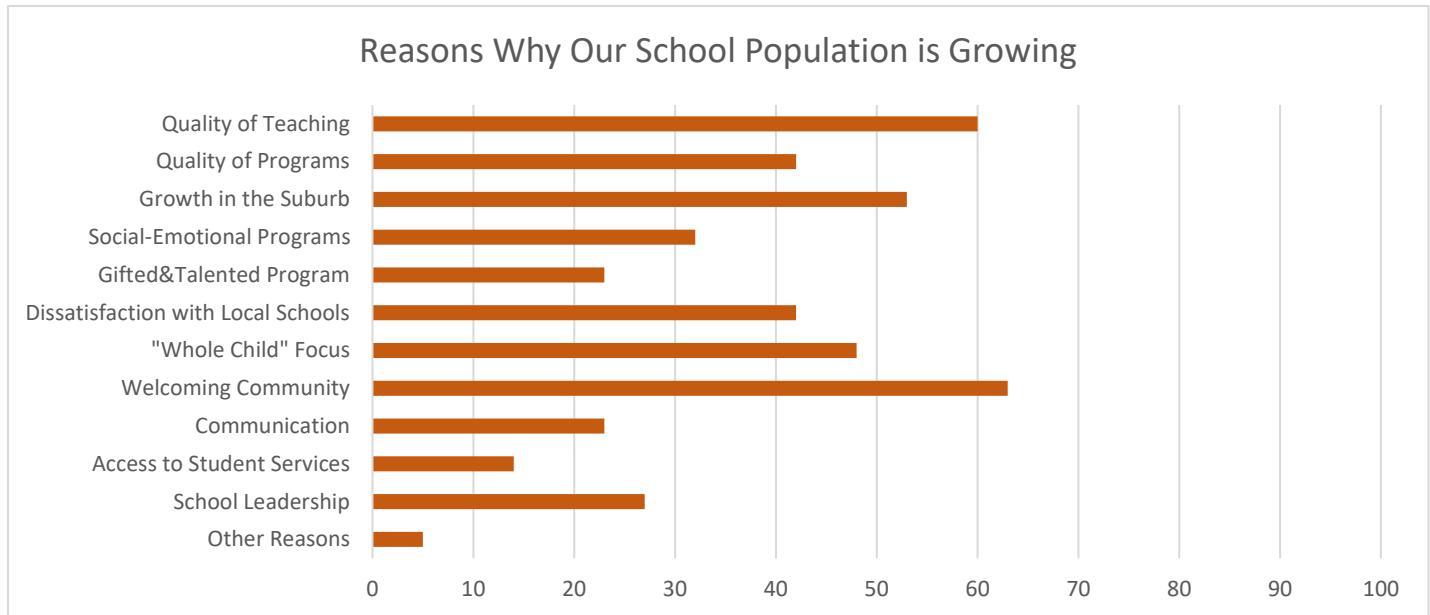
When asked about things that the School Board could focus on we received the following responses –

- 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

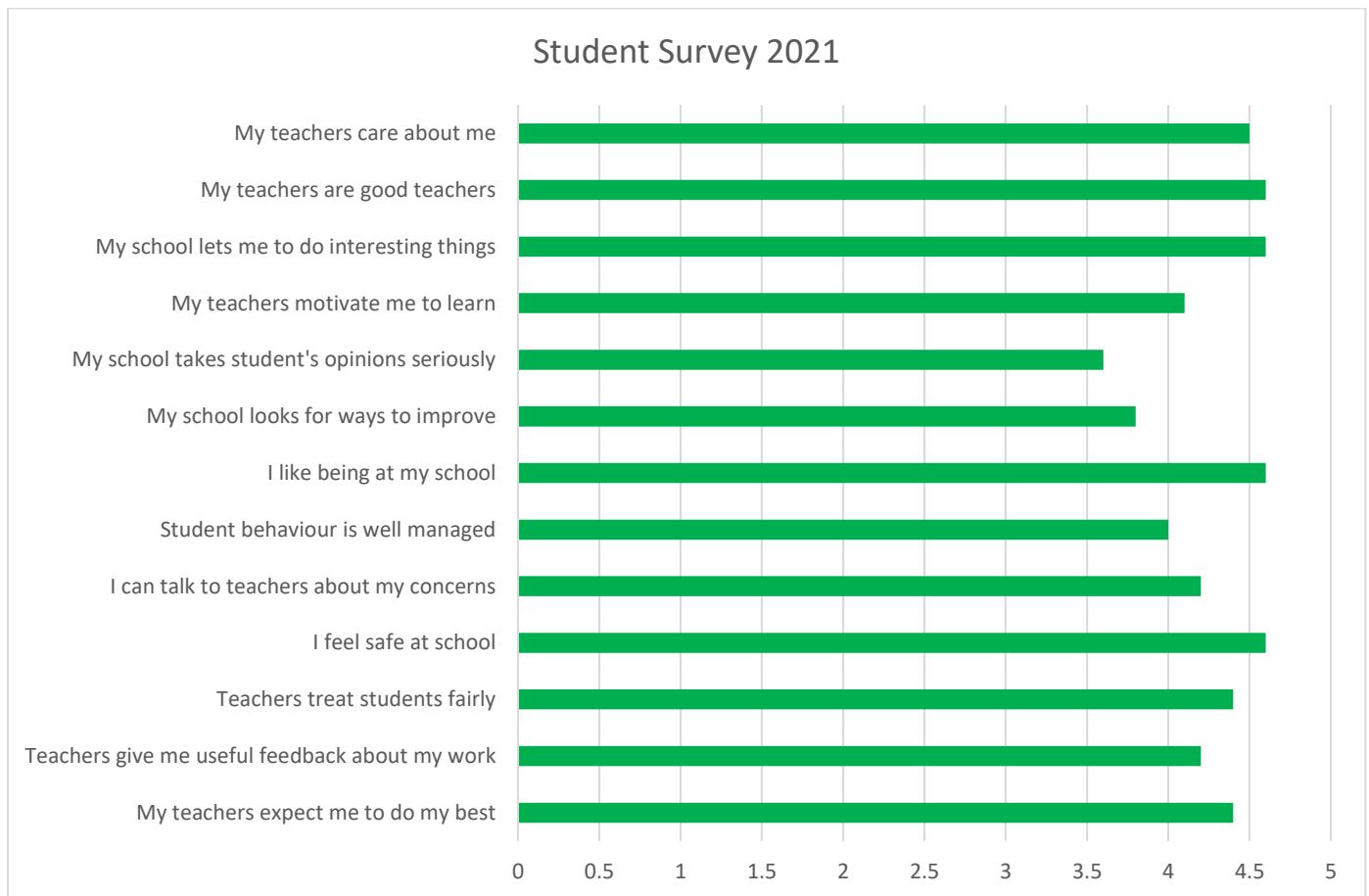


When asked why our school population had grown so rapidly over the past 3 years, people responded as follows –

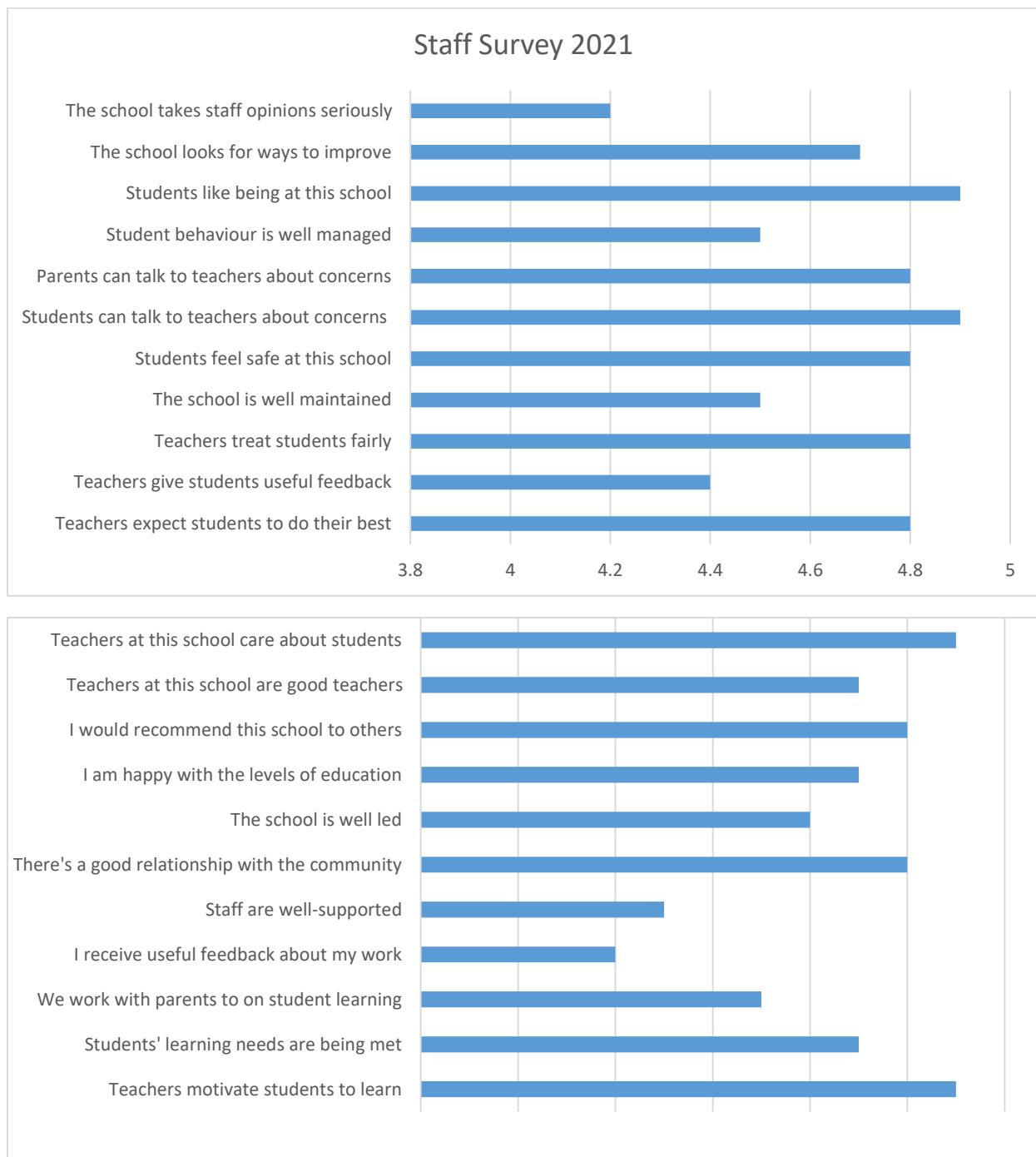


The “Other Reasons” were made up of 2 people who said that the principal had allowed families from outside the catchment area to enrol (above and beyond what the school can handle) and one suggested that people bought into Bateman to gain a place at Rossmoyne SHS.

STUDENT SURVEY 2021



TEACHER/EDUCATION ASSISTANT SURVEY RESPONSES 2021



The major feedback items from staff were about better communication and more feedback about their performance.

PROGRESS AGAINST TARGETS IN BUSINESS PLAN 2020 – 2022

Bateman Primary School Strategic Plan 2020 – 2022

** indicate recommendations from the 2020 Public School Review

Focus Areas	Actions	Activities	Outcomes	Completion Date	Status
Leadership	Committees inform the school about current curriculum initiatives and plan for their implementation through the development of operational plans.	Development and implementation of operational plans. Plans are reviewed and analysed annually.	Committees have a clear understanding of their roles and responsibilities which are reviewed annually. Curriculum initiatives and targets are achieved.	Committees to report at staff meetings each term and a review in December each year.	
	Provide opportunities and support staff to engage with leadership roles.	Staff identify areas in which they can assist/lead and this is documented and reviewed annually.	All staff demonstrate commitment to our school distributed leadership.	Ongoing	
		Target of 2 staff members who will: <ul style="list-style-type: none"> - achieve an increased teaching status or promotion and/or - be part of the Department's Leadership Mentoring Initiative 	Jane Nolan completed this in 2020. Elle Bray has started the process in 2021. Jordan Block is exploring the process currently. Sonja Katnich has attained 1.0FTE permanency in Level 3 role.	2022	
		Members of the Admin Team have clearly defined roles in which they lead.	Staff have a clear understanding of the role of all administration staff and know who to seek assistance from.	Published to staff in January of each year.	

Leadership

		Senior and L3 Teachers report on their role regularly at staff meetings.	Senior Teachers and Level 3 Teachers demonstrate leadership in their designated areas of school operations.	Once a term at staff meetings. Commenced Term 2	
		Staff leadership success is celebrated regularly at staff meetings, Weekly Words, Daily Notices, Assemblies, Newsletters and other appropriate forums.	Staff take responsibility for leading different areas of the school according to their interests and abilities through committees or timetabled non-contact time.	Progress of committees is discussed in staff meetings and successful leadership recorded in Weekly Words and newsletters.	
	** Strengthen instructional leadership capacity to drive school improvement centred on consistent classroom practice.	School Admin will complete more regular formal appraisals of staff. Develop a better centralised data collection system and utilise this to make decisions. Implement proven evidence-based programs to improve academic outcomes.	Minimum of one formal appraisal as well as incidental appraisal and Performance Management each semester. Carolyn Richer to coordinate professional learning community meetings and data collection. BrightPath and Talk for Writing implemented.	Ongoing observations plus Peer Observation process refined. Carolyn Richer meeting with PLC across the school each week. Talk for Writing implemented across the school. All 3 BrightPath PDs completed and being implemented K – 6.	
	Students are provided with leadership opportunities through faction captain, Wellness Warrior, Tech Head and other programs.	Each student body meets regularly to discuss and provide feedback to relevant staff which is then passed on to appropriate committees for consideration and possible inclusion in planning and procedures.	Student opinion is sought to help inform curriculum focus and direction.	Students in Year 5 and 6 are formally surveyed every second year. Student feedback sought informally about some of the programs we run such as "All-girl maths classes" in 2021	
	** Further develop student voice and student		We have added Music Maestros and Recycling opportunities to	During Term 1 each year.	

	leadership opportunities.		our leadership available to Year 5 and 6 students. Wellness Warriors and Tech Heads are now appointed.		
Teaching Quality	Implement performance management for all staff based upon the AITSL Standards for Teachers and JDF for nonteaching staff around individual, school and Department needs.	Utilise Peer and Admin Observation at least twice a year to develop consistent good practice teaching methodology. Implement a 3-year Professional Learning Plan and a Workforce Plan. All staff are performance managed and their individual learning needs identified and met where possible. Whole-school professional learning occurs for areas identified by data.	Observation has a positive impact on staff classroom performance. Professional Learning is based on the identified needs of staff. Professional Learning and Workforce planning ensure a well-prepared workforce. On-going development and collegiate support to build capacity drives our individual improvement goals and professional development plans for excellence in teaching.	All staff have or are about to complete their first formal performance management meeting of the year. Peer observation has been completed once already in each classroom. Professional Learning and Workforce plans are in place and being acted upon.	
	All staff demonstrate our shared values of teaching and learning in their classroom. ** Consolidate pedagogical practices across the school.	Review and Refine the "Who We Are" document on teaching and learning. Provide frequent opportunities for staff collaborative planning and moderation.	The "Who We Are and What We Believe" document is revised and implemented in all classrooms.	Staff on general have 4 hours of planning time a week with their phase of learning team. Professional Learning Community established and meetings held each week. Recommended programs from the external review implemented.	
	Have a dedicated Early Childhood Deputy and a	A Deputy Principal co-ordinates Early Childhood	Learning in K and PP is identified as	Sonja Katnich is the Early Childhood Deputy/Coordinator.	

Teaching Quality

	GATE coordinator.	pedagogy and staff development and the development of an Early Childhood Policy. Encourage and define intentional play-based learning in Early Childhood.	intentional play-based learning and examples are also in Year 1 and Year 2.	An early childhood pedagogical statement was developed in 2020 and revised in T1 2021. Jane Nolan, supported by Elle Bray, coordinates the GATE program in 2021.	
	A Gifted Program Coordinator provides professional learning for all staff and targeted learning for "cluster teacher" as well as coordinating the Gifted Program.		There is professional learning and a policy for catering for gifted students. The "Cluster Model" for grouping gifted students is positively accepted by staff and parents.	Jane Nolan provides shoulder-to-shoulder support for staff working with identified students. The school is hosting an event for parents of gifted students and their teachers during T2 2021.	
	Facilitate STEAM learning opportunities	Provide at least 2 whole-school STEAM days per year plus other activities to enhance teachers' capacity to conduct effective STEAM activities.	Staff gain enhanced capacity to effectively deliver STEAM learning opportunities in the classroom.	STEAM Committee have an activity designed for Term 3. Mrs Allen is partnering with Sci-Tech to offer after-school STEM classes during Term 3.	
	Actively promote staff well-being through wellness activities, developing staff culture and improving the physical and working environment for staff.	Develop a committee representative of all staff to coordinate activities to promote staff wellness and morale.	Staff morale and well-being is enhanced.	After-school social activities have taken place. Small in-school activities, recognitions and a large weekend activity have been completed.	
	** Implement school-identified, evidence-based programs to address the desired improvements in student academic achievement.	Implement programs identified by school in its data review or by external review group.	BrightPath training almost completed. Talk for Writing implemented across the school.	BrightPath training completed and applied. Whole-school implementation T1 2021. Staff committee to develop our spelling	

Learning Environment

			Seeking opportunities for staff training in new spelling program.	program in conjunction with language expert over the remainder of 2021.	
e	Implement the "You are Strong" program across all school levels.	Pre and Post testing of "You are Strong" indicates a positive impact of the program on students. Student survey data highlights the impact of social-emotional programs on their wellness and attitude to school.	Students have the language and skills to resolve friendship and relationship issues. Staff and students are using common language in the classroom and playground.	Formal program now completed for 2021.	
	Enrichment opportunities are available for students.	Lunchtime and before and after-school activities are available to students to meet their interest levels.	Students demonstrate positive social-emotional health and are ready to maximize learning opportunities.	Chess Club Thursday lunchtime, Games Club on Friday lunchtimes. After School cross-country training. Before school choir. STEM T3	
		Feedback from parents, staff and students indicates that they are able to access the support they require for students.	All students and families are able to access the support they need from the school and agencies	Only 2 in 3 parents were aware of additional services according to the 2020 Parent Survey. Counsellor and Speech used frequently by parents.	
	Our Grounds & Buildings Committee monitors the progress of the Grounds Development Plan 2020–2022.	More ground areas are created and developed to allow students to have a range of play options available to them. Feedback from Year 6 students is positive with regards to the area in the grounds developed specifically for their use.	Buildings and grounds are both functional and attractive to enhance student learning and well-being.	Violet's Garden was completed in T1 2021. Grounds Committee meets twice a term to identify projects and follow Grounds and Buildings Plan 2020 – 2022.	
	Our kitchen garden and	The kitchen garden is well-maintained	The cooking program runs	0.4 teacher employed from T1	

	<p>cooking programs are embedded and we establish a range of environmental programs.</p>	<p>through student and staff input and produces much of the produce needed for the cooking program.</p> <p>Initiatives for environmental programs such as recycling are introduced and embedded.</p>	<p>efficiently and is enjoyed by students.</p>	<p>2021 to coordinate cooking, kitchen garden and recycling. Program is running exceedingly well with new teacher in 2021.</p>	
	<p>The Good Standing strategy is understood by all parties and its positive application is highlighted in behaviour data.</p>	<p>The Plan is reviewed each year and distributed to parents electronically and explained through meetings.</p>	<p>There is a decrease in negative behaviour recorded in tracking books and SIS.</p>	<p>Staff PD provided twice during T1.</p>	
	<p>** Implementation of BPS Reconciliation Action Plan</p>	<p>Continue to develop cultural responsiveness and engagement with the Aboriginal Cultural Standards Framework through the school's Reconciliation Action Plan.</p>	<p>There is a greater focus on teaching Aboriginal perspectives and a better understanding by students of these.</p>	<p>RAP for 2021 developed and reviewed during T2 PD Day 2021. Teachers using it in planning teaching and events.</p>	
Student Achievement and Progress	<p>Evidence-based teaching practices are facilitated in all classrooms, including explicit instruction, to maximise learning for student success.</p> <p>Targeted early-intervention strategies are applied to planning using available data.</p> <p>**Apply a targeted focus on lifting student achievement levels in numeracy and literacy.</p> <p>**Consolidate the use of</p>	<p>Utilise whole-staff data analysis to inform planning and teaching.</p> <p>Provide differentiation in all lessons to allow students to access the curriculum at their level of need and ability.</p> <p>Explicitly teach literacy and numeracy.</p> <p>Implement a school-wide Writing program "Talk 4 Writing" following staff PL in 2020.</p> <p>Provide support for identified weak Year 1 and 2 readers through the Mini-Lit program.</p>	<p>NAPLAN will be comparable with like-schools in Year 3 and Year 5.</p> <p>Progress made by Year 5 students in NAPLAN will be comparable to that of like-schools.</p> <p>Progress made by Year 3 students in NAPLAN compared to On-Entry data will be comparable to that of like schools.</p> <p>NAPLAN data in Writing will be comparable to</p>	<p>NAPLAN tests in Week 4 and 5 of T2, results are usually August or September. Results vary according to cohort but we are hoping for improved progress between Y3 2019 and Y5 2021.</p>	

Student Achievement and Progress

	<p>diagnostic tools and monitoring of student achievement to assess the impact of strategies and programs.</p> <p>**Continue the implementation of Talk for Writing in combination with BrightPath.</p>	<p>Assess the need for students in Y3 – 6 to access the Macq-Lit support reading program once Mini-Lit is embedded.</p> <p>Cluster grouping allows identified gifted students greater academic and social-emotional support.</p> <p>Agencies such as the Fremantle Language Development Centre are utilised to audit programs and provided appropriate targeted professional learning for staff.</p> <p>Utilise iPads for tablet technology usage in the classrooms that focuses on the high end of the SAMR model.</p>	<p>like schools by 2022.</p> <p>Yearly average stanines for PAT-R and PAT-N will increase or remain constant for each cohort as it progresses through the school.</p> <p>Whole-staff data analysis of NAPLAN, PAT and other data is informing school-wide and phase of learning planning.</p> <p>Students are confident and competent users of technology in the classroom.</p>		
	<p>“Whole child” approach to learning.</p>	<p>Student emotional well-being is increasing as measured by student survey feedback, student services data and observable behaviour.</p>	<p>Students feel safe, happy and able to participate in all aspects of school.</p>	Ongoing	
		<p>Develop a pedagogic profile for teaching of Early Childhood students at Bateman Primary incorporating WA Curriculum, Early Years Framework and the National Quality Standards.</p> <p>Balance academic attainment with a focus on student social-emotional well-being.</p>	<p>Students in Early Childhood are developing attitudes, skills and knowledge through play-based opportunities.</p>	<p>Developed in 2020 and revised T1 2021.</p> <p>Observations, conversations and staff management are ongoing to ensure pedagogy is followed.</p>	

		Individual attendance is tracked and plans developed for students where attendance is becoming a concern.	Student attendance will remain around the 95% level across the school.	Contact has been made and interviews attempted with one family who are consistently poor attenders. Conversations and attendance reminders are sent to families where there is below 80% attendance.	
	** Explore options for improving the annual handover of student information between teachers.	Staff discussion on their handover needs and what systems have worked in the past. Explore how other schools do this. Utilise Integris to collect and store data for transition to new teacher.	Teachers feel confident that they have access to all relevant student and family information for the start of the new school year. Easy access to see if there have been previous behaviour or learning issues or intervention by the school psych etc.	Staff review of needs and effectiveness of current system T1. Introduce staff to Integris recording of interviews, observations, interventions and such conducted in T2.	
Use of Resources	Provide levels of support to ensure all staff stay current in terms of pedagogy and curriculum knowledge.	Fiscal resources are available for teacher relief and course costs to allow staff to complete identified professional learning.	Staff have access to professional development, mentoring and coaching as required.	All staff will be released and supported in accessing the new curriculum materials to be released by SCASA during Semester 2.	
		Provide specialist support for identified students through quality teaching, EA's and specific evidence-based programs such as Mini – Lit. Resourcing for support of identified students is spent on the provision of educational assistants, assessment and planning, support programs, classroom	Identified student needs are catered for.	Ongoing	

Use of Resources

		resources, teacher release and support time and professional learning.			
	Adequate resources are available and prioritised for grounds and buildings development.	Staff report that classrooms are adequately resourced in terms of furniture, infrastructure and consumable materials.	Classrooms and learning areas are well equipped with the physical resources necessary to run effective teaching and learning programs.	Ongoing	
	BPS will maximise the use of its human and physical resources to maximize the academic, social and emotional outcomes of our students.	Purchase resources matched to curriculum initiatives driven by research and data interrogation to increase student outcomes. The Finance Committee considers all requests for resourcing from committees and individuals and allocates available resources according to identified priorities. Prioritise spending on identified school initiatives driven by data and Department direction. Reserve accounts provide for long-term or emergency projects.	Spending is demonstrably linked to school priorities and systemic directions. Maintain reserve accounts to meet anticipated needs and replacement of physical resources. The School Board is able to see the links between the School Development Plan and the allocation and spending of funding in the annual budget. The School Board is able to see the links between the School Development Plan and the allocation and spending of funding in the annual budget.	Ongoing	
Relationships	The school actively seeks to address individual and group	Aim to provide at least two parent information evenings each year around relevant	Parent feedback to communication between home	During 2021 we have made a concerted effort to share more information in terms of curriculum and	

Relationships & Partnerships

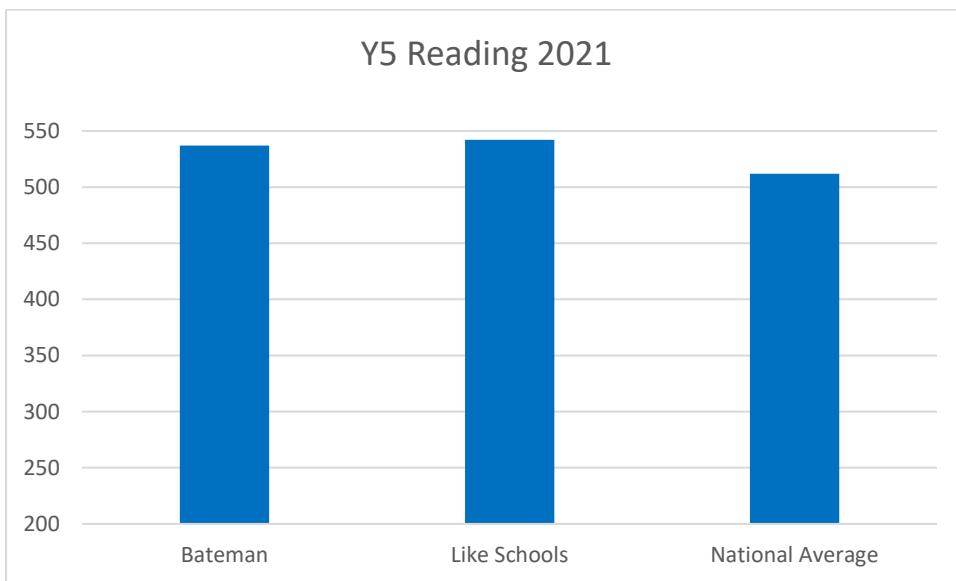
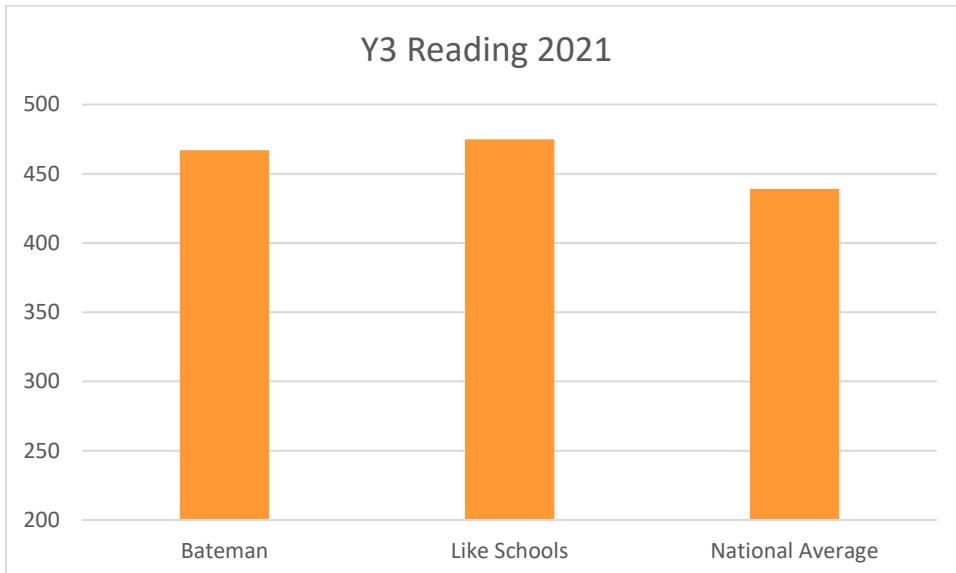
	<p>concerns raised by parents.</p> <p>topics depending on interest levels, in addition to showcasing tablet technology use in open classroom sessions.</p> <p>Utilise Connect and other digital media.</p>	<p>and school is positive.</p>	<p>testing with parents and update our newsletter and webpage.</p>	
	<p>Utilise parent volunteers to support student learning and grounds development.</p>	<p>Increasing numbers of parents are volunteering to work in the classrooms and in the school grounds.</p>	<p>Parents and community members continue to volunteer to assist in classrooms, on excursions and with grounds development programs.</p>	<p>Ongoing</p>
	<p>Community input is used to develop our business plans and guide our planning.</p>	<p>Seek community input into our Vision, Values and direction.</p> <p>Parental input is sought and acted upon when setting the direction of the school.</p> <p>Parent Information Evenings are held regularly to allow parents to be aware of educational direction, school practices, local interests and parenting advice/support.</p>	<p>Survey feedback can be highlighted in our planning and processes.</p> <p>Act on survey results from parents, students and staff to inform decisions.</p>	<p>Ongoing</p>
	<p>BPS will continue to be an active contributor to the Riverton-Rossmoyne Cluster meetings.</p> <p>Liaise with network schools to improve Y6 transition and develop teacher competency.</p>		<p>One meeting per term plus additional planning meetings between principals or Y6 teachers depending on the purpose.</p>	
	<p>Our school seeks greater outreach through local media,</p>	<p>Improve our community visibility through improved and increased</p>	<p>Regular communication and the highlighting of</p> <p>Ongoing</p> <p>Some very positive media coverage</p>	<p>Improve media coverage for green.</p>

Relationships & Partnerships

	<p>businesses and internal publications.</p> <p>Provide access to families to third party providers of services.</p>	<p>marketing opportunities.</p> <p>The school buildings are available for use outside school hours for approved groups.</p> <p>A before and after-school program exists for the convenience of families.</p>	<p>events within the school results in greater local media coverage.</p> <p>Support is available to allow families to access additional support for their child where necessary.</p>	<p>during 2020, less so in 2021.</p> <p>Mulberry Tree continue to run a successful out of school program.</p> <p>Speech, OT and counselling are available onsite for families.</p>	
	<p>Develop a Reconciliation Action Plan to improve our delivery of outcomes in the Aboriginal Cultural Framework.</p>	<p>A Reconciliation Action Plan is developed and implemented across the school and monitored by our Cultural Awareness Committee.</p>	<p>An effective Reconciliation Action Plan is developed.</p>	Annual Review	
	<p>Investigate options to increase discretionary funding.</p>	<p>Explore as to whether other suitable organisations wish to hire our facilities.</p> <p>Improve access to grants money.</p>	<p>Review suitability of requests to use facilities to see if they meet our values.</p> <p>Liaise with P&C member who identifies and assists with grant applications.</p>	Ongoing	
	<p>Maintain the capacity of the Board to represent our diverse community.</p>	<p>** Ensure training is provided for incoming and existing School Board members to strengthen their understanding of school governance.</p> <p>The School Board is committed to meeting at least twice each term.</p> <p>The School Board is able to discuss school issues in an informed way due to the reports it receives a week prior to any meetings.</p> <p>The Board uses data, feedback and</p>	<p>All board members have a clear understanding their roles and responsibilities.</p> <p>The school's board functions are well-defined.</p> <p>Our Board is effective in governance of the school.</p>	2021	

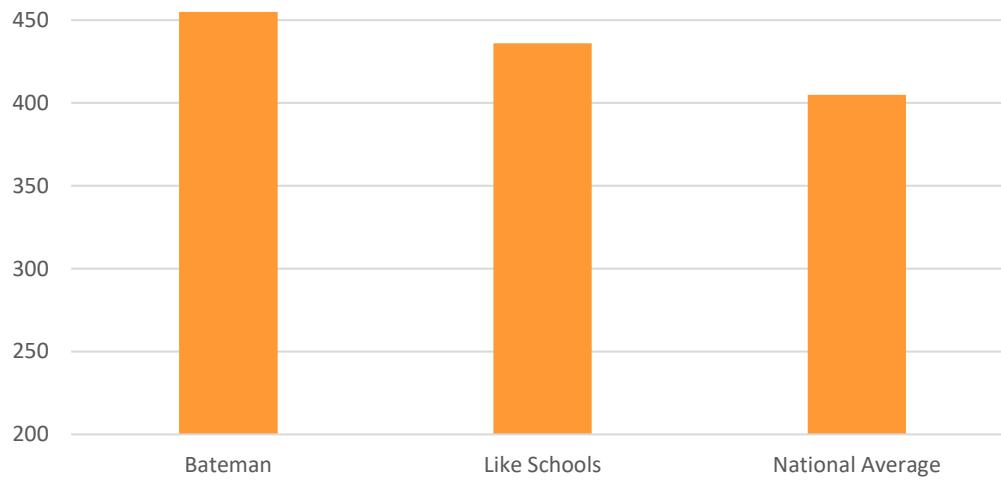
		available documents when developing and monitoring the School Business Plan.			
	Maintain the capacity of the P&C to represent our diverse community.	The P&C is actively supported and promoted by the school through the newsletter, assemblies and other communications. Financial requests to the P&C are in-line with our Business Plan and school-community interest initiatives.	The P&C represents the parent community and continues to grow in size.	Ongoing	

COMPARATIVE NAPLAN PERFORMANCE 2021

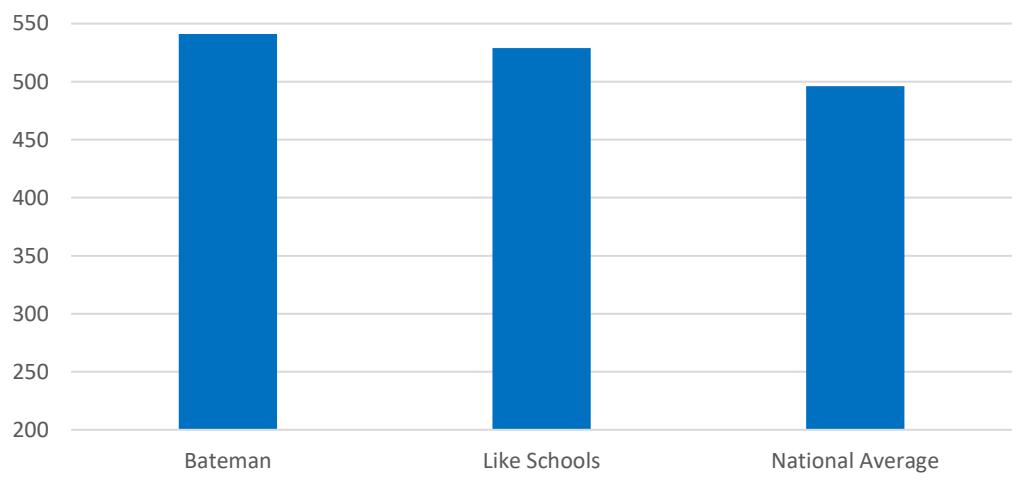


In the 2021 NALAN testing, our Year 3 students performed marginally above comparable Decile 1 schools while our Year 5 students performed marginally below like-schools in Reading.

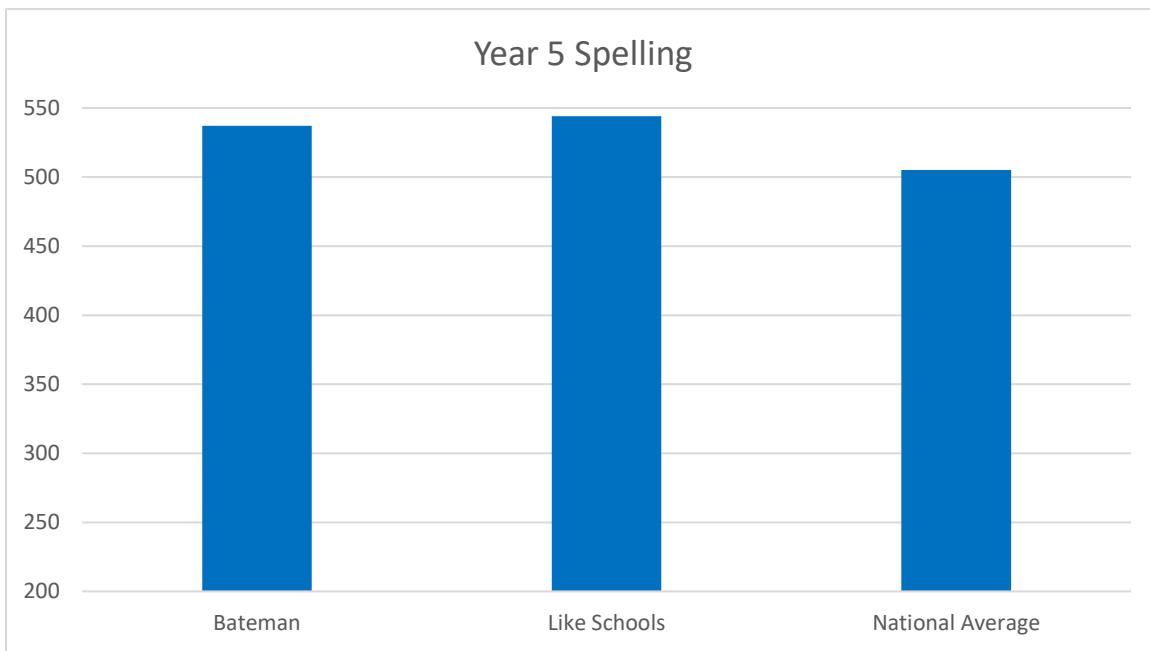
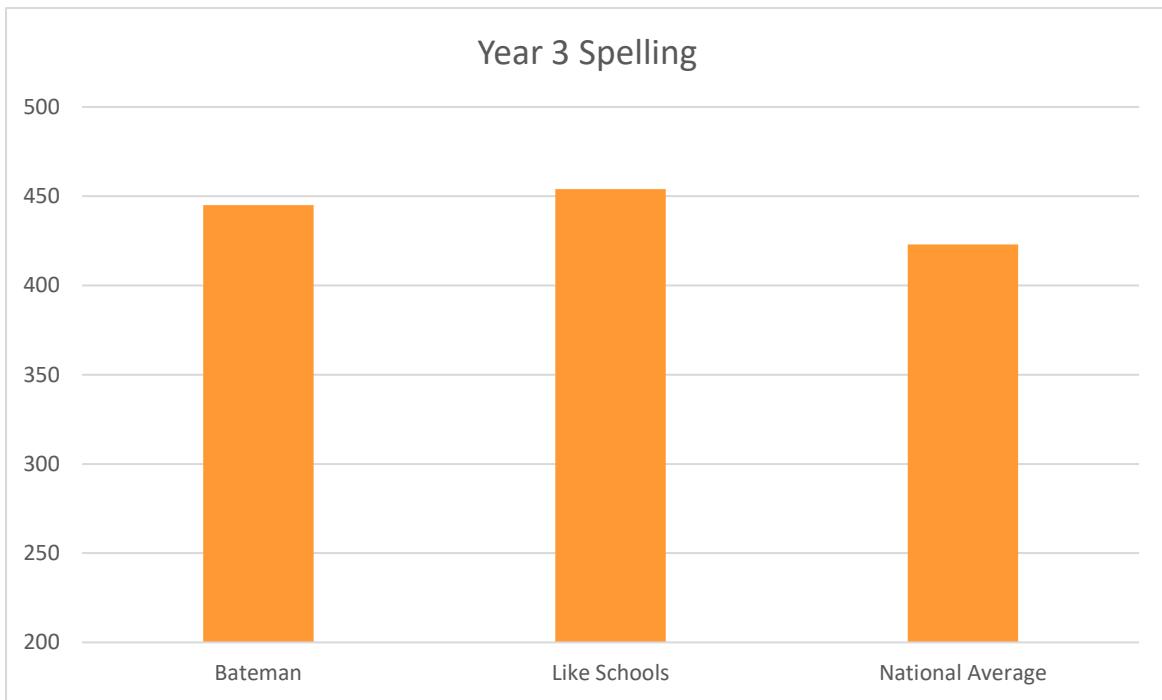
Y3 Numeracy 2021



Y5 Numeracy 2021

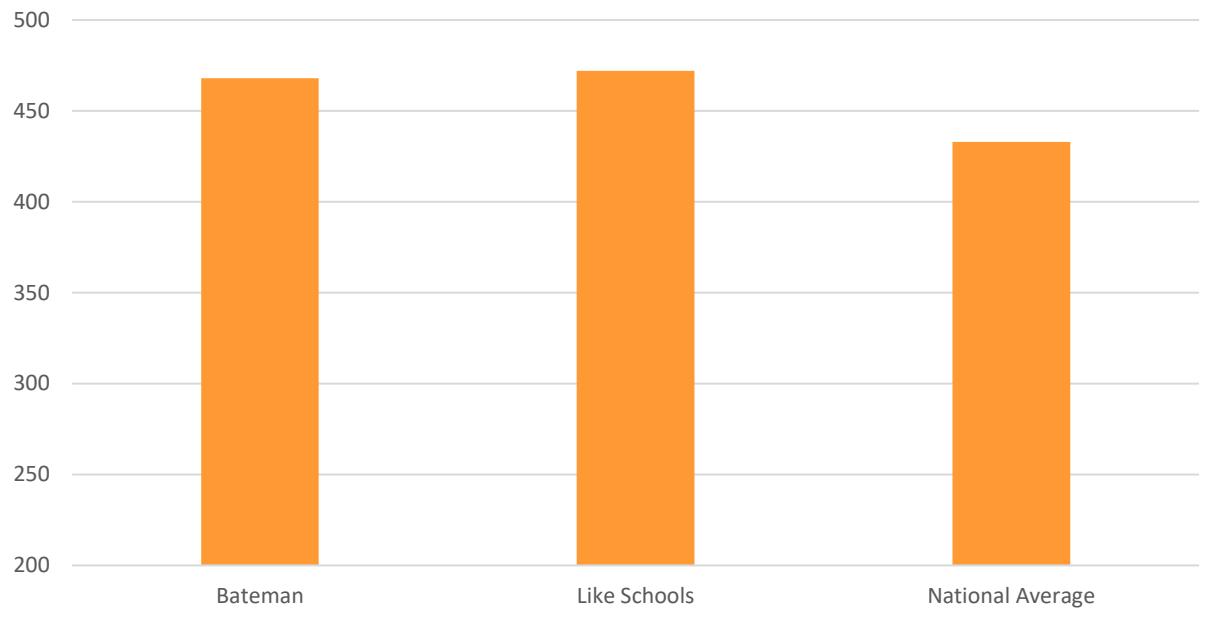


In the 2021 NALAN testing, our Year 3 and 5 students performed above comparable Decile 1 like-schools in Numeracy.

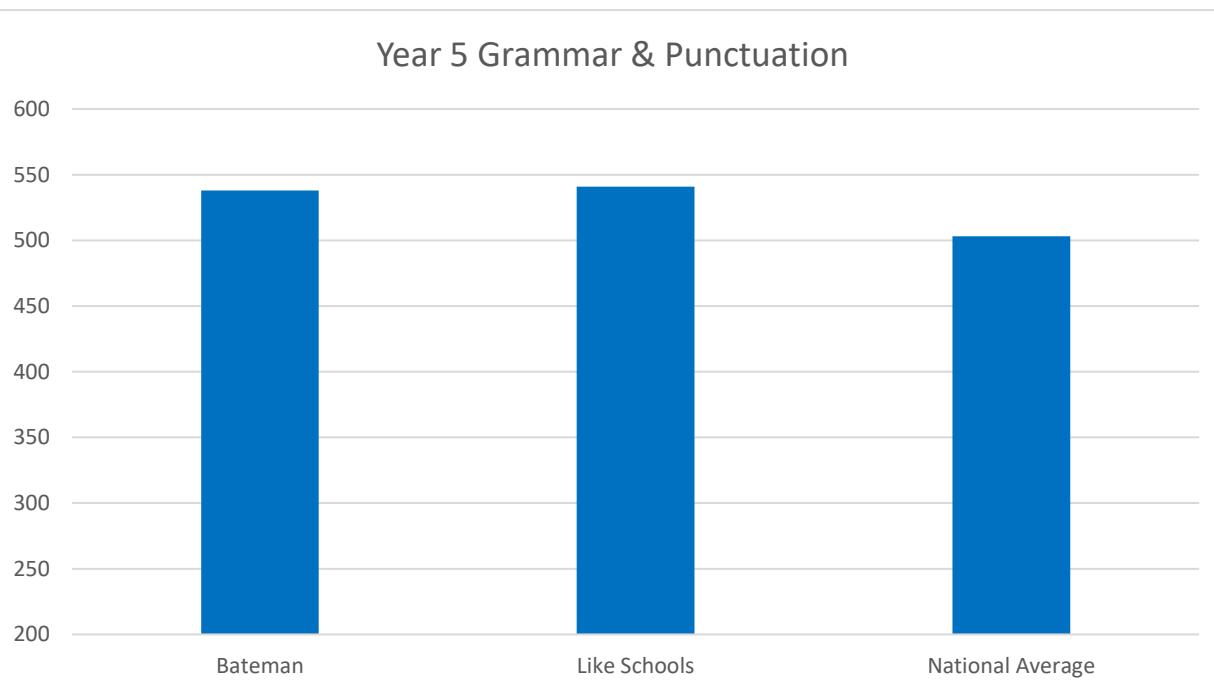


In the 2021 NALAN testing, our Year 3 and 5 students performed marginally below comparable Decile 1 like-schools in Spelling. We have since re-worked our whole-school Spelling approach and program.

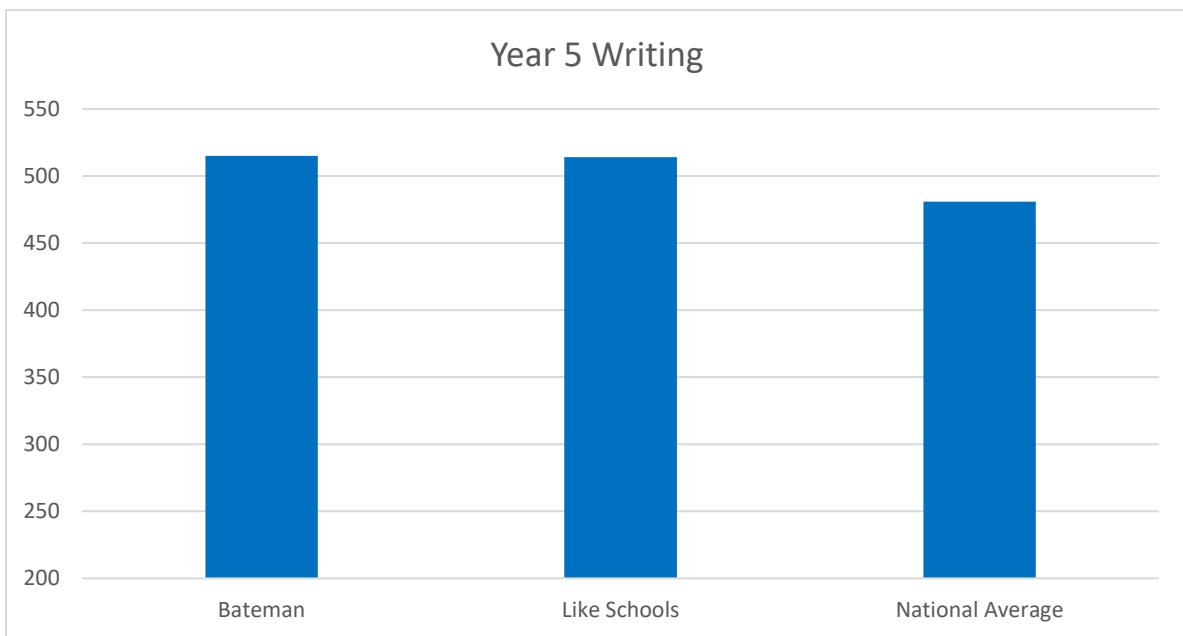
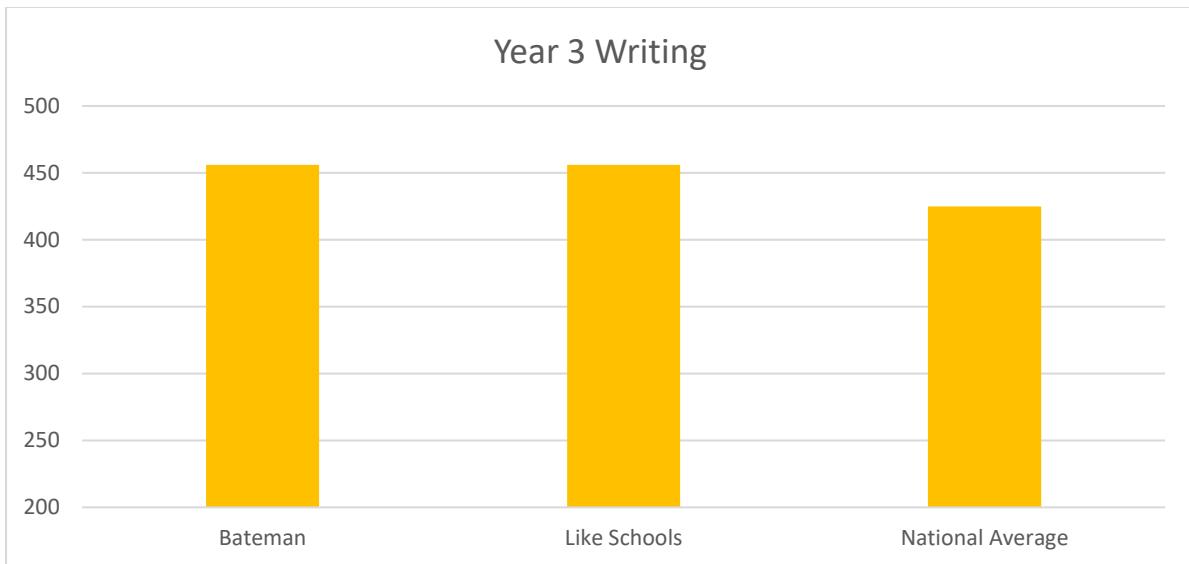
Year 3 Grammar & Punctuation



Year 5 Grammar & Punctuation



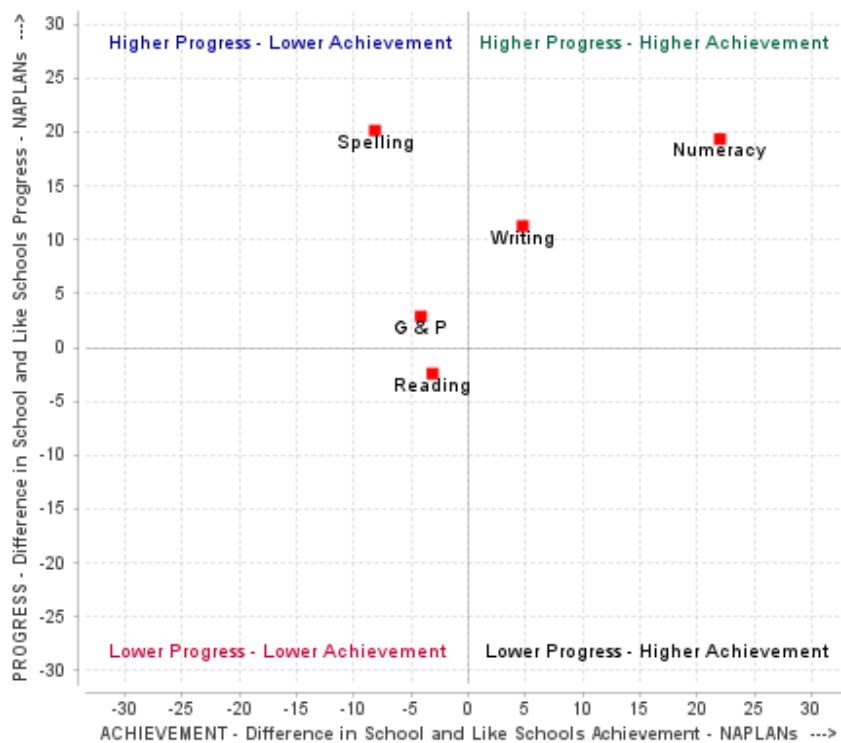
In the 2021 NALAN testing, our Year 3 and 5 students performed very marginally below comparable Decile 1 like-schools in Grammar & Punctuation.



In the 2021 NALAN testing, our Year 3 and 5 students performed at a level comparable to other Decile 1 like-schools in Writing.

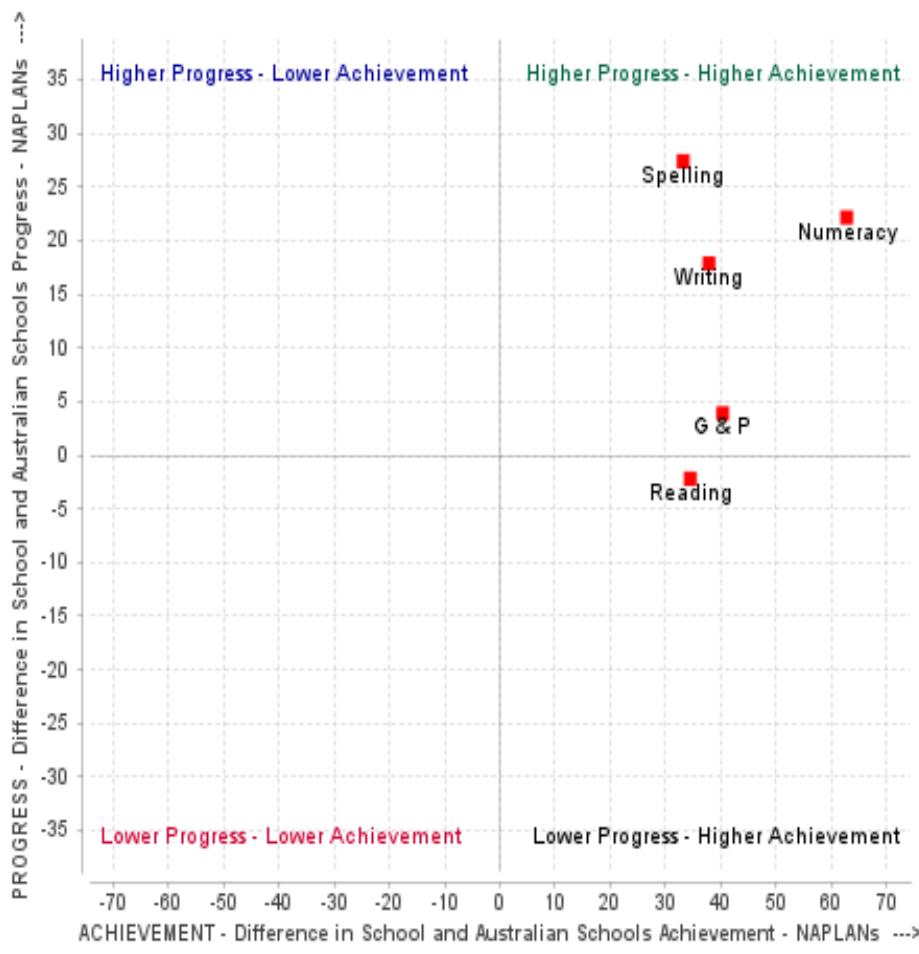
Student Progress and Achievement Compared with Like Schools

NAPLAN Year 3 2019 to Year 5 2021



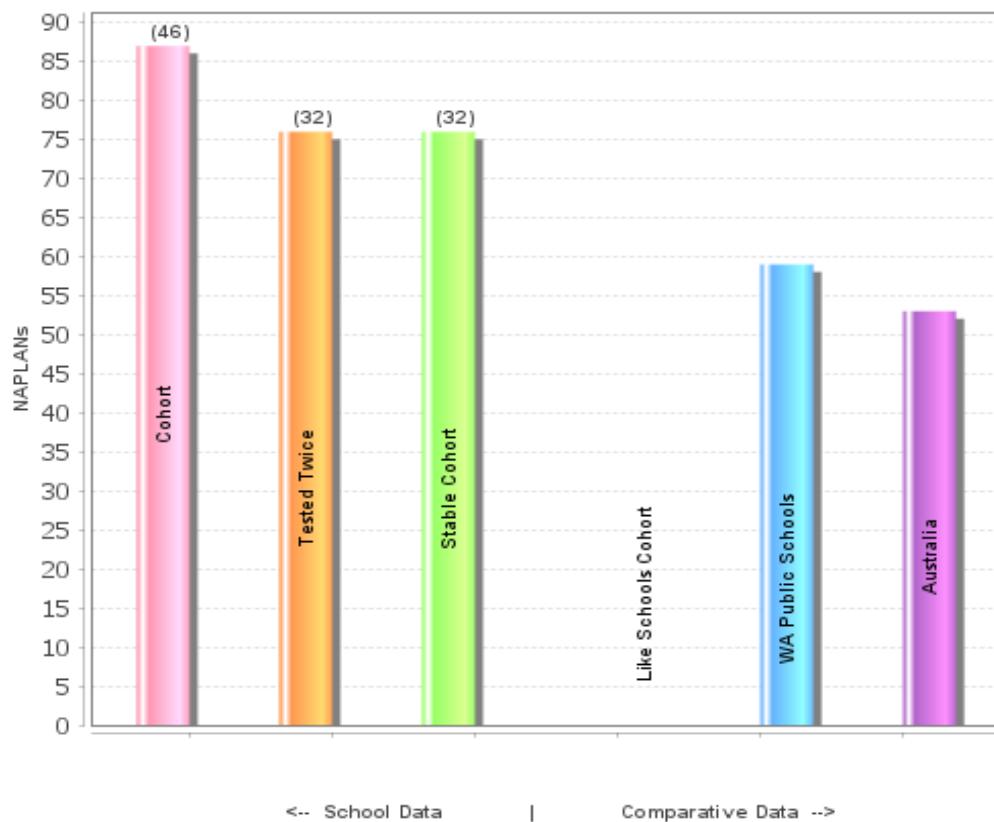
Student Progress and Achievement Compared with Australian Schools

NAPLAN Year 3 2019 to Year 5 2021

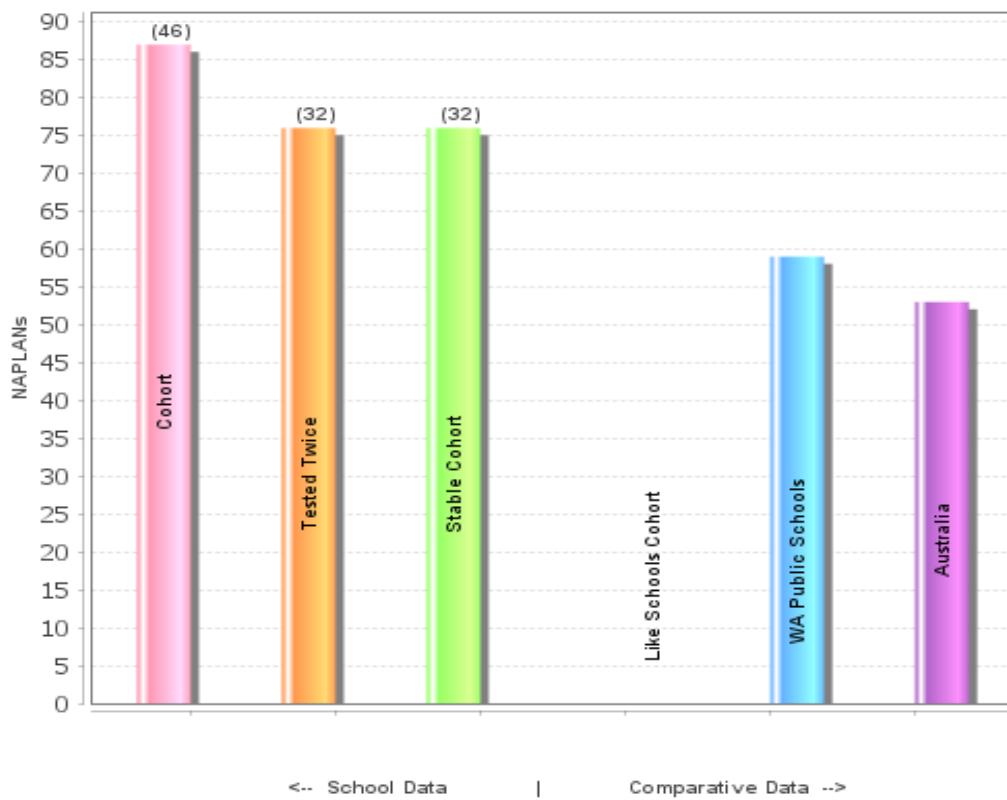


■ Year 3 to 5

**Former Year 6 Students
Progress from Year 5 2019 to Year 7 2021 - Numeracy**



**Former Year 6 Students
Progress from Year 5 2019 to Year 7 2021 - Numeracy**

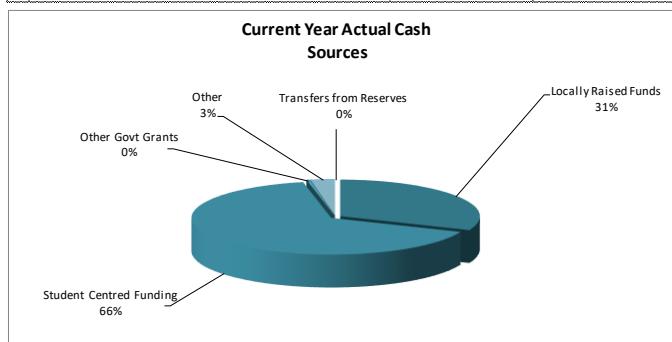


Financial Summary 2021

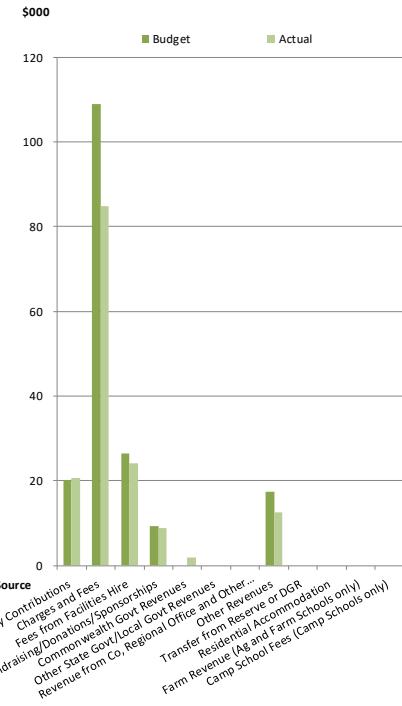
Insert your School
Logo Here or
Delete if not
required

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

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 20,215.00	\$ 20,688.50
2	Charges and Fees	\$ 108,946.00	\$ 84,972.81
3	Fees from Facilities Hire	\$ 26,520.00	\$ 24,130.13
4	Fundraising/Donations/Sponsorships	\$ 9,300.00	\$ 8,922.00
5	Commonwealth Govt Revenues	\$ -	\$ 1,776.88
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 17,489.00	\$ 12,569.12
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	\$ 182,470.00	\$ 153,059.44
	Opening Balance	\$ 131,372.46	\$ 131,372.46
	Student Centred Funding	\$ 326,000.00	\$ 291,016.45
	Total Cash Funds Available	\$ 639,842.46	\$ 575,448.35
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 639,842.46	\$ 575,448.35

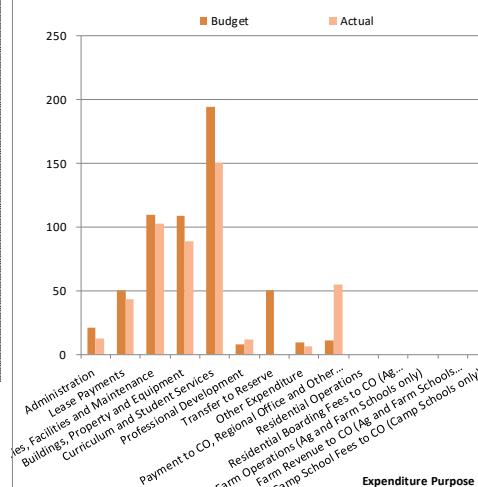


Locally Generated Revenue - Budget vs Actual



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 20,800.00	\$ 12,466.77
2	Lease Payments	\$ 49,849.00	\$ 42,963.89
3	Utilities, Facilities and Maintenance	\$ 109,010.00	\$ 102,582.40
4	Buildings, Property and Equipment	\$ 108,720.00	\$ 88,636.69
5	Curriculum and Student Services	\$ 193,675.00	\$ 149,693.55
6	Professional Development	\$ 8,000.00	\$ 11,343.35
7	Transfer Reserve	\$ 50,000.00	\$ -
8	Other Expenditure	\$ 9,000.00	\$ 5,883.34
9	Payment to CO, Regional Office and Other Schools	\$ 11,000.00	\$ 55,000.00
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	\$ 560,054.00	\$ 468,569.99
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 560,054.00	\$ 468,569.99
	Cash Budget Variance	\$ 79,788.46	

Goods and Services Expenditure - Budget vs Actual



Cash Position as at:	
Bank Balance	\$ 313,086.53
Made up of:	
1 General Fund Balance	\$ 106,878.36
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 176,481.55
5 Suspense Accounts	\$ 31,920.62
6 Cash Advances	\$ (200.00)
7 Tax Position	\$ (1,994.00)
Total Bank Balance	\$ 313,086.53

