

## **ANNUAL REPORT 2023**

**A report to the Bateman Primary School community about the activities and achievements of the school during 2023**

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## OUR BELIEFS

We believe in encouraging and supporting our students as they navigate their own journey through life.

We nurture each child to develop the *courage* to be who they are, the *creativity* to develop new ideas and approaches, the *confidence* to try, succeed or fail, the *compassion* to understand, appreciate and *connect* with others, and the *curiosity* to want to discover more as they develop a love for learning.

We believe students thrive when they have a Voice and are in a safe, engaging and inclusive environment that is cultivated from caring and connected relationships.

### Develop Qualities

In developing the whole child, we create a sense of belonging and empower students to thrive in their social, emotional and cognitive development.

- **CONFIDENCE:** We believe in ourselves and in our abilities, with a positive mindset around the process of learning. We encourage each other to be flexible thinkers and, with the support of our community, become confident and resilient learners as we face new challenges.
- **COURAGE:** When we desire to know more, we are curious. When we are curious, we find the courage to pursue our endeavours. We aim to provide opportunities that encourage fun and curiosity. Students share responsibility for their learning, recognise and grow from their mistakes.
- **COMPASSION:** Kindness is valued, practiced, and modelled to promote and foster happiness and belonging. Differences are valued as assets, and we develop cultural responsibility to act with compassion and empathy towards one another.

### Build Connections

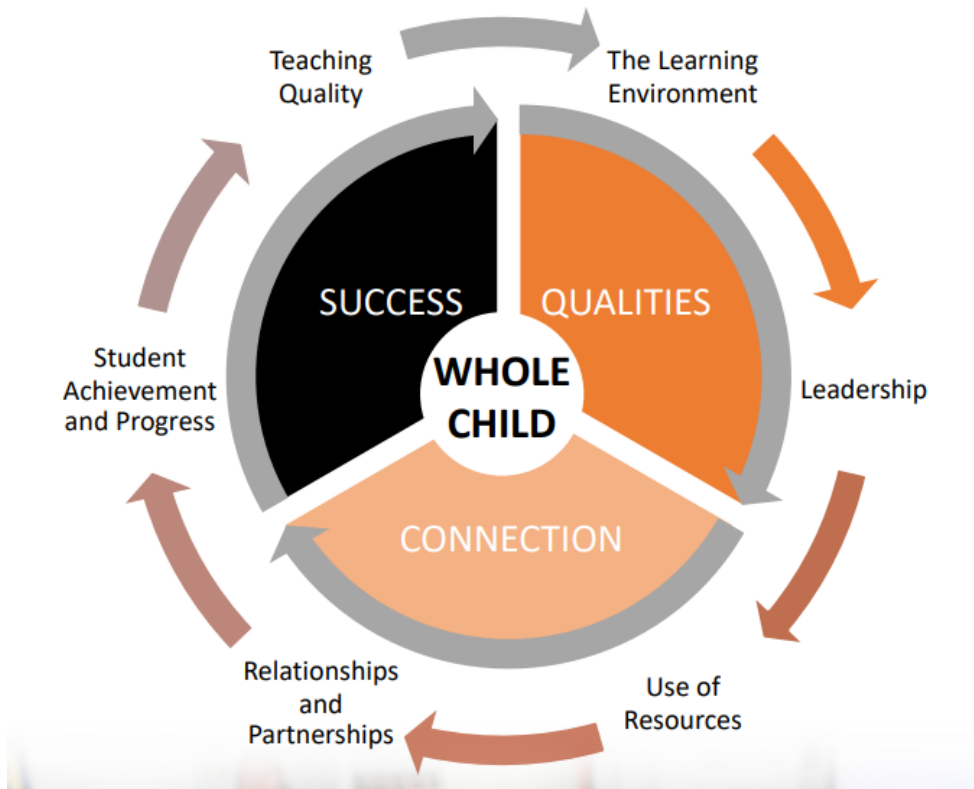
Building strong and trusting relationships is integral to the holistic development of our students. These relationships exist within multiple connections across our school- between students, staff, parents, the environment and community. We are committed to building these connections through nurtured relationships. From being connected, we maximise the potential for our students' achievements in both academic progress and social-emotional well-being.

### Seek Success

We aim to inspire and guide students to attain their personal best through high quality teaching practices that respect and cater to their needs and aspirations. Success is supported and celebrated across multiple domains of development to cater for individual growth and achievement. Our learning experiences seek to engage and encourage creative and agile thinking whilst promoting enjoyment for learning.

## OUR VISION

With the whole child in focus, we work together to create a learning environment where all students can utilise the values, skills and knowledge to succeed in the opportunities and challenges of today, and into their future.



## Principal's Report

2023 was another great one for the students, families and staff at Bateman Primary. We achieved well in the traditional measurements of NAPLAN performance and sporting success, but also did great things in those areas where we focus our attention, such as student engagement, services to families and student voice.

We continued our strong emphasis on student wellness through the many programs and practices we put in place to create a safe and caring environment for our community, where students felt happy and were receptive to learning. This approach was validated by survey results, NAPLAN and other academic data and our attendance and student engagement rates.

We supported our students in class by differentiating all lessons, providing evidence-based programs to support students in need and creating opportunities to extend and challenge gifted students. Families were supported through excellent case conferencing and the establishment of effective working partnerships between families, staff and our student services and GATE coordinators. The provision of third-party providers onsite enabled families easy access and minimised disruption to students' routines and class time.

During 2023 we saw student voice in operation as students brought about a change to our traditional faction names after pointing out their discomfort of representing figures from our colonial past. We ran competitions to determine new, more appropriate faction names, and designed new symbols and characters to represent our new factions. Student leaders also attended many of our staff committee meetings and provided input into our planning for activities.



We continued our partnership with the P&C by utilising a government grant and P&C funds to extend our Undercover Area to provide additional sheltered space for students in hot or wet weather and additional seating for parents for assemblies and events. We also worked with local Elders to rename our classrooms and design plaques to represent these.

Our cooking and kitchen garden program continued to be an important part of our student wellness approach with students planting, growing, tending, harvesting, and then preparing foods in our garden which were then used to follow recipes and prepare simple but nutritious meals.

**Marc Lockett**

**December 2023**

## REPORT FROM THE SCHOOL BOARD

2023 saw a substantial refresh of Board members, comprising 6 parent representatives and 5 staff members, including the Principal. The year commenced with a review of the activities and achievements of the school in 2022, and a commitment to continue to review existing policies and procedures and to assist the school in the execution of the 2023 – 2025 Business Plan.

To that end the activities of the board during the year included:

- Endorsing the use of school's budget for 2023;
- Reviewing and approval of 2023 contributions and charges;
- Reviewing and amending the Policy Review schedule to ensure that all school policies are reviewed regularly, every 1, 2 or 3 years as applicable;
- Reviewing and amending Bateman Primary's Interschool Sport Policy;
- Reviewing Bateman Primary's Sun Smart Policy;
- Reviewing Bateman Primary's Anaphylaxis Policy and resolving to include it within a more comprehensive Health Policy, to be finalised in 2024;
- Reviewing and endorsing Bateman Primary's Classroom Placement Policy;
- Reviewing and endorsing Bateman Primary's Positive Behaviour Support Plan;
- Reviewing and endorsing Bateman Primary's Statement of Vision and Beliefs;
- Representation of the school at the Education Forum held by Dr Tony Butti MLA, Minister for Education; Aboriginal Affairs; Citizenship and Multicultural Interests.

The commitment, dedication and care of the Bateman Primary School staff to the children and wider school community is clear and it is important that this be acknowledged and celebrated. The success of the school and the ongoing wellbeing and achievements of our children is ample testimony.

In 2024 we will continue to build upon the hard work of the board since 2022 and focus on streamlining board meetings and procedures to ensure that best practice outcomes are met and to enable smoother transitions and governance training for subsequent board members.

Finally, I would like to thank all members for their time and commitment to meeting twice each term.

Katja Levy

Bateman Primary School Chair, 2023

## REPORT FROM THE P&C ASSOCIATION

We as the P&C members of 2023 assisted in various activities and events to provide resources for the school and help foster relationships in the interest of the community of Bateman Primary.

Our aim this year was to continue to provide the services and support we have delivered for many years, whilst identifying opportunities to extend and improve these initiatives.

These services included:

- Opening the school uniform shop every Thursday throughout the school year
- Providing weekly lunch orders
- Hosting the annual disco nights for the school.
- Coordinating the ice cream shop
- Facilitating this year's new extracurricular activity, the Garden Club.

Finding volunteers to provide these services had always been a challenge for the coordinators, however, the services delivered by the P&C this year were well supported by an enthusiastic and motivated group of

volunteers who were generous with their time and energy in assisting the delivery of the P&C's goals. In addition to the efforts of our volunteers, the increased level of engagement from the school community through social media was also noted and a reflection of the level of interest in P&C activities from our families.

The P&C is invested in building and strengthening relationships within the community. This year, many events were planned and delivered to cater to different age and interest groups, including:

- The Welcome Sundowner at the beginning of the year
- The End of Year Sundowner
- A memorable Parent's night
- The Easter egg hunt
- Men of Bateman events
- Halloween gatherings
- The end of year Colour Run

We intend to continue to plan and host these events in the future as feedback from the Bateman community clearly indicates the benefits of these events, including the sense of fun, joy and belonging they provide to our children and their parents.

We were particularly proud this year to be able to bring to completion the expansion of the school undercover area. The finalisation of this project is an outcome of many years of support and the fundraising efforts of successive P&C committees and volunteers, as well as the contributions of the wider Bateman Primary community. The works for the expansion are planned for the 2023 September school holidays and the P&C is excited by the potential of this new school asset and the value it will add to our children's experience of their school.

All of the events and services we provide are important to the P&C and our school community. As such, our goal is to identify and support fundraising opportunities to provide resources for our school. This year we have successfully delivered fundraising activities including:

- The Mr Lockett Chair Swap
- The annual Spellathon
- Our athletics carnival cake stall

We were mindful of the fact that families within our community have been managing increased financial pressure this year and chose not to increase the number of fundraising events. As anticipated, some events generated less revenue than previous years, but despite these financial pressures, our Bateman community turned up and have been generous in their support of and contributions to our fundraising activities.

Your P&C Association will continue to provide services, events and resources for our school and community in years to come. We are committed to supporting the Bateman Primary community and will seek opportunities to progress the school's goals and address challenges that may arise. We are privileged to have a strong school and community to support one another and believe that the P&C initiatives planned for the future will continue to contribute to the Bateman Primary community by supporting an enriching and inclusive learning environment for all of our children.

## A SELECTION OF BATEMAN PRIMARY HIGHLIGHTS DURING 2023

- We completed the extension of the Undercover Area.
- Student Voice led to a change in our faction names.
- Mums and Dads enjoyed special events in our Kindy classrooms.
- Our Wellness Festival was better than ever in 2023 with a new format and activities.
- We renamed our buildings after the six Aboriginal seasons.
- We celebrated many special days including ANZAC Day, Harmony Day and Chinese Day.
- Our Men of Bateman were involved in lots of activities including the 'Dads and Kids Camp'.
- We celebrated carnival wins in football and modcrosse and performed exceptionally well in netball, soccer, athletics and swimming.
- Our kitchen garden was very efficient and well-supported by students and families in 2023.
- Our Buddies program worked well in having senior students working with younger ones.

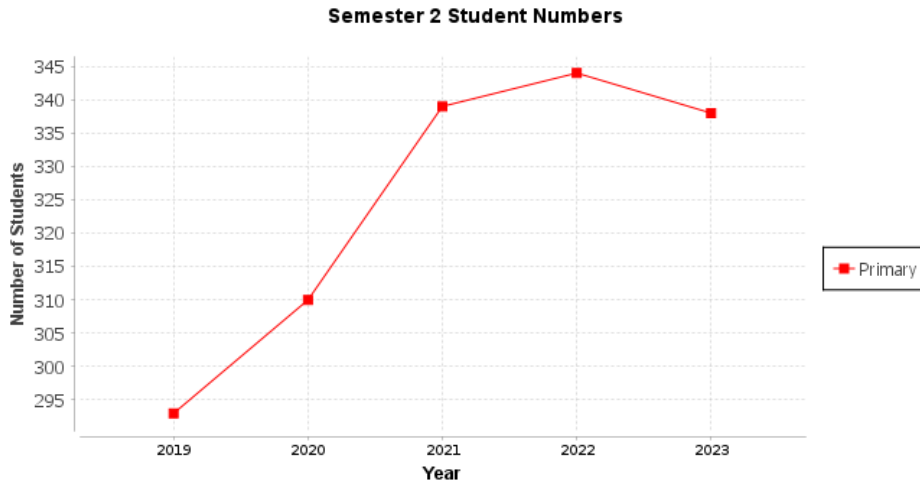


- We changed the format of our Graduation and Presentation evening successfully.
- We continued our successful relationship with outside agencies who visited the school to minimize disruption to students and parents for ongoing appointments.
- Our NAPLAN results were again very pleasing with our Year 3 students doing exceptionally well.
- We screened all of our Kindy and our new Pre-Primary students for speech and occupational therapy and provided free sessions for 10 identified students.
- We liaised well with the P&C to maintain uniform and lunch provision for students, facilitate Sundowners and student discos and assisted in coordinating the spellathon.



## ENROLMENT PROFILE

During 2023 our numbers stabilised after rapid growth each year since 2017. This may have been due to a slowing in the redevelopment of housing in the suburb and our tightening of our cross-boundaries policy, especially around identified gifted students.



Semester 2	2019	2020	2021	2022	2023
Primary (Excluding Kin)	293	310	339	344	338

## YEAR 6 STUDENT DESTINATIONS IN 2023

School 2024	Numbers
Rossmoyne Senior High	24
John Curtin College of the Arts - Fremantle	4
Leeming Senior High School	4
Applecross Senior High School	2
Willeton Senior High School	2
Melville Senior High School	1
Corpus Christi College - Bateman	5
Santa Maria College - Attadale	4
All Saints' College – Bull Creek	3
Kingsway Christian College - Darch	2
Other Christian schools	2

## STRATEGIC DIRECTIONS and CURRICULUM

### EARLY CHILDHOOD

During 2023 we made some big changes to our early childhood pedagogy and practices. Working as a team through several planning days staff audited our practices and refined these so they best met the early learning beliefs that we all shared. We revised our approach to English and brought a much greater focus on Hegarty to guide our planning and assessment and introduced more Big Book reading sessions and oral language opportunities for our students.

In assessing our practice we determined that we were beginning to formalize our teaching practices in the middle of the year to “prepare the students for the Big School”. We determined that if early childhood practice is best practice we should avoid doing this and the school has restructured its planning for 2024 to better include early childhood pedagogy in its Year 1 classes and extend the time children are exposed to this philosophy.



Along with a change in our practices we completed an audit of our teaching and playground resources and secured an additional \$10 000 funding to match our planning to the resources needed to maximize opportunities and outcomes for all students. During 2023 we also added to our existing playgrounds and revised our playground behaviours policy to encourage greater creativity and considered risk-taking for our students.

### STUDENT WELLNESS – KITCHEN GARDEN/COOKING

The students attend the Kitchen Garden for a two-hour session three times a term. Each session is split into two parts, allowing students the opportunity to be outside in the garden and to have time in the kitchen.

Gardening and Cooking allow students to learn many different skills and strategies often requiring physical activity. The opportunity for physical activity and creativity are great strategies to cope with life. At the commencement of each lesson, I ask the class how they are feeling. This allows students to personally decide how they feel and consider why they might feel this way. At the conclusion of the session the students are again asked how they are feeling, and they can re-evaluate their feelings and consider what may have helped them feel better.



The Garden allows each student to be physically active and have the opportunity to witness environmental changes. It also gives students the opportunity to socialise and organise teams, as they complete small tasks. Students are required to care for the chickens as they freely roam around the garden while the students work.

After some physical exercise in the garden digging, weeding, planting and watering the students select and pick produce that can be cooked with. The students need to work as a team to round up chickens to ensure they are safely and gently returned to their coop prior to leaving the garden.

Working in the kitchen teaches students many practical skills and how to consider healthy food choices. The students are required to work together with other students to follow and read procedures to make healthy food. We often use produce collected from the garden to cook and it exposes students to new ingredients and foods they may not have tried before. The students show great pride when they share food as a team or class with the school community.

#### **STUDENT WELLNESS - STUDENTS AT ACADEMIC RISK**

Bateman Primary School is focused on the development of the "Whole Child" through a shared wellness approach, which seeks to create a safe and inclusive school environment for every student. In 2023 we continued to make staff and student wellness our major focus, ensuring we not only talk of our shared philosophy but that it is visible in every classroom. We continued to use programs such as 'URSTRONG' and 'Zones of Regulation' to support our students and encourage a common language around emotional regulation and friendships.

We continued to welcome outside agencies to provide onsite services to our Bateman families. Onsite therapy services allow students and families to access support in a space where their child is comfortable and ultimately, limits the time away from school and routine. Teachers welcome strategies and shared goals with therapists to ensure consistency for children. We welcomed a new Chaplain part way through 2023 and from a student, parent and staff perspective the transition was seamless. Our Chaplain worked with individuals and small groups of identified children to develop their social skills, as well as provide a safe space for breaks.

Our staff engaged in professional learning to understand the vast learning needs of our students and how we can make adjustments and accommodations in the classroom. Our case conferences prove to be a valuable tool in working as a team with parents and teachers to identify the needs of students and set goals to work towards. Our communication between staff, parents and SAER team was consistent throughout the year and ensured a collaborative approach to supporting our students in their academic and social and

emotional growth. We have a high number of identified SAER students and a large number of weekly case conferences. We choose to invest time in meeting as a team to best support our students and ensure we have happy children in our classrooms.

Our Positive Behaviour Support Plan was reviewed in 2023 to align with our philosophy of understanding behaviours and supporting our students to feel safe and happy. We engaged in Team Teach training towards the end of the year to upskill ourselves in de-escalation strategies. This prompted some significant additions to our policy. We will look to formally implement restorative reflections and time for repair and connection with our students as part of our whole school Positive Behaviour Plan in 2024.

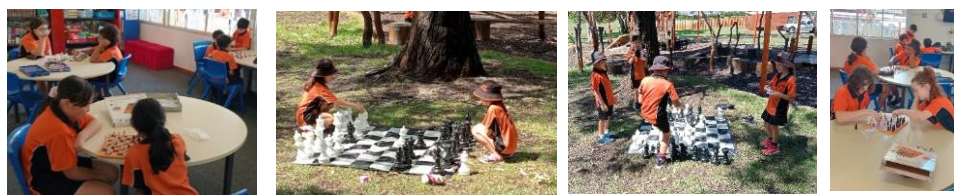
Collaboration in 2023 included close communication with our EAL/D, MiniLit and MaqLit teachers to discuss the needs and progress of students. The data collected from these programs is valuable in tracking progress and identifying possible learning difficulties.

Our *Independent Study* program, taken by Cath Parry, continued to support our GaTE students in providing opportunities to engage with like-ability peers and build upon their interests while developing key problem-solving, research, presentation and task-commitment skills.



An increased number of cognitive screenings were conducted in 2023 as teachers, through professional learning opportunities with our GaTE Coordinator, became upskilled in early identification and the implementation of appropriate, evidence-based accommodations. Early identification is very important because gifted students suffer underachievement, boredom, frustration and psychological distress as a result of their needs not being met. As with any other learning difference, the earlier the identification, the better, as implementation of appropriate accommodations have led to improved outcomes.

Chess club continued to be popular amongst all year groups. The children enjoyed thinking critically, testing their visual memory and concentration, as well as expanding their social skills including learning fair play, taking turns and understanding others' perspectives. The outdoor chess set was especially enjoyed by our younger students.



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For those students wanting a more difficult level of challenge, *Go Chess* was made available and run by parent volunteer, Mr Chia. It's a game of profound complexity with a larger board size and a vast number of possible positions and moves. Success requires a high level of visual-spatial reasoning. There are more permutations available in *Go Chess* than the number of atoms we know in the universe.



We continued to use iYarn as a wellbeing check in tool for students and staff. As a school all students complete a check in with their wellbeing a mental health once a week. Teachers shared that tracking student wellbeing allowed them to be aware of issues impacting learning. Furthermore, student data analysis of wellbeing check-ins allowed them to engage in meaningful conversations with students to develop strategies to support a positive school day.

Our much-loved annual Wellness Festival was a great success. This year we included our end of year class awards and the P&C Colour Run to conclude a very busy two days of wellbeing focused activities. Our Wellness Festival is a highlight for many of our students participating, but also the student leaders who help organise and run the two-day program.

In a slightly different format, our Student Committee was comprised of the Year 6 Student Leaders who met fortnightly to problem solve school issues and plan for special events. Our Student Committee organised and promoted a 'Celebrate Teachers Day' in Term 3. Student committee members identified a staff committee that aligns with their interests and were responsible for timetabling the meetings into their diary. Having students attending our staff committee meetings allows for student voice and an insight into the inner workings and decision making in the school.

## Cultural Committee Annual Report 2023

In 2023 we celebrated some of Australia's significant events that have happened in its history.

Harmony Week was the first of the celebrations that acknowledges all the different cultures in our school and the inclusivity we demonstrate not only at school but in the community as well. The dress parade was a huge hit with many different cultures on show through the traditional dress that was worn.

Anzac Day was the next event on the calendar and it was good to see the students empathise with what the families went through during the wars. There were many parents and grandparents in attendance which was lovely to see their support for the students and the school.

Along side these events was the focus on the teaching and learning around them. Students were able to share their thoughts and feelings about what they were learning. One point in particular was some of the names of the factions. The Yr 6s were not in favour of some of the factions being named after explorers who had committed atrocities in their time. After much debate and letters to Mr Lockett voicing their concerns, it was decided that the names could be changed. All students were asked to suggest names. There were some very interesting ones such as Super Mario characters. After a long elimination process for the names and their logos, it was decided that the names of the

factions would be – Lightning – yellow, Thunder – blue, Heatwave – red and Cyclone - green. The banners were displayed for the first time at the Graduation and End of Year Concert.

Another significant event was NAIDOC week that ran over two weeks. The committee arranged for year groups to go to Piney Lakes to learn about significant Aboriginal landmarks, flora and fauna. Another highlight was Dr Noel Nannup, a local elder, coming to take groups of students through the bush tucker track and talk about the different plants that can be found there. He talked of what their medicinal uses were along with the health component. It was interesting to note that there was also women's business at the Bush Tucker Track and we noted for a future activity would be to invite a female elder to do the same walk and listen to the differences.

To finish NAIDOC Week, we had a smoking ceremony and Welcome to Country by Aunty Mary, a local elder with ties to the school. The school also unveiled the new signs for each of the buildings. Aunty Mary shared a Dreamtime story to end the assembly.

The Cultural Committee also recognised that there are many other cultures at the school and to this end a survey was sent to parents to gather information about all other cultures and the special events that they celebrate throughout the year. The information that we gathered helped us to look at events for 2024. The committee wanted to combine Harmony Day with the P&C Sundowner. Much planning was completed in the last term of the year with the anticipation of a few of the cultural groups performing on the day.

We also reviewed the RAP plan and submitted it for ratification. The committee are keen not only to continue our journey with learning about the Aboriginal culture but to also acknowledge other cultures in the school. This will be a focus for us in 2024.

### **Music Achievement and Highlights**

It was an exciting year for our students to showcase their talents at the Bateman's Got Talent (BGT) 2023 event. After weeks and months of practise, auditions and semi-finals, we took the whole school to the finals of BGT2023 at the end of Semester 1.

The music bug continued with our Year 3/4 students commencing their recorder program, with obvious enthusiasm from students and a bit much less coming from staff members. Year 5/6 students got caught up in the Art of Foley and some students felt that their movie watching experience had now been ruined! They did not realise how a lot of the sounds in the movies could be made by everyday objects. In saying that, they did have a lot of fun creating their own Foley for a short, animated clip.

As always, our Senior Choir made us proud when they performed at the Massed Choir Festival in the Perth Concert Hall. The Junior Choir had not one, not two, but THREE performances this year! They loved being on stage and singing for the wonderful audience.

### **2024 Plans/High Points/Goals/Targets**

In 2024, students can look forward to a continuation of our fantastic music program with many of the activities that we already run. Our year 2/3 students will be working on their aural, singing, playing and composition skills on a variety of percussion instruments. Our Year 4/5 students will continue to have an enriching instrumental program to hone their recorder skills and improve their note reading abilities. Our Year 6 students will work on learning more chords on the ukulele and progress to singing and playing popular tunes.

Our Bateman choirs will continue to work on improving and excelling in their singing and performances as we care and train our voices. Choir is powerful literacy learning. We will challenge ourselves to learning a large repertoire of songs and continue to do the school proud at the Massed Choir Festival!

## English as a Second Language/Dialect Annual Report

After acknowledging the great efforts of Mrs Tania Freestone in 2022 and identifying the need for a teacher to be in the role, Miss Rachel Ee was given the role of becoming the English as a Second Language/Dialect (EAL/D) Teacher this year.

Discussion around students who were eligible or ineligible, and how they could be accommodated, was the start of the identification process for the groups. Once that was set up, parents were informed, and the groups started to work with Miss Ee. As this was the second year of the program, there were some parents who requested interviews to find out more about the program and the benefits of attending. All parents were very receptive to having their child included in the program.

At the end of Semester One, four students from Pre-Primary exited the program as their skills were deemed to be at the appropriate level and no longer needed intervention. This meant that other students could be picked up for the second semester. The groups were rearranged so that these other students were included.

One of the outcomes from the program this year was teacher engagement with the levelling of the students for EAL/D reporting. Miss Ee and the class teachers engaged in meaningful discussion about what they had observed and what had been achieved for the first and second semester reports. This was supplemented with staff professional learning in Semester Two. EAL/D consultants came to the school to help staff unpack the progress maps further and to partake in writing moderation. This started numerous conversations about the Progress Maps levels and where our students sat. Some of the upper-school teachers sent through samples for the consultants to level and the results were surprising. The students who were thought to be in the top levels were not, and this sparked further conversations about the criteria and what staff needed to be looking for in the samples.

Thereafter, the conversations continued to be robust with deeper insights into the criteria. This resulted in a number of students being levelled lower at the end of the year report as compared to the Semester One report. As this is the first year of reporting, staff are continuing to develop and understand the Progress Maps and how to best use them as a monitoring tool, as well as an assessment tool.

The most important item to note is that the program does not cater for students with learning difficulties. It is to assist students who are learning Standard Australian English as a second language with context, vocabulary, syntax and grammar. The focus of the groups is on the oral acquisition first before moving into the reading and writing aspects. Though the latter are included, the focus is mainly on the oral aspects.

Commented [ER[PS1]: EXCELLENT!!!

## 2023 ICT Annual Report

A big focus in the second half of this year was introducing the Yr 3 – 6 to Microsoft Office Suite. A bank of laptops had been leased to assist students to learn the Windows operating system as well as the programs of Word, PowerPoint and One Drive. The students were shown what the keyboard keys functions were – it was interesting to see the impact of an iPad vs laptop where the keyboards are quite different and what the students did and did not know. The students had a lot of fun creating a document and then using some of the short cuts to modify it. PowerPoint was another learning curve however once the students understood the layout of the app, they were able to apply what they had learned with Keynote and create some amazing PowerPoints. This was evident with the Independent Study groups at the end of the year.

Discussion around the leases of iPads and laptops was debated by the ICT Committee as to which device was better and would meet the needs of the students heading into high school. After a meeting with Chris

Tung from Winthrop Australia, he outlined the options that were available considering the school's set up and provided good advice as to what the Committee should be planning for in 2024.

One of the biggest challenges that the students had with the laptops, was they needed to remember their login details. This is not a requirement in high school as they have their own devices. So rather than spending additional money on leasing laptops as well as iPads, it was recommended that we get plug in keyboards (which have the most stable connection) that would match with the iPad devices we currently lease.

By chance, there was a small excess left in the budget, so it was determined that keyboards be purchased for use in the upper school with the iPads. 30 were purchased at the end of 2023 and it will be reviewed again in 2024 as to whether it needs to be supplemented.

Staff are continuing to develop their skills with the iPads, and they have become an integral part of the teaching and learning programs. It was noted that there had not been much of a focus on staff professional learning, and this is something that the committee would focus on next year.

The Third-Party App Permission submissions came in steadily this year until we had almost all students with permission to use the devices and the apps on them. Unfortunately, it required a lot of follow up with parents. Next year, the plan will be to get the permission form out by the end of Term 1 and aim to have the majority, if not all in by the middle of Term 2.

The ICT capabilities continue to be a focus as we want the students to be able to use the device efficiently, effectively and most of all independently. The students continue to track well as they move through the years. The goal was 60% achievement, and this was achieved this year. The trial of Term 1 and 3 recording proved to be successful as it gave the teachers reflection and planning time to work on the areas that needed further attention.

The BYOD program has maintained itself however there was a drop in the number of devices being brought to school. At the end of 2023 only 208 devices on the school's system in comparison to 2022 where there was 251 – a decrease of 43 devices. It was noted that there were many more devices in the upper grades than the lower ones. A number of older students started to have big challenges with the memory space in Term 4 as they had older iPads.

This year we upgraded the data points in Makuru block and moved the WAP into the centre of each room, on the ceiling. Some tidying up of old cabling also happened which has benefitted all. It will be interesting to see how the changes will enhance Naplan testing next year.





## PARENT SURVEY RESPONSES 2022

Teachers expect the best from students	4.1
Teachers provide useful feedback to students	3.9
Teachers treat students fairly	4.2
The school is well maintained	4.2
My child feels safe at school	4.5
I can talk to teachers about concerns	4.5
Student behaviour is well managed	4.2
My child likes being at this school	4.6
The school looks for ways to improve	4.3
Parents' opinions are taken seriously	4
Teachers motivate my child to learn	4.1
My child is making good progress	4.1
My child's learning needs are being met	4.1
School works with me to support my child	3.9
School has strong relationship with community	4.4
The school is well led	4.2
I am satisfied with the standard of education	4
I would recommend this school	4.3
My child's teachers are good teachers	4.4
Teachers care about my child	4.5

## STUDENT SURVEY 2023

My teachers care about me	4.7
My teachers are good teachers	4.6
My school lets me do interesting things	4.6
My teachers motivate me to learn	4.4
My school looks for ways to improve	4.3
I like being at my school	4.6
Student behaviour is well managed	4.3
I can talk to my teachers about my concerns	4.2
I feel safe at this school	4.6
Teachers treat students fairly	4.4
Teachers give me useful feedback about my work	4.4
My teachers expect me to do my best	4.5

## Staff Survey - School Climate Survey 2023

### RELATIONSHIPS

Staff model exemplary professional behaviour	4.6
My opinions are treated as valuable and worthwhile	4.5
Staff leaders expect staff to treat each other with respect	4.8
Staff are supported to practise self-care	4.7
Staff are actively engaged in school improvement	4.8
Staff/student relationships are respectful and positive	4.6
I maintain positive relationships with Aboriginal students/families	4.6
Staff morale reflects quality personal relationships	4.6
Staff use Student Voice to examine the impact of their teaching	4.5
Parents & families are valued as partners in student learning	4.7
I provide opportunities for parents to actively engage in their child's education	4.5
Effective partnerships are built with the local community and external stakeholders	4.5
To support teaching and learning Community views are sought in reviewing school performance	4.5
Our School Board operates effectively	4.3
Our School Board is representative of our school community	4.2
Our School Board values the opinion of our community	4.3

### SCHOOL-WIDE APPROACHES TO TEACHING AND LEARNING

I believe that all students bring strengths that allow for their success	4.6
I believe my performance impacts student outcomes	4.6
I believe that staff should support each other's development as well as my own	4.8
I am clear on what effective teaching looks like in my school context	4.5
We have a whole-school pedagogical framework designed to help achieve the learning outcomes we intend for our students.	4.6
Our school's agreed pedagogic approach is evidence-based and appropriate for our students	4.6
I consistently apply our agreed pedagogical practices	4.6

### PLANNING ALIGNMENT

The Aboriginal Cultural Standards Framework informs our culturally responsive whole-school planning	4.3
We collaborate to interrogate whole-school data and evidence to better understand student performance	4.5
I collaborate with colleagues to develop high quality evidence-based learning opportunities	4.3
My classroom planning is aligned to our school's strategic and operational plans	4.8
My classroom planning is culturally responsive to the needs of Aboriginal students	4.3

#### **PERFORMANCE & DEVELOPMENT CULTURE – REFLECTION & GOAL SETTING**

I have set myself goals aligned with the Australian Professional Standards	4.5
I set goals that align with the Aboriginal Standards Framework	4.4
I am clear on what good performance looks like in my role	4.6
My goals follow logically from feedback I receive from peers, mentors and line managers	4.4
I use classroom observation feedback as a valued opportunity for reflection and goal setting	4.4

#### **PERFORMANCE DEVELOPMENT CULTURE – PROFESSIONAL PRACTICE & LEARNING**

Our school has a culture of high expectations of student achievement and progress	4.3
My expectations are informed by the aspirations of students, families & communities	4.4
The school's leaders ensure that staff are working in ways that optimise student learning	4.6
The professional learning opportunities we are offered are aligned to the school's strategic plan	4.6
I reflect upon the way I do my job to maximize my impact on student learning	4.8
I receive feedback on my implementation of school-wide pedagogical approaches	4.0
I am a better teacher for working at this school	4.8

#### **PERFORMANCE DEVELOPMENT CULTURE – FEEDBACK & REVIEW**

In our school quality teaching practice is recognised and celebrated	4.5
I receive feedback on how my teaching impacts on student learning	4.2
The feedback that I receive from school leaders motivates and empowers me	4.3
My Performance Management goals relate to my impact in my classroom and the strategies I use	4.4
My professional growth and development is supported through self-assessment informed by feedback and learning from peers	4.3
My professional growth and development is supported through quality professional learning	4.6
Our school culture supports staff professional growth	4.6

#### **LEARNING ENVIRONMENT**

I have the opportunity to participate in creating an environment that maximises student learning and engagement	4.7
I acknowledge and value the strengths and perspectives of Aboriginal students and families	4.6
Student wellbeing and care is a priority of this school	4.9
Our school provides a safe, inclusive and orderly learning environment	4.8
I create and sustain culturally safe and responsive learning environment	4.9
There is a strong sense of belonging and pride in our school	4.8

I consistently apply differentiated teaching as a strategy to ensure that every student is engaged and learning successfully	4.9
Positive behaviour approaches are applied consistently across our school	4.8
Student engagement at our school is managed through explicit whole-school strategies	4.6
Our school has embedded structures in place to ensure students are well known by staff	4.6
Our school has a culture where mutually respectful relationships are promoted and valued	4.8
Our school has whole-school pastoral care processes that are consistently implemented	4.6
I have access to contemporary learning environments through the use of learning technologies	4.5

#### **RESOURCES**

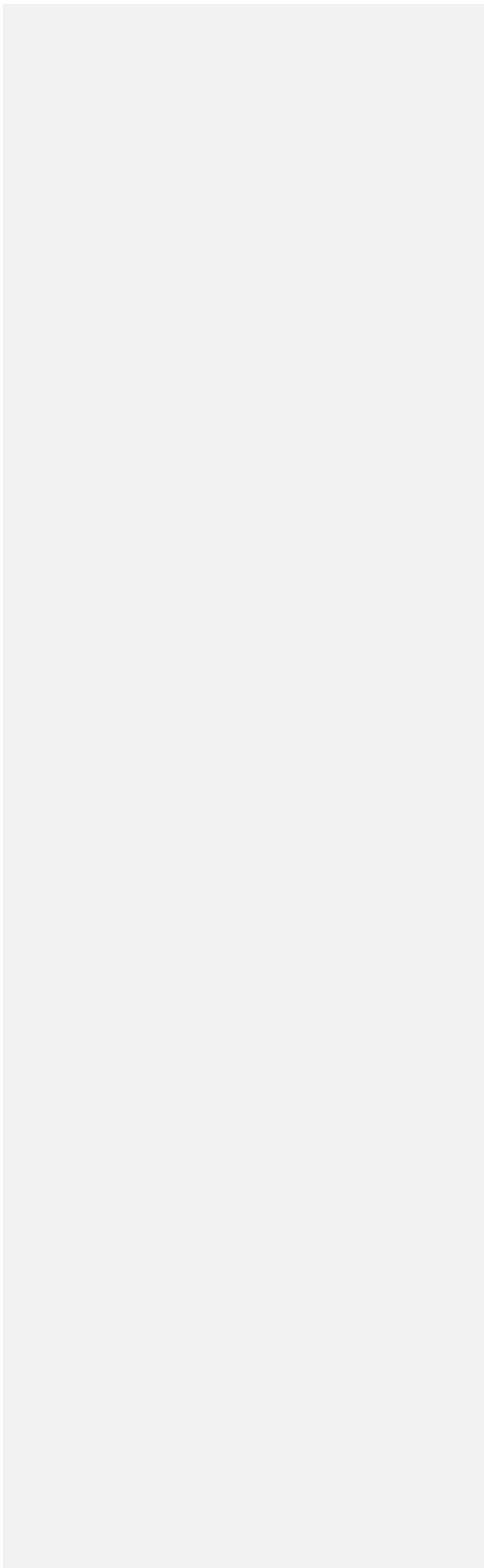
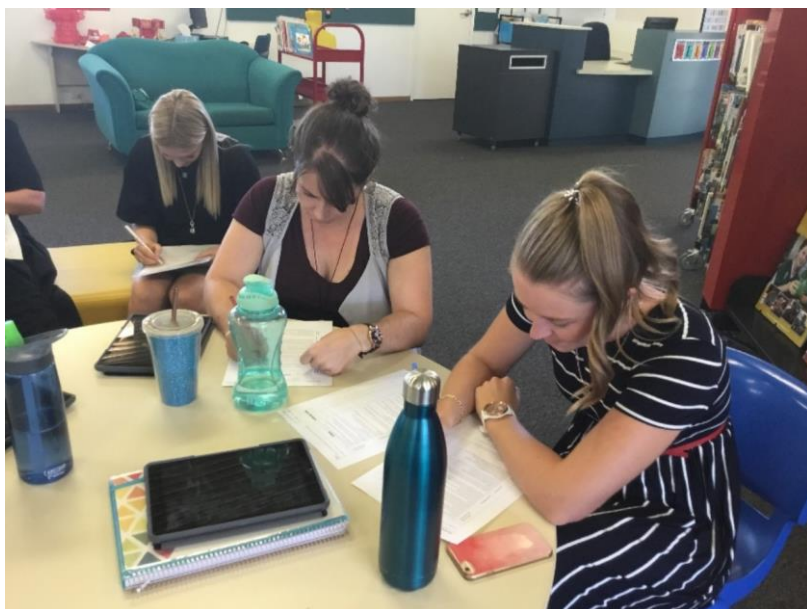
School-wide processes identify and support specific student needs	4.7
Staff collaboration is a priority	4.8
Staff collaboration is resources appropriately	4.6
The school effectively uses its physical environment and available facilities to maximise student progress and achievement	4.6
The school budget is allocated strategically to maximise student progress and achievement	4.6
Resource allocation in the student-centred funding model is used to address identified student needs	4.7
Our school aligns resources to its strategic direction	4.6

#### **LEADERSHIP**

Our school leaders create the conditions that enable teachers to have the greatest impact on student learning	4.7
Our school leaders effectively lead the school improvement cycle	4.5
I know and understand the school's vision and strategic direction	4.4
All staff share the same understanding of what the school is trying to achieve	4.6
Our school leaders enact behaviours that help to build an environment that optimises student learning	4.6
Our school leaders enact culturally responsive leadership practices	4.6
Our school leaders lead instructional practice	4.2
Our school leaders empower us to explore contemporary evidence-based teaching practices	4.4
I am actively engaged in our school decision-making processes	4.3
Our school leaders identify, develop and support leaders at every level of distributed leadership structures	4.7
Our school leaders recognise and celebrate our efforts	4.3
There is a comprehensive induction process embedded in school practice	3.7
Our whole-school communication practices are well established	4.4
In our school, proposed change is managed strategically	4.5
Our school leaders address issues with staff who are not meeting expectations and additional support is provided	4.3

**STUDENT ACHEIVEMENT AND PROGRESS**

I am actively engaged in whole-school self-assessment processes	4.4
Staff engagement in whole-school self-assessment is highly collaborative	4.4
The school understands the current level of student progress and achievement	4.5
A strong culture of reflection and evidence-based decision making informs planning at all levels	4.4
I use student performance data to effectively inform my planning and teaching differentiation	4.7
I actively participate in moderation processes to inform my assessment and reporting	4.3
I use data and evidence to inform my practice to optimise Aboriginal student engagement, achievement and wellbeing	4.3
There is a demonstrated shared ownership in our school for student success	4.5



## PROGRESS TOWARDS MEETING BUSINESS PLAN TARGETS 2023 – 2025

### Relationships and Partnerships

# Bateman Primary School Strategic Plan 2023 – 2025

Targets	Strategies	Notes	Status
There is a positive climate on staff based on trust and respect.	<ul style="list-style-type: none"> <li>• Develop shared purpose and a clear understanding of staff roles.</li> <li>• Collaborative time is provided at a year level and committee level for planning and analysis.</li> </ul>		
There are positive relationships between the school and families.	<ul style="list-style-type: none"> <li>• Our communication with families is clear, consistent and sensitive.</li> <li>• Listen to parent input and act upon this communication where appropriate.</li> <li>• Cultural factors are acknowledged and embraced.</li> <li>• Parental support is measured through the Parent Survey, formal and informal written and verbal feedback, participation in school events and the quality of relationships between school and home.</li> </ul>	Parent Survey 2022 completed and very positive.	
Partnerships exist or are developed to meet the needs of our school community.	<ul style="list-style-type: none"> <li>• Third-party providers work with students and families on-site.</li> <li>• Case Conferencing is managed to a high standard.</li> <li>• Our Aboriginal community and local Elders are consulted and engaged.</li> <li>• Positive working relationships exist with the P&amp;C and School Board.</li> <li>• Student Voice is recognised and acted upon through the Student Council and other developing channels.</li> </ul>	<p>Student Voice developing rapidly in 2023.</p> <p>Need to continue to engage local elders.</p>	
School governance is facilitated through the School Board.	<ul style="list-style-type: none"> <li>• Members understand the function of the Board.</li> <li>• Members understand their role.</li> <li>• Board meetings address all areas of governance across the year and questions on operation and performance can be addressed.</li> </ul>	Majority of Board new in 2023 and developing working together.	

## Learning Environment

<p>There is an identifiable high level of staff and student well-being across the school.</p>	<ul style="list-style-type: none"> <li>• Mindfulness programs, UR Strong and Wellness Festivals engage all students.</li> <li>• Positive School Committee develops strategies to further grow student well-being.</li> <li>• Positive School and Social Committees support staff wellness.</li> <li>• Programs like the Kitchen Garden/Cooking project engage our students.</li> <li>• iYarn program to track staff and student wellness.</li> </ul>		
<p>High levels of attendance and positive behaviour are evident.</p>	<ul style="list-style-type: none"> <li>• Students are motivated to attend school and encouraged and supported to behave appropriately.</li> <li>• Parents are engaged in the school and send the students ready to learn.</li> </ul>	<p>Attendance rates are returning to pre-COVID levels of 94%.</p>	
<p>Classrooms and the wider school community is safe, caring and culturally aware and responsive.</p>	<ul style="list-style-type: none"> <li>• The school's values and beliefs are shared with and supported by families.</li> <li>• Our Cultural and Positive School Committees support our approach and develop programs to enhance our environment and practices.</li> <li>• We are proactive in engaging with local Elders and embed Aboriginal culture in our greetings, anthem, buildings and curriculum. Similarly, we acknowledge our large Chinese cultural background.</li> </ul>	<p>Acknowledgement of Country, 2<sup>nd</sup> verse of Anthem, Buildings named. Chinese Day, WA Week</p>	
<p>Maintain an exceptionally high awareness of the needs of our identified SAER students, funded or not, and provide outstanding support to these students and their families.</p>	<ul style="list-style-type: none"> <li>• Employ a Student Services Coordinator.</li> <li>• Employ a GATE Coordinator to assist teachers to engage identified gifted students.</li> <li>• Further develop our case conference procedures to fully meet the needs of students through partnerships between parents, staff and third parties where appropriate.</li> <li>• Provide appropriate professional learning and resources to enable staff to best support students.</li> </ul>		
<p>Provide increased opportunities for Student Voice to be heard and acted upon</p>	<ul style="list-style-type: none"> <li>• Increase student leadership opportunities.</li> <li>• Have student leaders present their ideas at staff meetings.</li> <li>• Provide opportunities for students in lower years to have input into decision making or senior student leadership groups.</li> </ul>		

## Leadership

<p>A shared vision exists based on the belief that all students can learn and grow.</p>	<ul style="list-style-type: none"> <li>• Staff interrogate Focus documents and align them to Department 4-year plan and the BPS Business Plan.</li> <li>• “Who We Are &amp; What We Believe” is reviewed &amp; updated by staff each year.</li> <li>• Staffing processes focus on selection of staff members with a shared vision.</li> </ul>		
<p>Classroom pedagogy is phase of learning appropriate and consistent.</p>	<ul style="list-style-type: none"> <li>• Peer and admin. observations ensure consistent practice across phases.</li> <li>• Differentiation is planned for in all activities and learning opportunities.</li> <li>• Professional learning and support are available for all staff as needed.</li> </ul>	<p>Making time for Admin. observations is always difficult.</p>	
<p>Staff input into all curriculum and social program planning is at wholeschool and phase of learning level.</p>	<ul style="list-style-type: none"> <li>• Committees plan across the school for learning areas and non-academic.</li> <li>• 4 hours of shared planning time is provided for each year group.</li> <li>• Staff contribute to non-compulsory policy and procedure planning.</li> <li>• All staff participate in analysis of data and planning from this analysis.</li> </ul>		
<p>Staff are encouraged to seek leadership opportunities and increase their status.</p>	<ul style="list-style-type: none"> <li>• Committee structure provides leadership opportunities for all staff.</li> <li>• Encourage teachers to attain Senior Teacher, Level 3 Teacher status or deputy or principal positions at other schools.</li> <li>• Provide appropriate learning opportunities for identified staff.</li> </ul>	<p>3 staff are currently in the process of reaching L3 status., others seeking Senior Teacher status.</p>	
<p>All Change Management is transparent and based on identified need.</p>	<ul style="list-style-type: none"> <li>• Staff are provided with all relevant information when change is necessary/anticipated and consulted on options where appropriate.</li> </ul>		
<p>Professional review and staff development are based on the regular sharing of feedback.</p>	<ul style="list-style-type: none"> <li>• All staff participate in the Department’s performance review process.</li> <li>• Staff feedback is through ongoing formal and informal meetings.</li> <li>• Classroom and admin observations support staff.</li> <li>• Leaders provide guidance and support to staff.</li> </ul>		



## Resources

Budgeting aligns with school planning.	<ul style="list-style-type: none"> <li>Funding is available for identified priorities in strategic and operational planning.</li> <li>Staff supply budget requests according to their cost-centre area of responsibility.</li> </ul>		
Targeted funding is used to support student learning.	<ul style="list-style-type: none"> <li>Appropriate levels of EA support and resources are available to support identified students.</li> <li>Resourcing is available to support case management and the involvement of families and staff in this for best outcomes.</li> <li>Identified evidence-based programs are resourced to support student learning</li> </ul>		
Physical resources and assets are monitored through a replacement management process.	<ul style="list-style-type: none"> <li>All assets are listed on a register and money put into a reserve budget each year to cover replacement at end-of-life.</li> <li>Lease agreements are completed for expensive ICT items to help manage and spread their cost.</li> </ul>		
Funding provided for Aboriginal students is available to support their learning opportunities.	<ul style="list-style-type: none"> <li>A budget is established for resourcing specific programs.</li> <li>Performance analysis data informs spending.</li> </ul>		
Workforce Planning is ongoing and provides for on-going change over time.	<ul style="list-style-type: none"> <li>A workforce plan has been developed to anticipate staffing needs and changes over time.</li> <li>Negotiations with staff support class structure and staffing levels.</li> </ul>		

## Teacher Quality

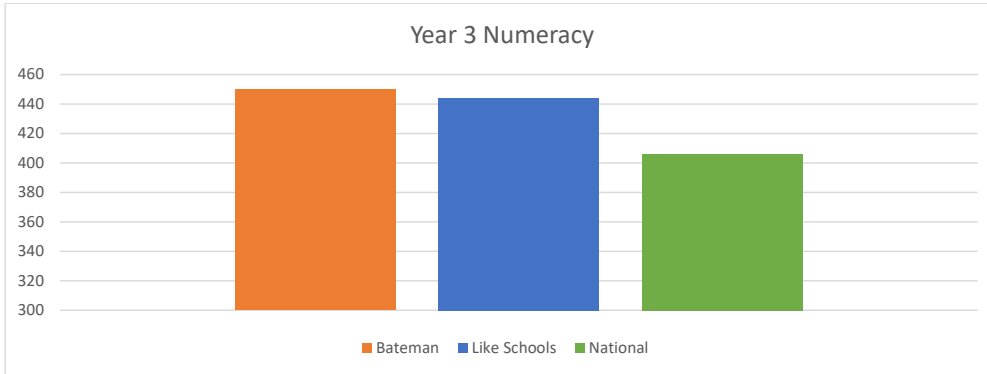
Common agreement amongst staff about how students learn and what is good teaching practice.	<ul style="list-style-type: none"> <li>Staff contribute to and revise "Who We Are and What We Believe".</li> <li>There is a shared approach to most lessons. (STAR)</li> <li>There are school-wide programs in English and Maths.</li> <li>Peer and admin Observations ensure consistency of practice across the school.</li> <li>Whole-school and individual professional learning is available to all staff.</li> </ul>	English and Maths programs being revised and re-written during 2023	
High levels of collaboration exist for	<ul style="list-style-type: none"> <li>Each year group has 4 hours of common DOTT each week.</li> </ul>		

<p>planning, assessing and reporting on student achievement</p>	<ul style="list-style-type: none"> <li>• School-wide programs exist in English and Maths, all staff utilise BrightPath and common assessment tasks such as PAT-R and PAT-M each year.</li> <li>• Moderation is practiced across all 4 classes in each phase.</li> <li>• There are clear expectations on formal and informal reporting to parents.</li> </ul>		
<p>Differentiation of teaching and tasks allows all students to access the curriculum and experience success</p>	<ul style="list-style-type: none"> <li>• Differentiation occurs in all learning areas and in single classes.</li> <li>• Opportunities exist for ability group cross-setting, high interest cross-setting and gender-based classes as appropriate.</li> <li>• Support programs exist to support teachers in Reading and with students from non-English speaking backgrounds.</li> <li>• Learning opportunities are provided for identified gifted students.</li> </ul>		
<p>Staff analysis of data is accurate and informs our planning and reporting.</p>	<ul style="list-style-type: none"> <li>• Staff receive training on how to interpret and employ NAPLAN, PAT, BrightPath and other data.</li> <li>• Opportunities are provided to year groups and relevant committees to access data to inform their planning and assess the effectiveness of our programs and teaching</li> <li>• There is a high correlation between teacher judgements and NAPLAN data in Year 3 and 5, and in On-Entry testing in Pre-Primary.</li> </ul>		
<p>Assessment is ongoing and involves formal and school-based assessment (MIS) and classroom observations.</p>	<ul style="list-style-type: none"> <li>• The school develops a Management Information System (MIS)</li> <li>• Teachers plan using MIS and systemic testing data.</li> <li>• Moderation processes allow good judgements about student progress to be made.</li> <li>• Assessments are made using a broad range of data and not one or two pieces</li> </ul>		

## Student Achievement and Progress

<p>Staff use data to set improvement targets in their planning.</p>	<ul style="list-style-type: none"> <li>• Teacher data literacy is at a high level.</li> <li>• Teachers set realistic improvement targets aligned to current performance.</li> <li>• Staff understand expected standards of achievement for their year levels.</li> </ul>		
<p>The progress of Aboriginal students is tracked.</p>	<ul style="list-style-type: none"> <li>• Data is compared to prior performance and the group whole.</li> <li>• Strategies are put in place to support student progress where appropriate.</li> <li>• High levels of communication exist with parents.</li> </ul>		
<p>Year 3 and Year 5 students continue to perform at a similar level to those in like schools.</p>	<ul style="list-style-type: none"> <li>• Staff are data literate, can interpret group data and plan for improvement from this data.</li> <li>• Planning at all levels is a response to NAPLAN (and other) data.</li> <li>• Whole-school data analysis sessions are held in staff meetings and on pupil-free days.</li> <li>• Suitably funded evidence-based programs such as MiniLit and MacqLit and early intervention strategies improve identified student progress over time.</li> </ul>		
<p>A school-wide student assessment database is established to track individual and cohort performance and progress.</p>	<ul style="list-style-type: none"> <li>• Establish an electronic database accessible by all staff.</li> <li>• Enter existing On-Entry, PAT, NAPLAN and MIS data. • Teach staff how to enter data and use it to track performance of individuals and cohorts.</li> <li>• Off Level testing is completed to better show student capabilities.</li> <li>• Link this to the transition files that teachers use to record information, planning, interventions and parent meetings.</li> </ul>		

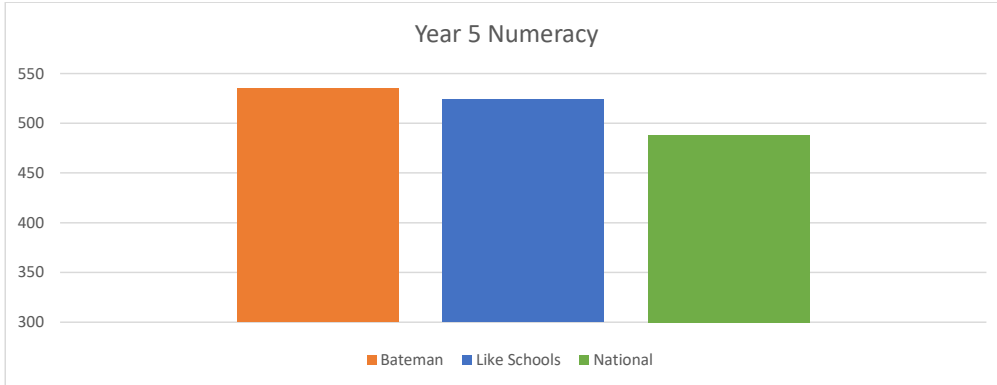
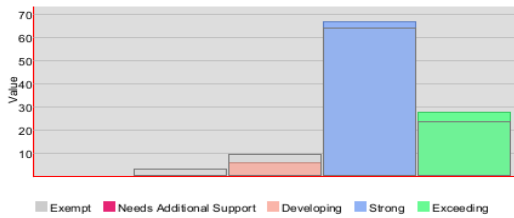
## 2023 NAPLAN DATA



### Cohort: Year 3 BATEMAN PRIMARY SCHOOL Y03 2023 Reporting Period: 2023 Y03

Numeracy - Proficiency

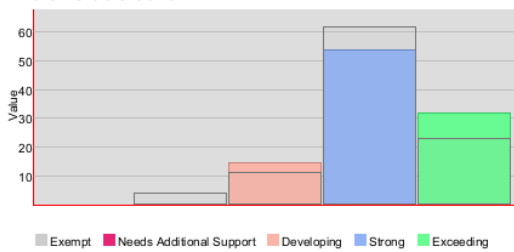
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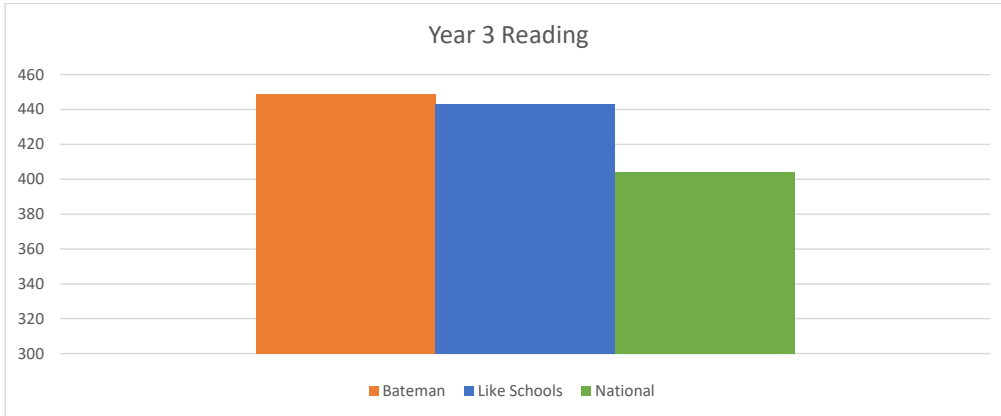


### Cohort: Year 5 BATEMAN PRIMARY SCHOOL Y05 2023 Reporting Period: 2023 Y05

Numeracy - Proficiency

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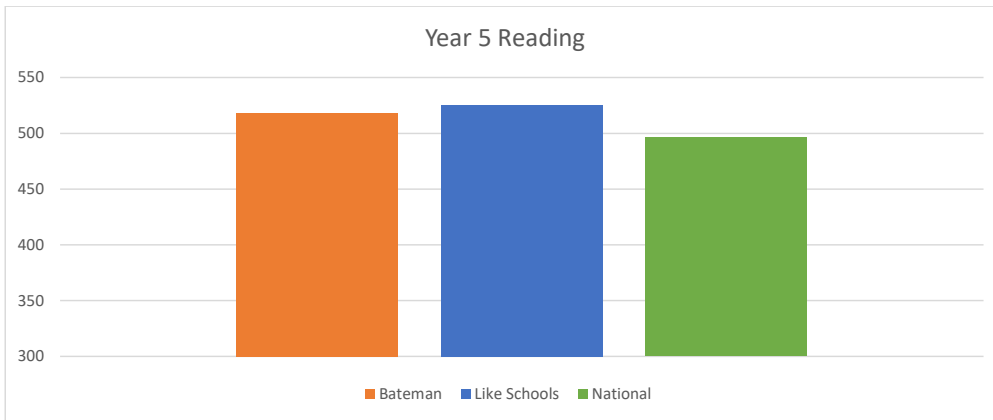




**Cohort: Year 3 BATEMAN PRIMARY SCHOOL Y03 2023 Reporting Period: 2023 Y03**

Reading - Proficiency

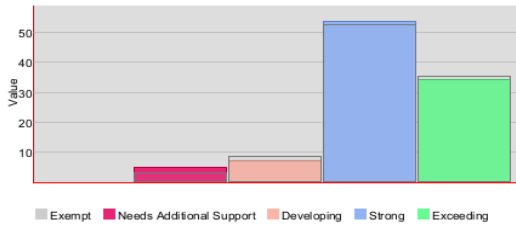
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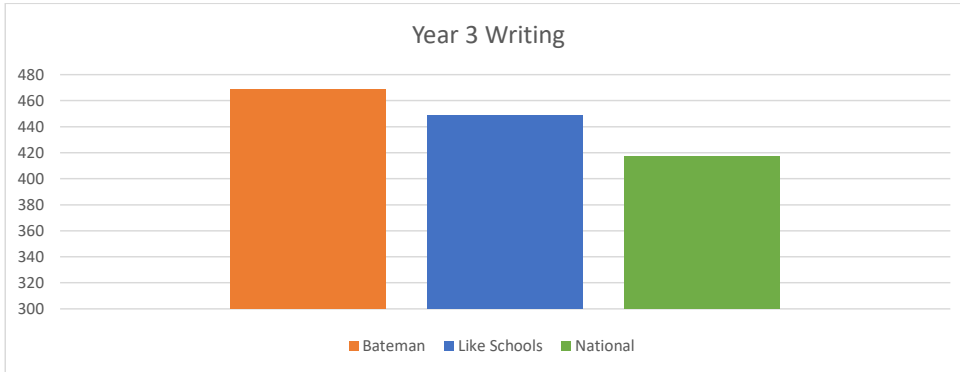


**Cohort: Year 5 BATEMAN PRIMARY SCHOOL Y05 2023 Reporting Period: 2023 Y05**

Reading - Proficiency

Filters : Stable Cohort

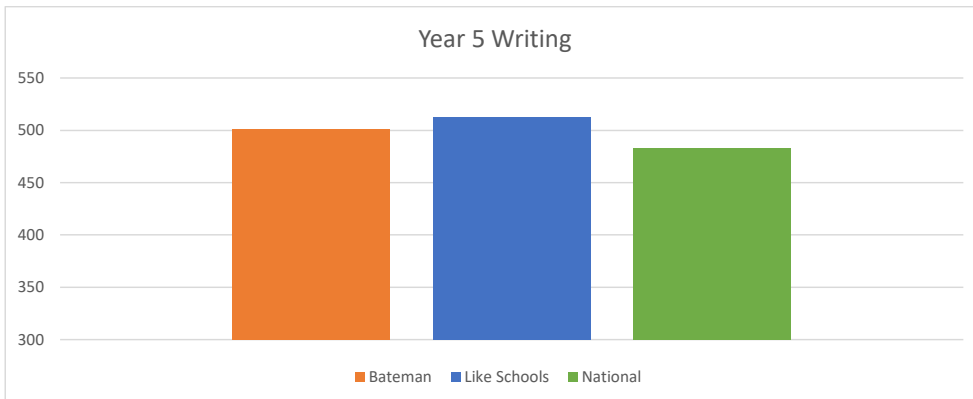
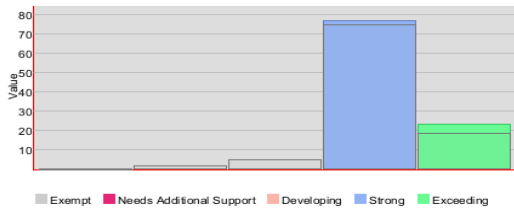




**Cohort: Year 3 BATEMAN PRIMARY SCHOOL Y03 2023 Reporting Period: 2023 Y03**

Writing - Proficiency

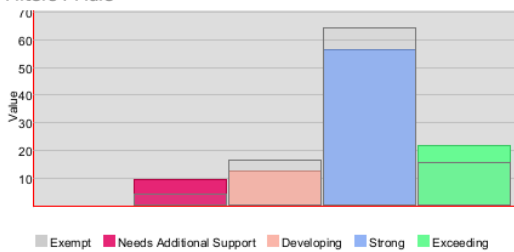
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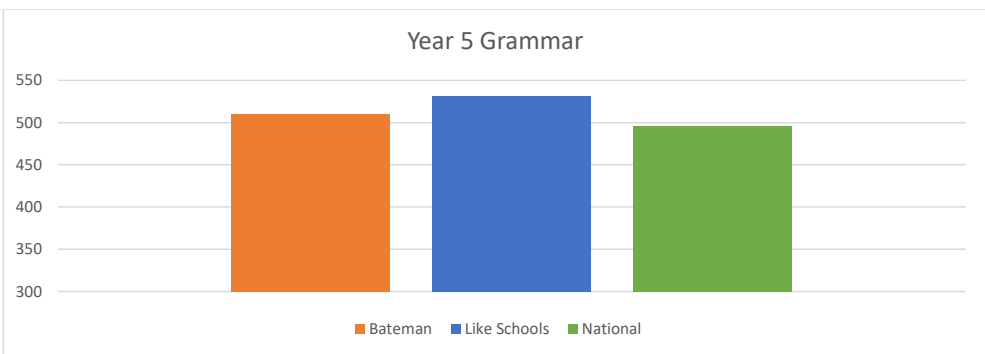
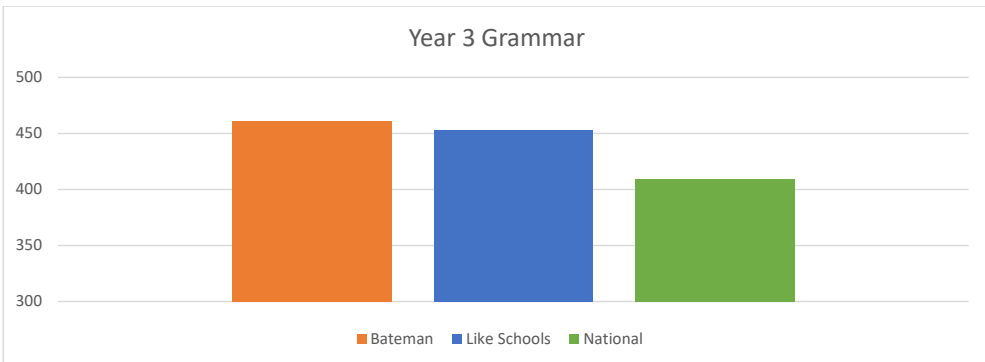
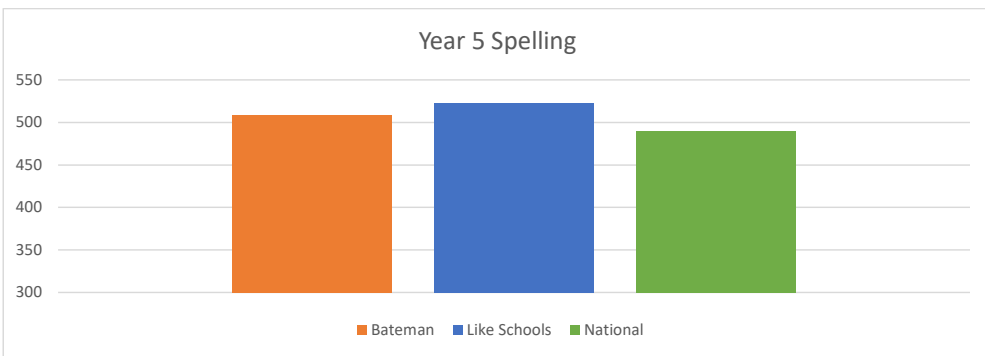
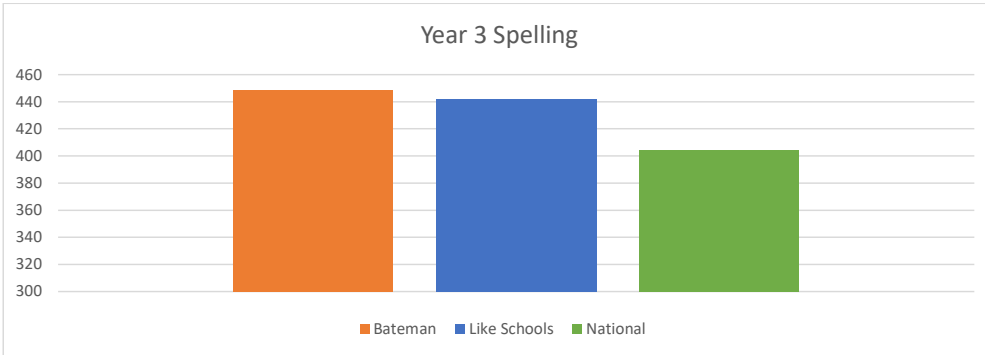


**Cohort: Year 5 BATEMAN PRIMARY SCHOOL Y05 2023 Reporting Period: 2023 Y05**

Writing - Proficiency

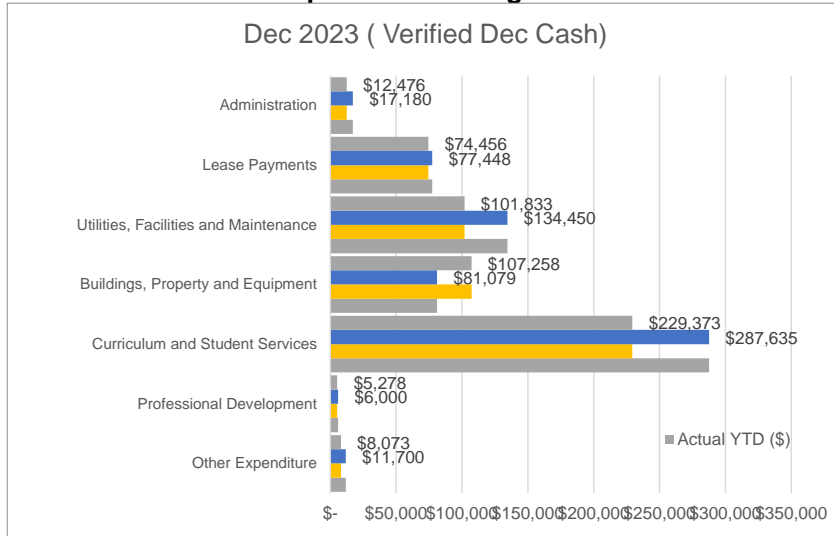
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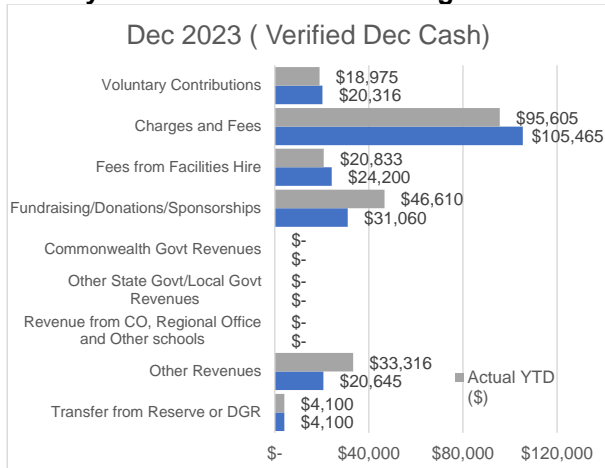


## 2023 Financial Information

### Goods and Services Expenditure - Budget vs Actual

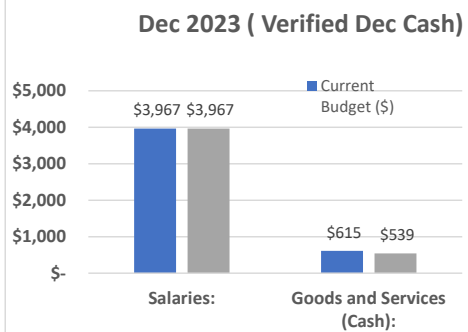


### Locally Generated Revenue - Budget vs Actual





## Goods and Services vs Salary expenditure



### ONE LINE BUDGET - Dec 2023 ( Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	164,401	164,401
Carry Forward (Salary):	67,068	67,068
<b>INCOME</b>		
Student-Centred Funding (including Transfers & Adjustments):	4,222,583	4,222,583
Locally Raised Funds:	205,786	219,439
<b>Total Funds:</b>	<b>4,659,837</b>	<b>4,673,490</b>
<b>EXPENDITURE</b>		
Salaries:	3,967,208	3,967,208
Goods and Services (Cash):	615,492	538,746
<b>Total Expenditure:</b>	<b>4,582,700</b>	<b>4,505,954</b>
<b>VARIANCE:</b>	<b>77,137</b>	<b>167,536</b>