

ANNUAL REPORT 2022

**A report to the school community
about the activities and
achievements of
Bateman Primary School
during 2022**

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	5
Some Highlights	6
Student Numbers	7
Strategic Directions and Curriculum	8
Parent, Student and Staff Surveys	15
Report Against Business Plan Targets 2020 – 2022	17
NAPLAN Reporting	29
Financial Summary	33

PRINCIPAL'S REPORT

Thankfully 2022 was far less impacted by COVID than the two previous years had been and operations and relationships began to return to normal as the year progressed. It was certainly pleasing to have assemblies on a whole-school basis again and to be able to play sport against other schools, even if COVID had shown us streamlined ways that we could use to change past practices.

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, NAPLA 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.

We worked in partnership with parents to maintain our physical environment through grounds development projects and maintenance and with the Department for the provision of a new toilet facility as well as a transportable building to cater for increasing student numbers. We also worked with our P&C towards the extension of our undercover area to provide more shelter for students and for families attending special events.



During 2022 our Board worked with the community to plan our new business plan which will cover 2023-2025. High levels of consultation and many planning and review meetings were held to ensure that Bateman Primary continues to meet the needs of its community as well as the imperatives of the Department.

Marc Lockett
December 2022

BATEMAN PRIMARY SCHOOL BOARD REPORT FOR 2022

Our School Board was very active during 2022 as we worked to develop our new business plan 2023 – 25, review existing policies and endorse new ones, review data and ensure the governance of the school. We acknowledge the work and leadership of outgoing chairs Natalie Walchshofer and Felix Chan, and the major contributions of outgoing members Dean Fearnell, Louise Lui, Amy Henry and Sonja Katnich . Their efforts on behalf of the students of Bateman Primary are greatly appreciated.

Throughout the year, the Board received updates from the principal on school student numbers, staffing, finances and operations. The Board was also kept updated on our progress towards meeting the goals of the 2020 – 22 business plan.

Activities undertaken by the board include:

- Attending School Board Governance training provided by DET's Leadership Institute for all new Board members
- Endorsing the use of school's budget for 2022.
- Reviewing and approval of 2022 contributions and charges
- Reviewing and endorsing Bateman Primary's Dress Code Policy in collaboration with staff and the P&C.
- Working with the community to identify its needs for coming years and developing, through a Board sub-committee, our 2023 – 2025 Business Plan which will be endorsed in 2023 by the whole Board.

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 2023 we will continue to review existing policies and procedures and assist the school to prepare for its next external expert review in late 2023, by ensuring that our practices are consistent with our stated goals.

BATEMAN PRIMARY P&C REPORT FOR 2022

I would like to acknowledge and thank the amazing staff at Bateman Primary school for a truly successful 2022 under such extenuating circumstances. Your commitment to our children's wellbeing and academic success truly is exceptional and greatly appreciated in such difficult times.

I would like to thank each and every person from our school community who has volunteered to help out at functions the P&C has run or assisted in school events during 2022. I'd also like to thank the incredible support from all of you our Bateman Families, without our beautiful community's support all of our efforts would not be possible. To the dedicated P&C committee who turned up at every P&C meeting to discuss what is going on at the school and brainstorm how we can help I would like to personally thank them. We are so lucky to have an absolutely exceptional P&C committee who work tirelessly and volunteer huge amounts of time to support the school and the community in our number one goal, to make Bateman the best possible learning environment for all our children. These wonderful people do so much behind the scene that you would never hear about. I would like to thank the entire committee for their valuable contributions and efforts throughout the year.

The Bateman Primary School P and C, as did the rest of WA, had an extraordinary year with Covid finally hitting our boarder. We struggled to fill positions and gather enough volunteers to complete many planned projects. Whilst many of our activities/fundraisers had to be postponed or cancelled, we still managed to contribute to assisting the school with ongoing projects. For example the subsidising the wellness diaries, new library books, ribbons and trophies for the faction carnival, and Graduation prizes.

A few records were made in 2022.

-Spellathon raised over \$14,000.

-Our Dads and kids camp out had record numbers.

-Parent Bowls night was a super fun night and record funds were raised

Other successful events in 2022 that were run by the P and C included:

-Faction Carnival Cake stall

-Interschool Faction carnival cake stall, coffee van and Boost juice van.

- Country and Western themed Disco

- Ice cream stall

Important services that the P and C provided to the school continued in 2022. These include the uniform shop, lunch service on Wednesdays and Subway on Fridays and an Ice cream Stall in terms 1 and 4. Our key highlight of the beautification project this year were the final touches to the Outdoor area behind the library. The P and C continued to support and connect the community through the End of year Sundowner and parent nights. The ongoing project of the undercover area expansion was significantly contributed to in 2022 and we hope to move to the next phase in 2023.



Thank you again for all your support in 2022. I wish everyone a bright and successful 2023!

Amy Henry
P&C President 2022

SOME SCHOOL HIGHLIGHTS 2022

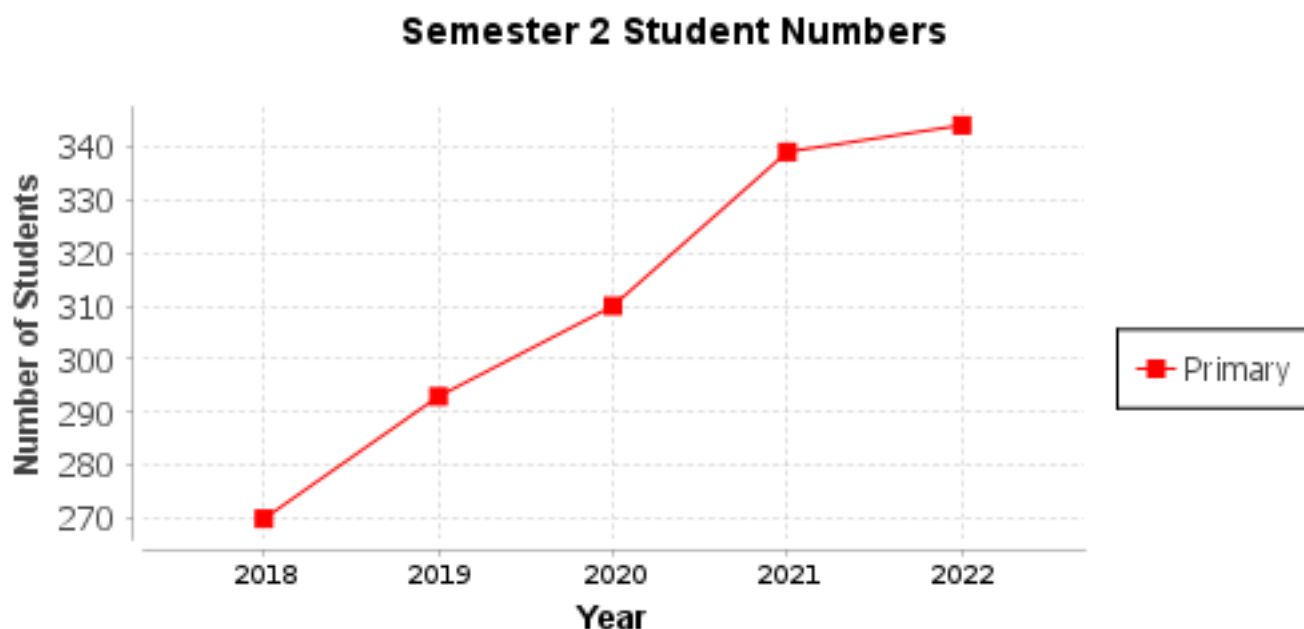
- The Wellness Festival.
- We refined the cluster grouping concept for identified gifted students.
- The ANZAC service was excellent.
- Dad's & Kids Camp in November
- We celebrated Maths Week, Science Week, Book Week and Harmony Day with fun activities that included a visiting author.
- The kitchen garden is established and tended to by students and some amazing parent volunteers, 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 another new record level of support.
- We again screened all our Kindy children for speech and occupational therapy.
- We welcomed great new staff members and lots of wonderful new families.
- Outside agencies utilised our school facilities for ease of access for families.
- For the second year in a row, 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

New building in Bateman and the school's continued good reputation has seen our numbers grow gradually over recent years. In 2022 we had 377 students from Kindy to Year 6. We anticipate our school population levelling out in the near future as building growth slows. We will have our first transportable building in 2023 to help us manage our student population growth.



YEAR 6 STUDENT DESTINATIONS 2022

Rossmoyne SHS	23
Melville SHS	3
Applecross SHS	8
Willetton SHS	1
Other Government Secondary Schools	5
Perth Modern School	2
John Curtin College of the Arts	2
Corpus Christi	2
Kennedy Baptist College	2
Other Christian Colleges	4

STRATEGIC DIRECTIONS and CURRICULUM

SAER 2022 Report – Student Wellbeing

During 2022, in-line with our school beliefs, we continued to make student and staff wellness our major focus. Ongoing professional learning and high levels of human and classroom resourcing enabled staff to implement evidence-based programmes and strategies, such as 'You Can Do It' and 'Zones of Regulation' across the school and in a consistent manner, to support our most vulnerable students and enhance the well-being of all students at Bateman PS.

We worked closely with outside agencies to provide onsite services to families to allow them to access support without having to have time away from the school and utilised their services to provide families with high-levels of support for identified children and supplemented this with increased school psychologist time and a chaplain. Our chaplain worked with individuals and small groups of children to develop their social skills.

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 really focused on ensuring we had great communication in our partnerships between parents, students and staff and the trust that was built made the process of supporting our students easier.

We continue to focus on the development of the whole child as the key to continued social, emotional and academic growth. Our amazing education assistants supplemented our classroom programs such as "U R Strong" by providing individual and small group opportunities and ran fantastic lunchtime social groups to build students esteem and skills.



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, accelerated programs, and support programs such as MiniLit, MacqLit and EAL/D enabled all students to access the curriculum at their point of need and develop their skills.

Our staff work closely with students, their families, colleagues and third-party providers to support and extend all of our students to ensure we are providing all with a happy, safe and inclusive environment where they can flourish emotionally as well as academically.

ICT Annual Report 2022

The final Interactive Screens were installed in the ECE area and the transportable (T1). Staff continued professional learning about how to use the screens and the Prowise Presenter software. One of the committee members created a How To sheet for all Allied Professionals when there is a relief teacher in the classroom. This was well received and implemented almost immediately.

Staff continued to develop the use of SeeSaw in the classroom. Regularly they created and uploaded activities and projects for the students to complete. The teachers were able to review and provide feedback in a timely manner. Specialists also used the software for a variety of purposes.

After the school received feedback from the School Board in requesting to have more information about their child/ren's progress, we added an Assessments folder for each child this year. Teachers were able to save any assessments that had been completed such as spelling and maths tests. Other items that were uploaded were pieces of work that had been completed in class in the areas of HASS, Science, Health and so on. Parents were sent links to be able to access the information. Although it had been requested by parents as a form of communication, the staff felt that it was not accessed often and did not find it a successful way of communicating with the parents. The BYOD program continued to grow. 31 new iPads were added at the beginning of the year. Over the year, there were older iPads being replaced with new ones and new iPads were added. Overall, we had 251 BYOD iPads at school this year in comparison to 186 BYOD devices in 2020 – an increase of 65 devices. They continue to be well used in the classrooms. The work that is being produced varied, using a variety of different creative apps. One of the school's foci with using the devices is that the apps that are used are ones in which the information can be created in a new and different way. We do not have many apps that are drill based eg., times tables or spelling words. The only one that would come close to that is Mathletics which again complements what is taught in the classroom.

In reviewing the school's numbers of iPads, it became clear that there needed to be more devices in classrooms to supplement the BYOD iPads and to reduce the number of shared devices being shared between the classes. Specialists were also requesting that there be shared devices for their classes – again to supplement the BYOD devices. The committee determined that the increase of devices was important to support the teaching and learning programs in the classrooms. For the next lease, another 60 devices would be added to the lease along with the necessary storage trolleys.

To also support the use of the devices across the school, classes were set up in SeeSaw for teachers to be able to upload samples of student work with the device being the resource that was used to create it. The links for this were added to the newsletter and parents could scan the QR codes to view the work. As it was started half way through the year, we will continue this on in 2023 and survey the parents to see if this has helped to inform parents and promote the use of the devices.

The ICT Capabilities were again a focus for the school. The new format of the monitoring tool has been very effective and teachers are able to understand the requirements and record accordingly. It was pleasing to see that Pre Primary, Yr 2, Yr 4 and Yr 6 all achieved the target of 60% achievement. Yr 1, 3 and 5 were very close to achieving the target. At a review at the end of the year, it was suggested to trial collecting the data in Term 1 and Term 3 so that teachers had time to review and reteach as necessary. This will be implemented in 2023.

Laptops have also been a leased item and have been placed in classrooms for student use. This has not been particularly successful as teacher would prefer a bank and so that all the students in the class could use them at once. A review at the beginning of 2023 by the committee will see how we can make better use of them.



English

During 2022 we focused on embedding two school-wide programs, Talk4Writing and our school-designed Spelling program. Professional learning opportunities were provided for staff who were unfamiliar with either program and, in the case of the spelling program, learning sessions, reflections and revamps were conducted at staff meetings and on school development days. We linked our Talk4Writing closely with the BrightPath resource and provided plenty of opportunities for groups to get together and moderate work across classes to ensure consistent judgements and informed planning and reporting. We also started to gather data to inform our whole-school planning and the revision of our existing school plan for English to make it current for existing staff and student needs.

Maths

Our focus in 2022 continued to be the interpretation and techniques involved in solving word problems in Maths and in developing useful mental arithmetic strategies as well as improving automatic response to basic facts such as times tables. We built our teaching resources, upskilled new staff to the school, experimented with a girls-only Maths group in Year 5/6 and continued to differentiate our lessons across the school to provide support and extension opportunities to all students. We didn't rewrite our whole-school Maths plan as we had anticipated, but instead collected data and feedback to better inform a rewrite in 2023.

Kitchen Garden/Cooking

Our kitchen garden and cooking program continued to flourish in 2022 with all students having the opportunity to plant, care for and pick our garden produce, tend to our chickens and prepare delicious foods from simple recipes that largely used our grown products.

A major focus during 2022 was the big increase in our sustainability practices with new bins purchased to assist students in making good decisions about disposal of rubbish and featuring many recycling activities to make our students aware of the need and the opportunity to recycle for our planet.



HASS

The Cultural Committee persevered with the Aboriginal signage and was able to engage a company to design the names of the buildings. Much communication occurred with the company as the school needed to match the seasons with the appropriate animal (some of their designs had animals that are not native to WA) and include wording to describe each season. We added another sign for the Undercover Area to be called the Meeting Place or Nyinalang miya-p. We look forward to seeing the end results next year.

The Committee has also started to set up a rolling timetable for each year so that we can start to build a bank of ideas and rotate them through every few years. It is a good record to see all that we have accomplished with staff and students over the year.

Anzac Day was a little different this year due to COVID. At the time of planning the service, the recommendation was not to have whole school events, so it became an online service for all to watch. We had pre-filmed the laying of the wreaths and the two minutes silence. Many thanks to Mr Scanlon for his filming and editing expertise. While it wasn't as community driven as we would have liked, it was a good substitute and we look forward to having a community event in 2023.

A big highlight for the committee and the school was the Aboriginal incursion by the Boorloo Aboriginal Cultural Experiences Team that all students attended. It was run over two days and included a traditional dance and small workshops for each class. Some of the topics included Dance, Artefacts and Storytelling.

Another highlight was arranging for the staff to attend professional learning in the city at the WA Museum Boola Bardip. Staff were able to increase their knowledge about the first nations people, make practical links to what we do at school and in the classroom and how we can enhance them.

As part of the review at the end of the year was investigating into acknowledging the many different cultures we have at the school as part of the focus for 2023. Perhaps a Lion Dance to welcome the Chinese New Year...

Music 2022

Achievements & Highlights

It has been an eventful musical year in 2022 for the students of Bateman Primary School. The highlight for our seniors were the creation of their music videos where they had to strum, sing and in some instances, act, to create a music video. Some of our Middle Primary ukulele players have successfully achieved their white belt ukulele certificates and are well on their way towards their yellow belt. Our Year 1 and 2 students had a blast singing, dancing and playing on a lot of the tuned and untuned percussion instruments in the music room.

2022 also saw our junior choir performing for the first time at Open Night, and our senior choir going on the big stage of the Perth Concert Hall for the Massed Choir Festival on the last day of term 3. It was a great night and our students were the most wonderfully behaved students there!

2023 Plans /High Points / Goals / Targets

In 2023, students at Bateman can look forward to a continuation of many of the activities that we currently run as part of the school's music program. Moreover, our Year 3 and 4 students will continue to have an enriching instrumental program with the introduction of recorders where they will not only learn to appreciate, read and play music, they will also be learning correct breathing techniques. Our Year 5 and 6 students will continue to learn more chords on the ukulele and progress to strumming along to popular tunes.

Students can also look forward to our Bateman's Got Talent extra-curricular activity where they get a chance to showcase their many talents.

The Bateman Choirs will continue to improve and excel as we learn to care and train our voices, challenging ourselves to learning a large repertoire of songs.

Early Childhood 2022

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 18 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. We have also installed a new climbing frame playground for the Year 1 students to help them transition from early childhood to the junior primary playground.

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 into the year 2023, we are continuing to expand on our successful practices and strive to provide an excellent education for our young people.

English as an Additional Language or Dialect

This year the school started a support program for English as an Additional Language or Dialect (EAL/D) for students who come from a non-English speaking background – whether they have just arrived in WA or were born here. Students who come from such backgrounds are given additional funding to assist them to learn Standard Australian English in the first three years of the school attendance.

Data was collected at the end of 2021 to identify the students who were eligible for the assistance based on their levels from the Progress Maps as well as those who had been identified as receiving additional funding. The data was analysed to determine the best way to group the students which ranged was from K – 6 along with their identified needs. It was found that a few of the students may have been candidates for the Intensive English Centre program which starts at Year 1. Parents are strongly encouraged to visit the Centre to see how it could assist their child before making the decision.

At the same time, the teachers were being given PL on the Progress Maps, a valued document endorsed by the Education Department, for both assessment and teaching. The observation guides are used to assess what level the students are at in their learning of Standard Australian English. Often the students are satisfactory at the functional/conversational English however to learn the SAE used for formal writing requirements along with the subject specific terminology is often where these children have a lot of difficulty.

Teachers were given files with all identified students (funded and not funded) to be able to track the progress of them. An Education Assistant and deputy determined the students that would be the focus groups first. The program was set up to have small withdrawal groups. However this 'morphed' into assisting in the classroom with some 1:1 work as well as some small groups continued. The EA then implemented the program of work that the class teachers set up. The EA also met with staff at the Intensive English Centre, a branch of Beaconsfield Primary School, to be able to develop her knowledge and understandings as well as easy hints and tricks to be able to assist the students. Appropriate resources were also purchased to support the program for the young and older students.

The focus of the program was on the oral modes of speaking, listening, reading and viewing and writing. This meant that the students would be looking at picture books describing what was happening, editing sentences, focusing on sounds and pronunciation. Looking at pictures and identifying the key messages. Over the course of the year, we had 2 students graduate the program and we picked up as many more of the not funded students as we could to spread the assistance as far as possible.

The teachers along with the EA reviewed the Observation Guides mid and end of the year. Teachers recorded the improvements the students had made this year and it helped to consolidate their knowledge and understandings of the expectations at each level of the Progress Maps. In 2023, the teachers will be reporting on the students to parents about their progress in learning SAE.

Overall, most students have made progress on the Progress Maps. Usually, the last mode to start moving in the lower years is Writing and this is what has happened with the 2022 cohort. All teachers have seen the improvements the students have made in the small group program. It has assisted the students to continue to develop and apply SAE correctly. While the EA worked very well with staff and students during 2022, it became apparent that there is a need for a classroom teacher to run the program for it to have maximum impact.

Chinese

In 2022, the Chinese program has continued from Year 1 to Year 6. 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, our students continued to engage themselves in various extracurricular activities: 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 the Year 1/2 Room 3 class with the traditional Chinese story "Little Tadpoles Looking for Mother" and concluded with cultural costume dress-up parade. On the day, students participated and engaged in a lantern-making activity and had their Chinese name plate artwork up on display. Delicious dumplings and snacks at lunchtime were also one of the highlights for students.



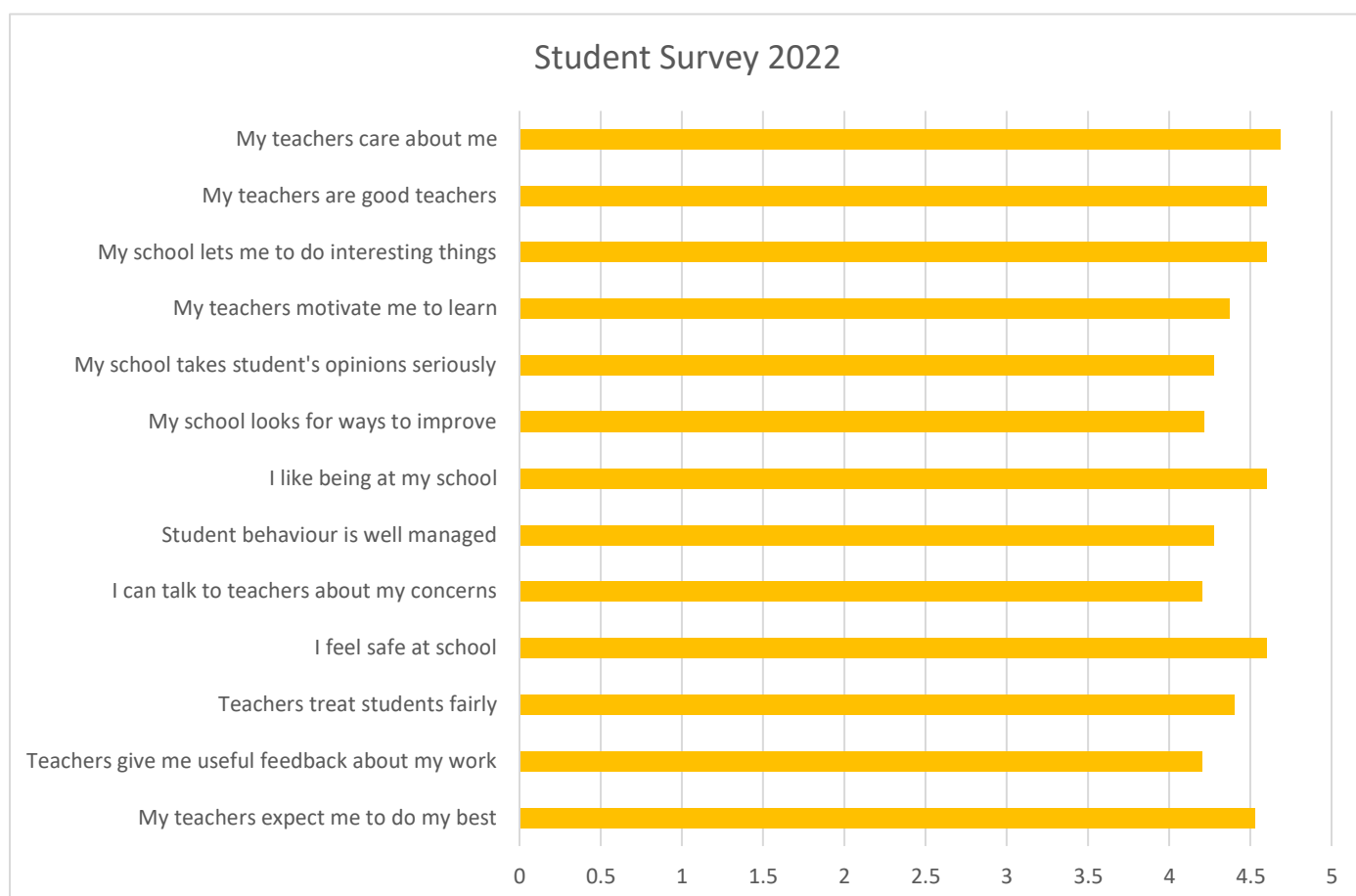
This year, students engaged in various cultural activities such as sticky rice zongzi tasting for Dragon boat festival, Year 5/6 enjoyed making their own snow skin mooncake for mid autumn festival and bubble tea making and tasting in term 4. Year 3/4 made jianzi, a traditional piece of Chinese sport equipment



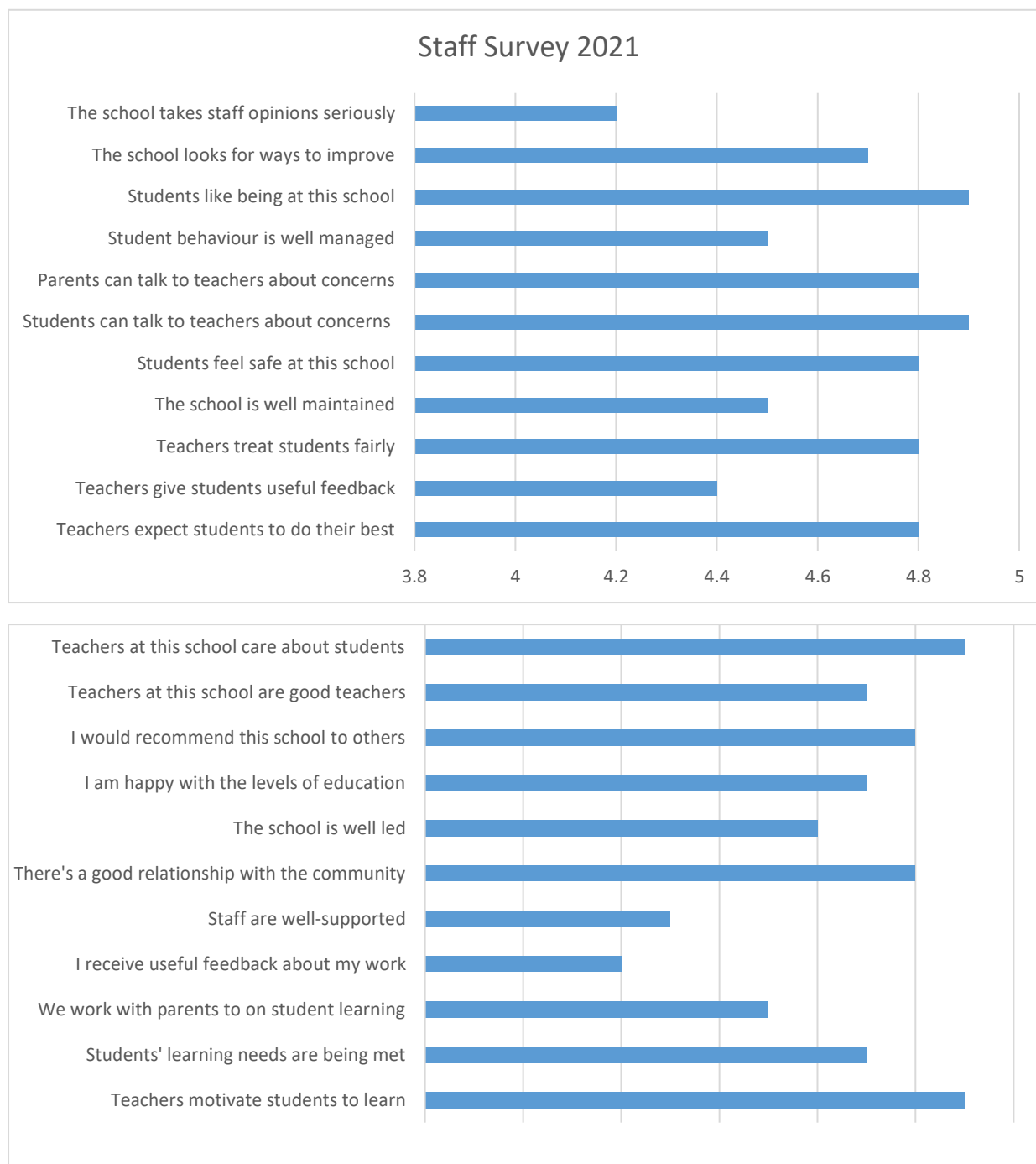
PARENT SURVEY RESPONSES 2022

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

The above table represents the responses of Bateman families to the survey conducted in October 2022. Responses were on a scale of 1 – 5, meaning that a response of 4.5 would be outstanding, 4 would be a very strong response, 3.5 an expected response and 3 would indicate a split opinion on the question.



STAFF SURVEY 2021



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

PROGRESS AGAINST TARGETS IN BUSINESS PLAN 2020 – 2022

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: - achieve an increased teaching status or promotion and/or - be part of the Department's Leadership Mentoring Initiative	JN completed this in 2020. EB has started the process in 2021. JB is exploring the process currently. SK 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.	
		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	

Leadership

		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 leadership opportunities.		We have added Music Maestros and Recycling opportunities to our leadership available to Year 5 and 6 students. Wellness Warriors and Tech Heads are now appointed.	During Term 1 each year.	

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 GATE coordinator.	A Deputy Principal co-ordinates Early Childhood pedagogy and staff development and the development of an Early Childhood Policy. Encourage and define intentional play-based learning in Early Childhood.	Learning in K and PP is identified as intentional play-based learning and examples are also in Year 1 and Year 2.	S K is the Early Childhood Deputy/Coordinator. An early childhood pedagogical statement was developed in 2020 and revised in T1 2021. J N, supported by E B, coordinates the GATE program in 2021.	

Teaching Quality		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.	J N 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. T A 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. Seeking opportunities for staff training in new spelling program.	BrightPath training completed and applied. Whole-school implementation T1 2021. Staff committee to develop our spelling program in conjunction with language expert over the remainder of 2021.	
Learning Environment	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-	Students have the language and skills to resolve friendship and relationship issues. Staff and students are	Formal program now completed for 2021.	

Learning Environment

		emotional programs on their wellness and attitude to school.	using common language in the classroom and playground.		
	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 cooking programs are embedded and we establish a range of environmental programs.	The kitchen garden is well-maintained through student and staff input and produces much of the produce needed for the cooking program. Initiatives for environmental programs such as recycling are introduced and embedded.	The cooking program runs efficiently and is enjoyed by students.	0.4 teacher employed from T1 2021 to coordinate cooking, kitchen garden and recycling. Program is running exceedingly well with new teacher in 2021.	
	The Good Standing strategy is understood by	The Plan is reviewed each year and distributed to parents	There is a decrease in negative behaviour	Staff PD provided twice during T1.	

Student Achievement and Progress

	all parties and its positive application is highlighted in behaviour data.	electronically and explained through meetings.	recorded in tracking books and SIS.		
	** Implementation of BPS Reconciliation Action Plan	Continue to develop cultural responsiveness and engagement with the Aboriginal Cultural Standards Framework through the school's Reconciliation Action Plan.	There is a greater focus on teaching Aboriginal perspectives and a better understanding by students of these.	RAP for 2021 developed and reviewed during T2 PD Day 2021. Teachers using it in planning teaching and events.	
	<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 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>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>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>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 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>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>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>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>		
	"Whole child" approach to learning.	<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>	
		<p>Individual attendance is tracked and plans developed for students where attendance is becoming a concern.</p>	<p>Student attendance will remain around the 95% level across the school.</p>	<p>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.</p>	
	** Explore options for improving the annual handover	<p>Staff discussion on their handover needs and what</p>	<p>Teachers feel confident that they have access to all</p>	<p>Staff review of needs and effectiveness of current system T1.</p>	

	of student information between teachers.	systems have worked in the past. Explore how other schools do this. Utilise Integris to collect and store data for transition to new teacher.	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.	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 resources, teacher release and support time and professional learning.	Identified student needs are catered for.	Ongoing	
	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	

<p>Use of Resources</p>	<p>BPS will maximise the use of its human and physical resources to maximize the academic, social and emotional outcomes of our students.</p>	<p>Purchase resources matched to curriculum initiatives driven by research and data interrogation to increase student outcomes.</p> <p>The Finance Committee considers all requests for resourcing from committees and individuals and allocates available resources according to identified priorities.</p> <p>Prioritise spending on identified school initiatives driven by data and Department direction.</p> <p>Reserve accounts provide for long-term or emergency projects.</p>	<p>Spending is demonstrably linked to school priorities and systemic directions.</p> <p>Maintain reserve accounts to meet anticipated needs and replacement of physical resources.</p> <p>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.</p> <p>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.</p>	<p>Ongoing</p>	
<p>Relationships & Partnerships</p>	<p>The school actively seeks to address individual and group concerns raised by parents.</p>	<p>Aim to provide at least two parent information evenings each year around relevant 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>Parent feedback to communication between home and school is positive.</p>	<p>During 2021 we have made a concerted effort to share more information in terms of curriculum and testing with parents and update our newsletter and webpage.</p>	

Relationships & Partnerships

	Utilise parent volunteers to support student learning and grounds development.	Increasing numbers of parents are volunteering to work in the classrooms and in the school grounds.	Parents and community members continue to volunteer to assist in classrooms, on excursions and with grounds development programs.	Ongoing	
	Community input is used to develop our business plans and guide our planning.	Seek community input into our Vision, Values and direction. Parental input is sought and acted upon when setting the direction of the school. Parent Information Evenings are held regularly to allow parents to be aware of educational direction, school practices, local interests and parenting advice/support.	Survey feedback can be highlighted in our planning and processes. Act on survey results from parents, students and staff to inform decisions.	Ongoing	
		BPS will continue to be an active contributor to the Riverton-Rossmoyne Cluster meetings. Liaise with network schools to improve Y6 transition and develop teacher competency.		One meeting per term plus additional planning meetings between principals or Y6 teachers depending on the purpose.	
	Our school seeks greater outreach through local media, businesses and internal publications. Provide access to families to third party providers of services.	Improve our community visibility through improved and increased marketing opportunities. The school buildings are available for use outside school hours for approved groups.	Regular communication and the highlighting of events within the school results in greater local media coverage.	Ongoing Some very positive media coverage during 2020, less so in 2021. Mulberry Tree continue to run a successful out of school program.	Improve media coverage.

Relationships & Partnerships

		A before and after-school program exists for the convenience of families.	Support is available to allow families to access additional support for their child where necessary.	Speech, OT and counselling are available onsite for families.	
	Develop a Reconciliation Action Plan to improve our delivery of outcomes in the Aboriginal Cultural Framework.	A Reconciliation Action Plan is developed and implemented across the school and monitored by our Cultural Awareness Committee.	An effective Reconciliation Action Plan is developed.	Annual Review	
	Investigate options to increase discretionary funding.	Explore as to whether other suitable organisations wish to hire our facilities. Improve access to grants money.	Review suitability of requests to use facilities to see if they meet our values. Liaise with P&C member who identifies and assists with grant applications.	Ongoing	
	Maintain the capacity of the Board to represent our diverse community.	** Ensure training is provided for incoming and existing School Board members to strengthen their understanding of school governance. The School Board is committed to meeting twice each term. 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. The Board uses data, feedback and available documents when developing and monitoring the School Business Plan.	All board members have a clear understanding their roles and responsibilities. The school's board functions are well-defined. Our Board is effective in governance of the school.	2021	

	<p>Maintain the capacity of the P&C to represent our diverse community.</p>	<p>The P&C is actively supported and promoted by the school through the newsletter, assemblies and other communications.</p> <p>Financial requests to the P&C are in-line with our Business Plan and school-community interest initiatives.</p>	<p>The P&C represents the parent community and continues to grow in size.</p>	<p>Ongoing</p>	
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NAPLAN DATA 2022

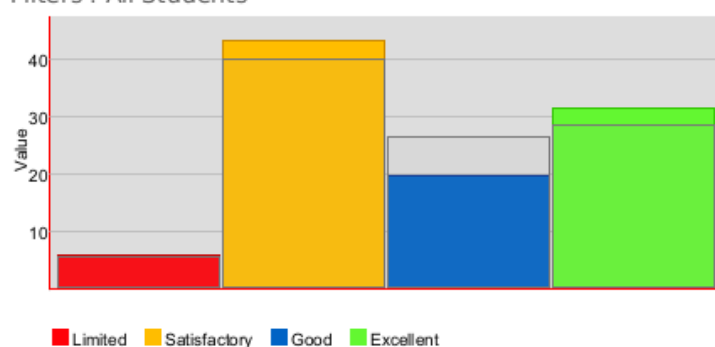
These graphs show our performance against schools in similar socio-economic areas as Bateman (government and non-government), which are in the top decile of schools. The erratic but increasing over time nature of Bateman results against the steady progression of like-schools illustrates the extent to which NAPLAN performance is cohort driven and judgements about performance should be taken over time and not on one set of data. The graphs report achievement and not progress as there was no NAPLAN testing in 2020.

Maths – Year 3

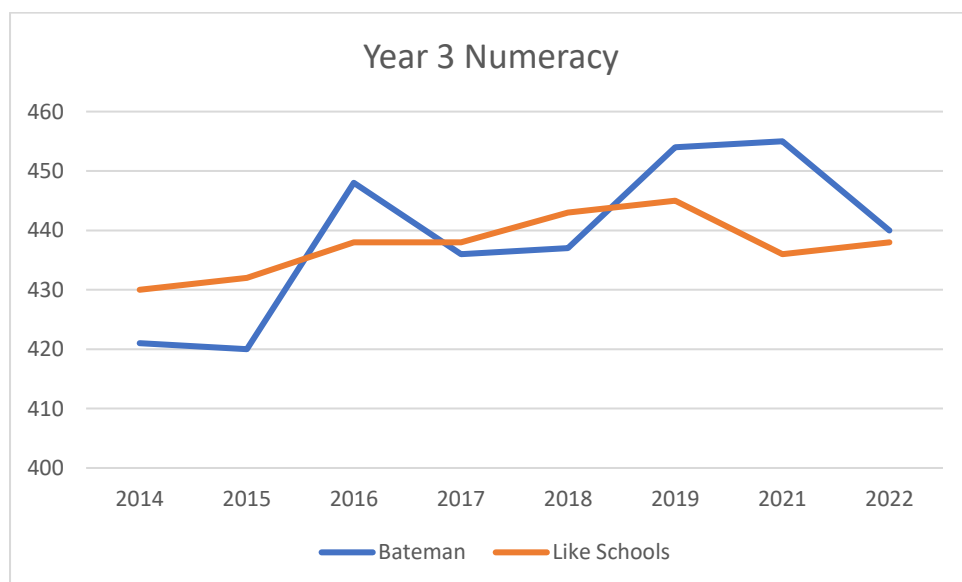
Cohort: Year 3 BATEMAN PRIMARY SCHOOL Y03 2022 Reporting Period: 2022 Y03

Numeracy - Achievement

Filters : All Students



The rectangles on the graphs indicate the performance of like-schools. The above graph shows that we had slightly more Y3 students than expected in the “Excellent” performance range and less than other like-schools in the “Good” range.



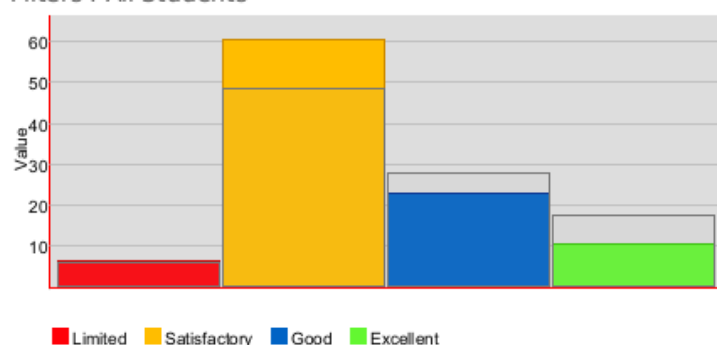
The above graph indicates that, while not scoring as highly as last year’s Year 3s, our students performed better than those at like-schools in this one test in May.

Maths – Year 5

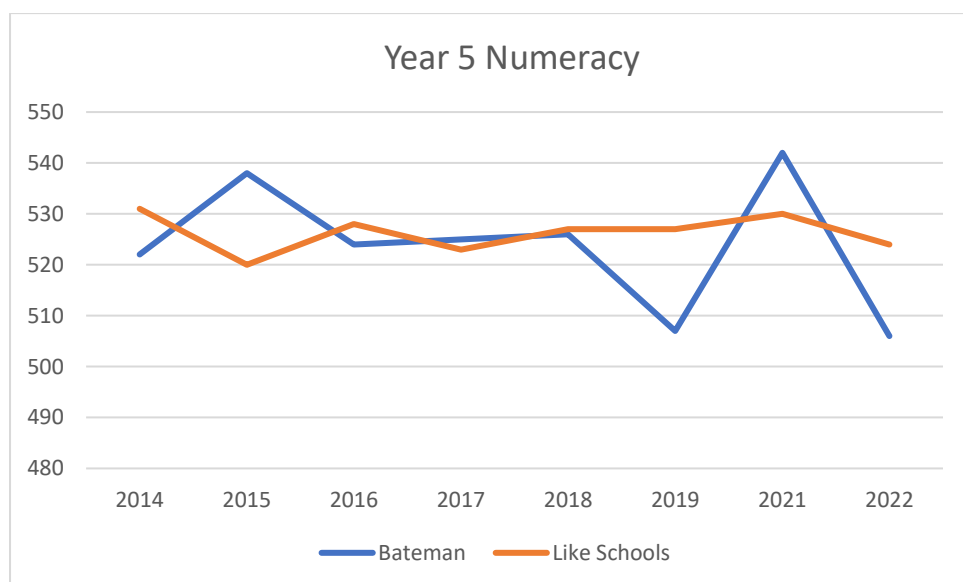
Cohort: Year 5 BATEMAN PRIMARY SCHOOL Y05 2022 Reporting Period: 2022 Y05

Numeracy - Achievement

Filters : All Students



The above information shows that we were down on the expected number of students who tested above the “Satisfactory” level in this test.



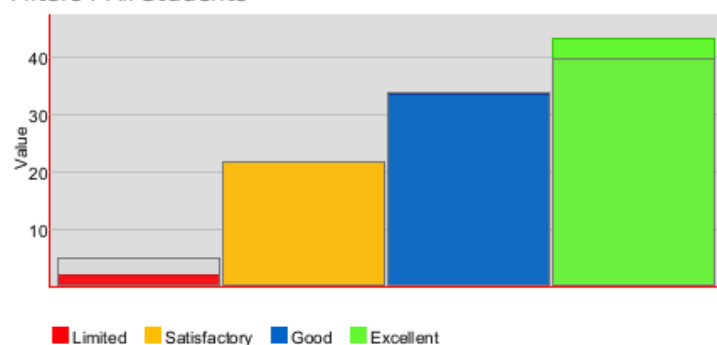
This longitudinal data would indicate that Y5 Maths is the one area where NAPLAN would suggest that our performance has declined over time when compared to like-schools. We are reviewing our teaching strategies in middle-upper school Maths.

Reading – Year 3

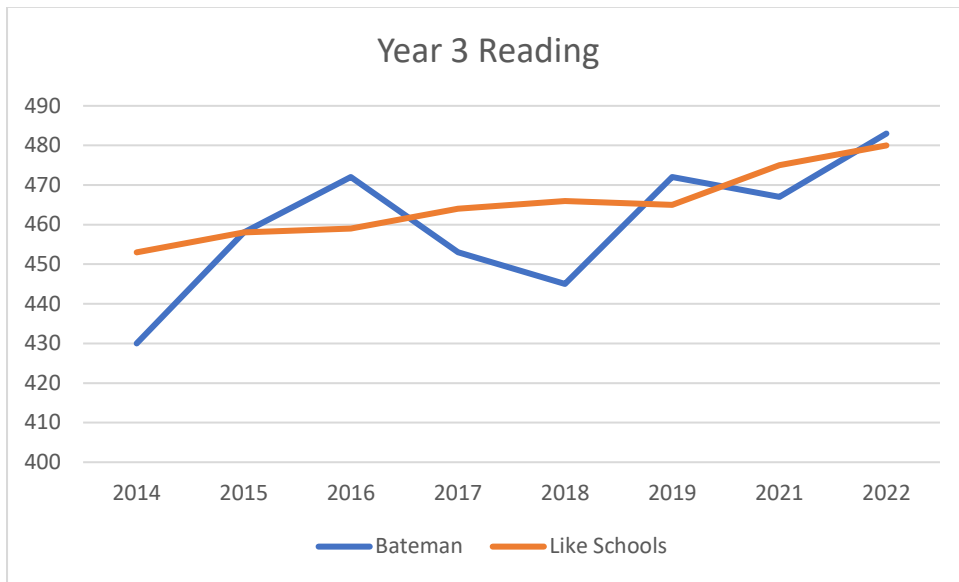
Cohort: Year 3 BATEMAN PRIMARY SCHOOL Y03 2022 Reporting Period: 2022 Y03

Reading - Achievement

Filters : All Students



Again our Year 3 students performed well against expectations in this one test.

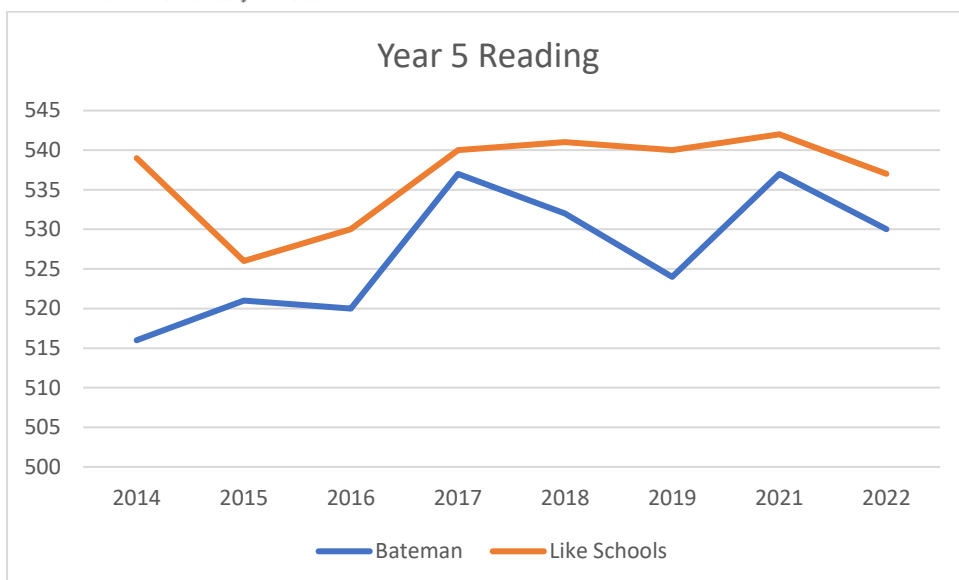
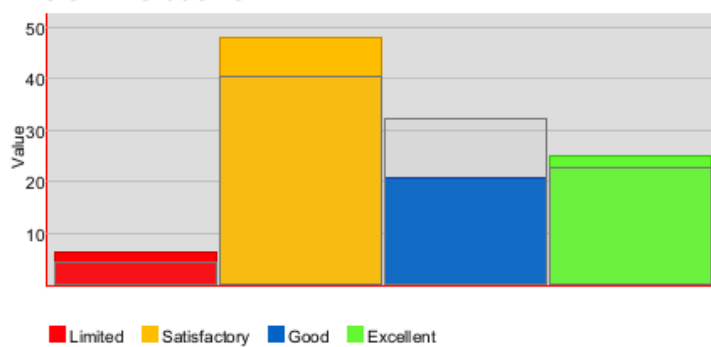


Reading – Year 5

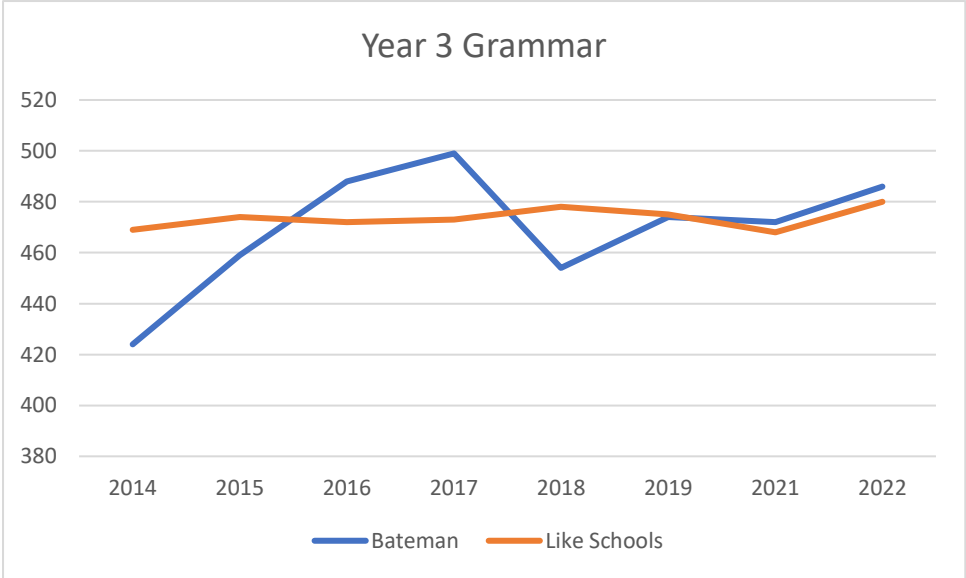
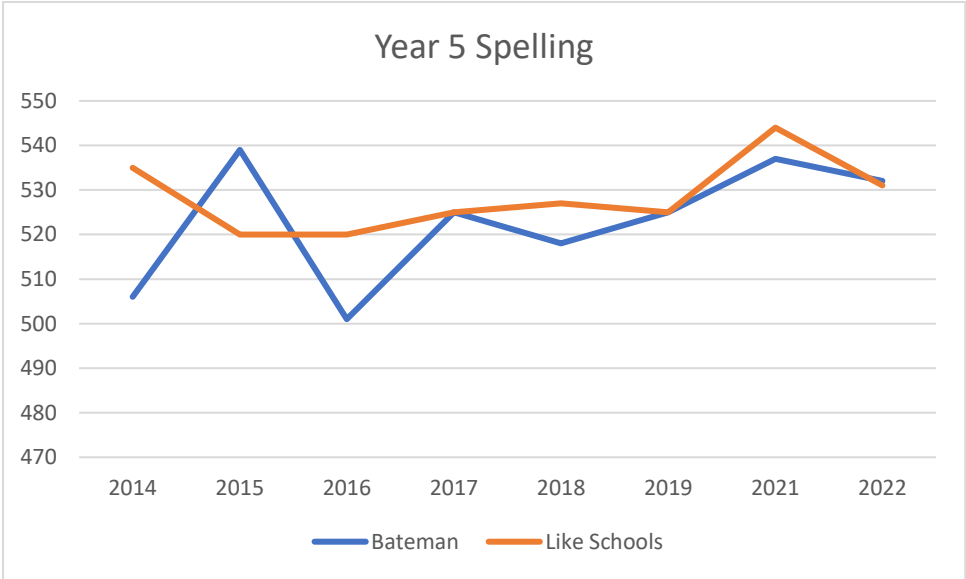
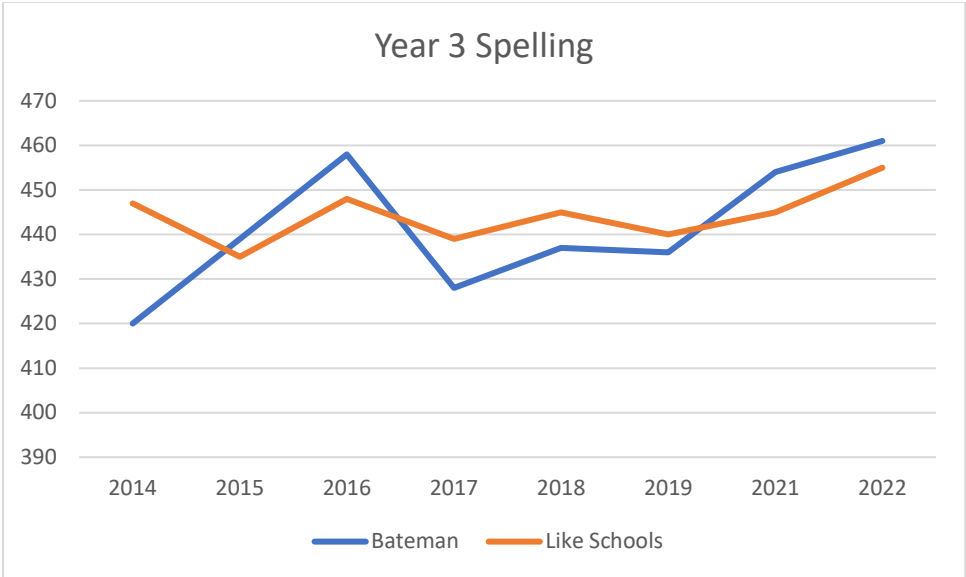
Cohort: Year 5 BATEMAN PRIMARY SCHOOL Y05 2022 Reporting Period: 2022 Y05

Reading - Achievement

Filters : All Students

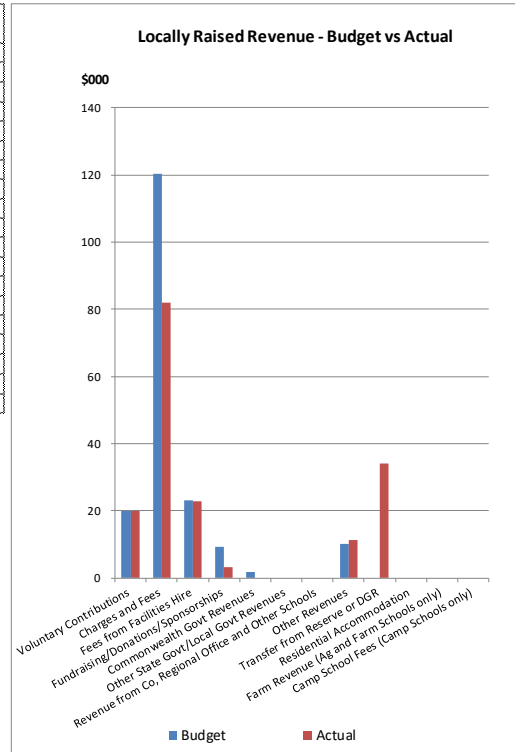
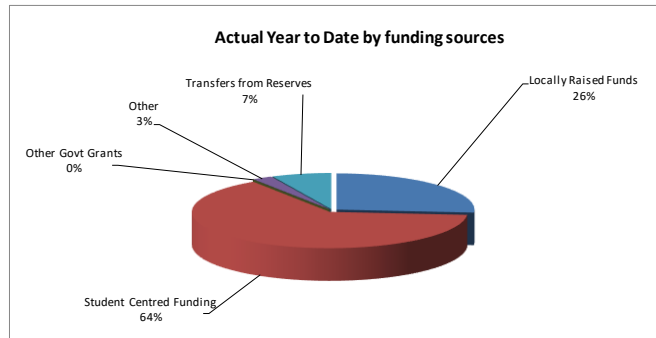


This graph shows the progress Bateman has made over time in matching expected performance in NAPLAN in Year 5 Reading. While performance of like-schools has remained fairly static over time, Bateman's performance has improved over time though still not at like-school levels.

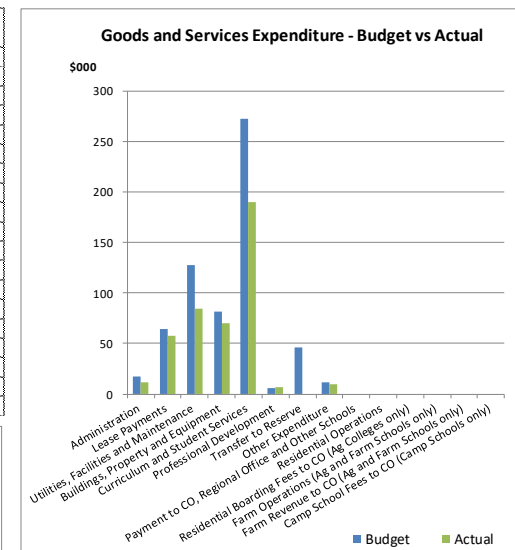
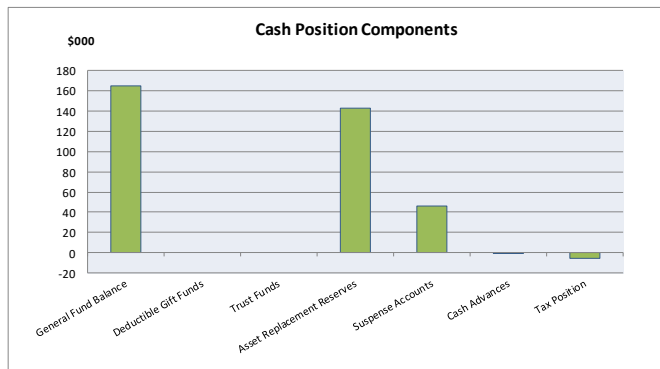


Bateman Primary School
Financial Summary as at
31-December-2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 20,050.50	\$ 19,957.50
2	Charges and Fees	\$ 120,358.75	\$ 81,950.28
3	Fees from Facilities Hire	\$ 23,227.27	\$ 22,954.55
4	Fundraising/Donations/Sponsorships	\$ 9,300.00	\$ 3,182.82
5	Commonwealth Govt Revenues	\$ 1,700.00	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 10,041.32	\$ 11,452.68
9	Transfer from Reserve or DGR	\$ -	\$ 34,150.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 184,677.84	\$ 173,647.83
	Opening Balance	\$ 106,878.38	\$ 106,878.36
	Student Centred Funding	\$ 310,009.94	\$ 312,909.94
	Total Cash Funds Available	\$ 601,566.16	\$ 593,436.13
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 601,566.16	\$ 593,436.13



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 17,310.00	\$ 11,349.06
2	Lease Payments	\$ 64,791.00	\$ 57,662.43
3	Utilities, Facilities and Maintenance	\$ 127,950.00	\$ 83,994.31
4	Buildings, Property and Equipment	\$ 81,493.00	\$ 69,888.27
5	Curriculum and Student Services	\$ 272,230.00	\$ 189,937.86
6	Professional Development	\$ 6,000.00	\$ 6,759.01
7	Transfer to Reserve	\$ 46,000.00	\$ -
8	Other Expenditure	\$ 12,005.00	\$ 9,444.55
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 627,779.00	\$ 429,035.49
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 627,779.00	\$ 429,035.49
	Cash Budget Variance	\$ (26,212.84)	



Cash Position Components	
Bank Balance	\$ 346,956.21
Made up of:	
1 General Fund Balance	\$ 164,400.64
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 142,331.55
5 Suspense Accounts	\$ 45,938.02
6 Cash Advances	\$ (200.00)
7 Tax Position	\$ (5,514.00)
Total Bank Balance	\$ 346,956.21