
ANNUAL REPORT 2019



Burrendah
Primary
Independent Public School



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Message from the Principal

Janine Kinniment

***Welcome to the Burrendah Primary School Annual Report.
This report describes the schools achievements, activities
and growth as a school community during the 2019 school year.***

I am delighted to report the pleasing progress we have made in the first year of our 2019-2021 Business Plan. Our School Review occurred in Term 3. The Review team verified our school rating of effective and validated numerous areas of excellence. Our continued successes are a result of the combined hard work and commitment of the students, parents, staff and our wider community.

Burrendah Primary School enjoys a well-deserved reputation of being a high performing school that not only demonstrates ongoing academic excellence but also promotes a holistic approach to the development of each child. We embrace our multicultural school population and celebrate this diversity. We recognise the varied needs of each of our students and their individual requirements for learning through our motto of Encourage, Endeavour and Excel. We are maintaining our successes and building on them as we embed our school business plan focus of Connect, Commit and Collaborate within our key outcomes:

- Student Engagement
- Staff Engagement
- Families and Community Engagement

A handwritten signature in blue ink that reads "J Kinniment". The signature is written in a cursive, flowing style.



Message from the Chair of the School Board

Brad Warburton

It is with great pleasure that I present the 2019 Burrendah School Annual Report on behalf of the Board.

I commenced as a parent representative on the Board in 2019 and currently hold the position of 2020 Board Chair. I want to acknowledge the hard work and dedication of Jane Barker, our 2016-2019 Board Chair.

During 2019 the Board participated in developing the School's 2019-2021 business plan and participated in the School Review. As a Board, we were very pleased with the School's achievements and progress made. The School Review team were very complimentary about Burrendah Primary School and validated our school assessment of being an 'Effective School'. Highlights of the year included:

- A School Review that highlighted our pleasing progress over the last three years and confirmed areas we want to continue to improve to maintain our excellent results.
- Completion of several improvement projects as a result of parental feedback from the National Schools Opinion Survey. Projects included the implementation of an after School Hours Care Service, building the senior playground, introducing an online newsletter and Connect, the senior girls and boys toilet upgraded and the Undercover area painted.
- Expansion of the schools PBS framework with input from students, parents and staff to guide behaviour and academic expectations across the school community through a positive framework. This framework included the development of an explicit PBS curriculum and logos for the behaviour expectations of Respect, Responsibility, Resilience and Reach.

Our School Board is made up of volunteer staff, parents and the community and I thank my fellow Board members for their commitment and contribution to the development and interests of Burrendah Primary School. I would also like to acknowledge the leadership team and staff of Burrendah for their dedication to student outcomes and parents' involvement in their child's education.

With new Board members coming on in 2020, I look forward to the Board continuing to guide the School on initiatives that continue to enhance student outcomes and school performance.

A handwritten signature in black ink, appearing to be 'Brad Warburton', written on a white background.

Student Enrolment

Enrolment

Student enrolment numbers from Kindergarten to Year 6 increased from 660 to 726 students over the course of 2019. This meant classes were restructured in the first few weeks of Term 1, increasing the number of classrooms from 24 to 26. In Term 3 we were again successful in obtaining further additional funding from the Department of Education to support the classrooms that became higher than recommended class sizes. Our new transportable building arrived in the last week of the school year. The School Hall became a classroom for 2019.

Attendance

Our 2019 attendance results were down slightly but were higher than like schools. Average whole school attendance remains high at 94.7%. Like schools were 94.1%. The percentage of students attending 90% or more (regular attendance) was 85.6%. Like schools were 81.5%. Student transiency decreased from 13% to 8.8%. A continued focus is to reduce the number of absences that occur as a result of students being overseas outside of vacation time.

Regular Attendance

85.6%

BURRENDAH
PRIMARY SCHOOL

73%

WA PUBLIC
SCHOOLS





	ATTENDANCE CATEGORY			
	REGULAR	AT RISK		
		INDICATED	MODERATE	SEVERE
2017	87.9%	9.7%	1.9%	0.5%
2018	87.3%	10.4%	2.3%	0.0%
2019	85.6%	12.3%	1.7%	0.5%
LIKE SCHOOLS 2019	81.5%	14.6%	3.3%	0.6%
WA PUBLIC SCHOOLS	73.0%	19.0%	6.0%	2.0%



Our Diverse Community

The EAL/D program is an integral part of Burrendah Primary School. We are a diverse community where 56% of our students have a home language other than English. A range of over 40 different languages are spoken by our student population. The dominant language is Mandarin which is spoken by 18% of our students, followed by 13.7 % of students who speak a variety of Indian languages.

Our EAL/D team consists of part time staff: two teachers and three Ethnic Education Assistants(EA). They work to support the classroom teachers to help students in their acquisition of Standard Australian English (SAE). Students are taught within their classrooms, small withdrawal groups or one on one depending on their needs. Student progress is tracked for the first two or three years at Burrendah using the EAL/D Progress Map. When applicable, students receive reports using this language development rubric.

The EAL/D teachers work closely with the SAER teacher Mrs Nichols who also supports some of our newly arrived students with the Multi Lit and Alpha to Omega programs. Mrs Nichols also provides support to EAL/D students with reading and writing difficulties. The EAL/D team support the SAER teacher with Computer Club which is a social ICT club.

The EAL/D team use their language skills to communicate with Chinese speaking parents in formal and informal communications throughout the school year. Outside interpreters are called in when required for parent interviews or case conferences. At Burrendah, we support our newly arrived families through our EAL/D Parent Network Group that meet three times a term to learn from one another and support each other.

Our Diverse Community – cont.

Our Culture Club Program is made possible with the involvement of parents who plan and deliver the program content to our students during lunch time sessions with the guidance and support of the EAL/D team. We feature a different culture each term starting in Term 2.

Throughout the year we support classroom teachers to acknowledge different cultural celebrations such as Chinese New Year, Eid and Diwali. Teachers are supplied with information and resources so that activities can be run in classrooms or as whole school activities.

In partnership with the Burrendah P&C Association, a successful Harmony Evening was held in March which was attended by over 1300 people. The event included a variety of cultural activities before the cultural show. The feedback from this event was very positive.

EAL/D Teacher Beatriz Clark travelled to Brunei in January of 2019 to visit our partner school Sekolah Rendah Panchor Murai. Communication with our partner school continued through the 2019 school year. They sent us their wonderful adaptation of Possum Magic which they called Bangkatan (proboscis monkey) Magic. This bilingual story was shared with a number of classes throughout the school who were all delighted with the story and illustrations.

In August, Language Week was celebrated for the first time. Collaboration occurred with Chaplain Louise, Italian teacher Mrs. Suehrcke and our visiting Italian “Assistente” Camilla to make over 375 greeting badges in a wide range of languages and Italian. A short language video was produced featuring students saying hello in their home language. The video was edited by WSHS students on work experience at Burrendah.

It has been rewarding to see some of our past EAL/D students receive citizenship and academic awards, as well as taking on school leadership roles this year as well as others coming on board as leaders in the coming 2020 school year.



Our Diverse Community – cont.

We have a very culturally diverse community, with over 40 languages other than English, spoken by our students. Our supportive and welcoming learning environment recognises and celebrates this diversity.



LANGUAGE BACKGROUND
(OTHER THAN ENGLISH. TOTAL 400 STUDENTS)

Engaging our Community

There are a range of events, activities and partnerships in place aimed at engaging parents as partners in the education process, as well as engaging the local community, businesses and other education institutions in collaboration that supports school improvement.

In our recent National School Opinion Survey there was overwhelming support that the school is doing a good job supporting parent engagement.



School Board – Providing Excellent Governance

The Burrendah School Board continues to work effectively as the peak decision making body of the school. All Board members completed five training modules as part of their commitment to being well informed of current Board practices. Our 2 new staff and 2 new parent representatives participated in Board Induction training.

Business Plan targets were monitored following presentations throughout the year by students and staff on school wide testing and new whole school initiatives.

A Board member attended the Student Leaders Forum in Perth with our student leaders. In 2020 a P & C representative will also be invited to attend this forum.

The Board had significant input into the development of the 2019-2021 Business Plan and School Review. Members of the Board were involved in the successful resolution for an additional cross walk attendant on Pine Tree Gully Road.

Jane Barker, a long serving member of the Board and Board Chair for 4 years and Harjit Singh, Board member for 3 years, finished their commitments to the Board at the end of the year. Burrendah is fortunate to have such dedicated community members being involved in our Board.





Supportive Parents and Citizens Association

At Burrendah Primary School we have a very proactive and supportive Parents and Citizens Association (P&C), which supports the education of all our students.

The P&C is keen to promote parent interaction in the school with such events as the Taste of Harmony Evening, Colour Run, Crazy Hair Day, Book Fair and a Disco.

The P&C continued to volunteer their time to provide greatly appreciated support to the school, including fundraising to assist with large scale projects such as the senior playground and library books.

The P&C through the assistance of volunteers, run a pre-loved uniform shop, book club, a P&C Facebook page and operate the canteen one day each week.

National Schools Opinion Survey Result Highlights (NSOS)

The NSOS is conducted biannually. The latest survey was conducted in 2018. Students, parents and staff identified the following four common areas as strengths of the school:

- Learning environment/atmosphere of school
- Curriculum offered
- Staff and parents
- Friends (students)

The four most common areas when asked for ways the school could improve were:

- Onsite before/after school care service (parents/staff)
- More digital communication between school and community (parents)
- Upgrade facilities
- Senior playground (students/parents)

As a result of this survey the following have been implemented:

1. Onsite After-Hours School Care commenced. Burrendah OS Club was launched in Term 2. Numbers increased steadily over the course of the year.
2. An online newsletter, Burrendah Bulletin, was implemented in 2019. This format has been well received by the school community.





National Schools Opinion Survey Result Highlights (NSOS) – cont.

3. Connect was implemented as the main communication platform with parents. End of year 2019 student reports were only available electronically through Connect.
4. Cupboards were installed in wet areas in Cygnet Block (South) and Magpie Block (West). Rooms 4, 17, 18, 21, 22, 23 and 24 were enclosed from the wet areas. An OSHClub room was developed in Magpie Block. A shed was installed between the Canteen and Magpie block to house assembly and junior sport equipment. Swan Block Senior girls and boys' toilets were upgraded. The Undercover Area and verandah poles were painted. The outside of the toilet blocks in Cygnet, Magpie and Swan Block were also painted.
5. A senior playground was installed ready for 2020.

Teacher Practicums

Burrendah Primary School teachers continue to provide mentoring to student teachers from a number of universities. The student teacher practicums range from a few weeks to a full term.

Collaboration with Willetton Senior High School

Willetton Senior High School and Burrendah Primary School continued their close working relationship with programs such as:

- Year 11 and 12 students attending Burrendah Primary School to gain work experience towards their Certificate II Community Services qualifications.
- Japanese Gifted & Talented Program where identified Year 6 students attend weekly language lessons.

Collaboration with local primary schools

- Burrendah PS together with Rostrata and Willetton Primary Schools meet twice most terms to share learning through a combined professional development forum *Coffee Club*.





Collaboration with Universities

In a 6 month partnership with Curtin University, Burrendah Primary School hosts Curtin Speech Pathology clinical student placements under the supervision of a qualified Speech Pathologist.

The team:

- Work collaboratively with teachers on individual assessments, therapy sessions and whole class services to Pre-primary and Years 1-4.
- Assess speech and language skills using the Screen of Communication Skills (SOCS) screening tool with Kindergarten students to develop early targeted intervention with teachers and parents.

Rhyming; initial, medial and final sounds; blending and segmenting continue to be a focus.

Curriculum and Learning Initiatives



Mathematics

In 2019 teachers moved from streaming classes to teaching their own class in Mathematics. Teachers differentiate the curriculum by teaching ability groups within their own classroom.

During Numeracy Week a number of classes across the school had open classrooms where parents participated in mathematics activities. This event was well supported by our school community.

NAPLAN results improved for both Year 3 and Year 5, with both cohorts having a higher percentage of students in the top two bands than like schools. Year 3 Maths results attained the highest ranking in three years, achieving above expected results (green). While we are making progress, our NAPLAN means for Year 3 & 5 are one band lower than our Reading average. Lifting our Numeracy band to match our Reading results will continue to be a priority.

Our Year 4 teachers participated in a 12 month professional Maths Improvement Program. Results from diagnostic mathematical tasks combined with PATS Maths testing showed a significant improvement for this cohort. Through collaborative planning with Year 3 and 4 teachers, a cross year level focus was developed and supported by the programs resources. It was decided by staff to adopt the Back to Front Mathematics program across the school in 2020.



Literacy

The use of the guided reading strategy for Reading is now well established throughout the school. This is evidenced by data collected through a staff survey in the first term of 2019, as well as teacher observations by line managers and an international expert. (This consultant has been delivering professional development in guided reading at Burrendah over the last 3 years). Throughout 2019, teachers worked in their collaborative teams to develop a model for guided reading for their particular year level. The models follow the same basic structure, reflecting commonality in pedagogy, but are differentiated by the listing of specific skills and strategies to be taught in each year level. Teachers have updated their English curriculum files to reflect this common practice and the files are a resource for teachers who are new to the school or year level.

An additional \$10 000 was again provided to purchase sufficient sets of reading books, digital and print reading resources to cater for the school's growing student population and to ensure that series and sets were complete. All resources have been accessioned and organised appropriately to allow easy and efficient access for teachers to match reading material to the students in their classes. Regular and systematic assessment of reading progress is enabling teachers to ensure that students' reading needs are being met. Close collaboration with EAL/D staff, learning support teachers and Education Assistants provide support for children who require extra assistance.

The 'Seven Steps to Writing Success' programme has been adopted by teachers of Years 2-6. This has been enhanced through the purchase of online access to the 'Seven Steps' website which contains a plethora of teaching ideas and resources. One class teacher has received extra training in the 'Seven Steps' process, making her a 'lead teacher' in this area and she is providing mentoring and assistance with this programme. Teachers in K-1 are beginning to implement the 'Talk For Writing' programme.



Technology

After extensive professional learning in 2017 – 2018 teachers are now more confident in the implementation of the Digital Technologies and Design and Technologies curriculum. Teachers work collaboratively to design challenging and engaging projects which focus on creating solutions to realistic problems. These projects are linked across several learning areas which further enhance student engagement and application of skills, knowledge and understandings.

During 2019, we researched a range of schools that were leaders in the area of Technology. As a result of our research we have decided to only purchase/lease iPads and move away from notebooks and desktop computers. This decision was based on interactivity of software, reliability over time, access to professional learning, technical support mechanisms, affordability and collective sharing of curriculum support across the Roe Network.

In our school Business Plan, we have made a commitment to investigate and consult to determine if we will have a Bring Your Own Device (BYOD) program in future years. This consultation/investigation will commence in 2020.

Recently we have liaised with Winthrop Australia to provide on-going coaching of classroom teachers in the effective use of iPads to enhance student learning throughout 2020. It is also envisaged that key teachers will run workshops for parents so they have a better understanding of how digital tools can be used within the classroom to engage students and prepare them for the future workplace.

We have started a five year renewal process for our Interactive White Boards (IWB) which are reaching the end of their life span. Replacement boards use liquid-crystal display (LCD) technology which has a much greater life span and are generally more reliable than previous technology.

To ensure effective utilisation of these board's interactivity and software, we have engaged an external consultant to provide general training for staff in 2019 as well as intensive training for three teachers in Term 1, 2020. As a result of the intensive training, selected teachers will become certified trainers and be able to support all teachers across the school.



The Arts-Music

Burrendah Primary School has a robust music program directed by two music specialists. Students from Year 1-6 participate in this program as part of The Arts curriculum. Students in Year 3-6 learn the recorder as part of the classroom music program. To consolidate student musical literacy, students perform to music created by past composers as well as creating their own personal compositions.

At Burrendah, there is a Junior Choir comprising of 64 students from Year 1-3 rehearsing on Wednesday mornings before school at 7:45am; a Senior Choir comprising of 73 students from Year 4-6 rehearsing on Thursday mornings before school at 7:45am; a Wind Band comprising of 36 students from Year 5 & 6 rehearsing on Monday afternoons from 3:15pm – 4:15pm; an IMSS String Ensemble comprising of 25 students from Year 5 & 6 rehearsing on Monday mornings before school at 7:30am; a Chamber Strings Ensemble comprising of 15 students from Year 6 rehearsing on Tuesday mornings before school at 7:45am; a Recorder Ensemble comprising of 7 students from Year 4-6 rehearsing on Tuesday afternoons from 3pm – 3:45pm.

Our Choirs and Ensembles have a high profile in the school community performing regularly at school assemblies, ANZAC Day ceremony, Harmony Day evening, our end of year music concert, an IMSS Musical Soiree, the mini South Metro Sing Festival and the Massed Choir Festival (MCF) at the Perth Concert Hall. In 2019, two Burrendah PS students were successfully chosen from hundreds of students across numerous schools to represent our school as a soloist and a compere at the MCF.

The Instrumental Music School Services program (IMSS) at Burrendah PS offers a comprehensive instrumental selection of violin, viola, cello, double bass, guitar, flute, clarinet, trumpet, trombone and percussion. This is the largest variety of instruments that the IMSS offers at any one primary school. There are 94 students learning an instrument through our IMSS program.

Our highly successful Music Support Group, created as part of the P & C in 2018, provides the music teachers with support at musical events; choir uniform fittings, alterations, distribution and collection; and parent helpers for musical excursions. Fundraising by this group goes towards music resources. A music garment steamer was purchased this year to care for music uniforms.



The Arts-Visual Arts

Students from Year 1 to Year 6 engaged in the Visual Arts program with a specialist teacher as part of The Arts curriculum.

To celebrate Harmony day 2019, Burrendah Primary School displayed a collaborative exhibition at Southlands Shopping Centre, displaying one self portrait collage artwork from every student in Years 1-6.

Later on in the year, over 100 students across all year levels were selected to be involved in the 'Riverton Youth Art Awards' as part of a two week public art exhibition held at Stocklands Riverton Shopping Centre. Painting, drawing, ceramics and sculptural artworks were displayed, and three students from each year level were chosen as award winners. The exhibition was well received by students, parents, staff and the wider community.

In Term 4 a number of sculptural artworks were selected from each year level to be displayed in a 3D exhibition in the school hall for a week.

The Year 6 students spent over a term learning how to draw realistic portraits. This learning culminated in a realistic self portrait, which was displayed as a backdrop for their Graduation Ceremony in Term 4. Parents across the school favourably commented on the quality of the students' artwork.



Science

The focus for Science in 2019 has been on investigating procedures in the four strands of Earth and Space, Life and Living, Chemical Sciences and Physical Sciences. Learning opportunities are provided in Science for students to discover and gain understanding of science concepts as they work collaboratively to solve problems. Much of the program therefore is activity and 'hands on' based. In line with the Education Department Focus 2019 there has also been a focus on providing deliberate opportunities through the science program for students to develop general capabilities of critical thinking and creativity. STEM continues to be part of many of the challenges provided to engage all students.

Tasks and challenges that students undertake are often open ended providing differentiation. Students are encouraged to take the same task in different directions. Additional scaffolding is always provided for students who need it while the aim is to also extend and challenge the most academically able primary students. We celebrate all ideas and attempts and actively encourage curiosity and questioning. We move forward together with Open Mindsets to discover new things.

Technology is always a useful tool that is used regularly in Science to enhance learning and sharing of knowledge and understanding. Ipads, Smart board and digital photography are excellent tools for recording that have enhanced student confidence and ability to use digital technologies. 3D printers are incorporated into senior student lesson to give them experience using 3D print programs and allow them to learn how to use a 3D printer.

A group of senior students were also given opportunity to work with our Scientists in Schools partner who is a semi-retired physicist. Some students learned how to use an advanced animation and 3D print program while others were given opportunity to learn micro pressing and gained the skill of soldering when making models.

The highlight of 2019 was hatching chicken eggs. All students from Year 1 – Year 6 were highly engaged in observing the hatching process and took ownership of the care of the chicks that hatched. Due to overwhelming interest in the chickens not only from the students but the parent community, we have decided to keep three chickens as an ongoing learning activity for the students.



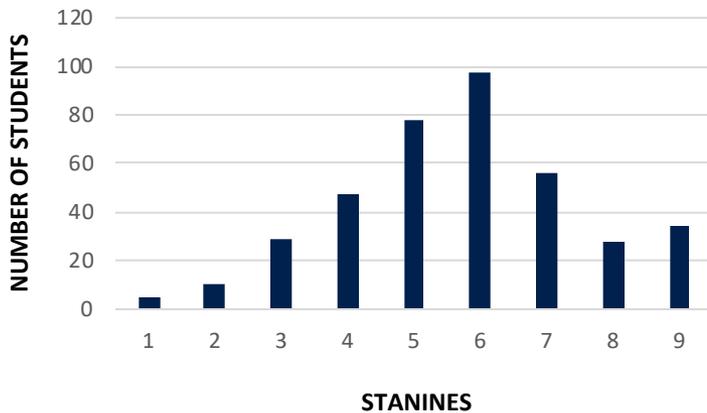
Science – cont.

In 2019 data was collected through Progressive Achievement Testing (PAT – Science). Data from the testing carried out in Term 4 this year is shown in the graph below.

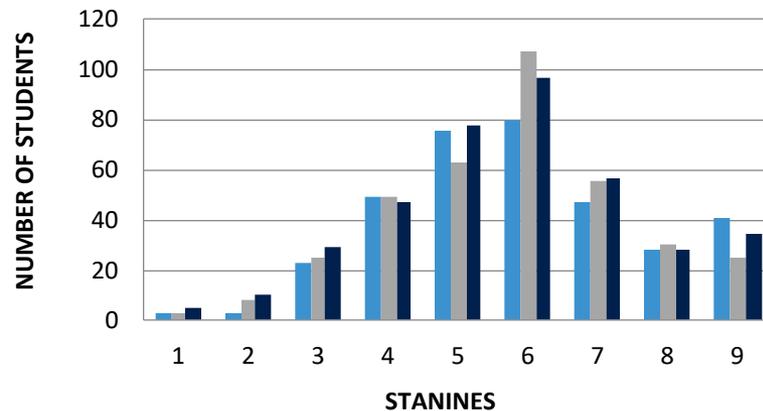
Results show the Stanines (a ranking that divides the total distribution of students into 9 categories with 5 being the midpoint). Stanines from Year 3 to Year 6 show that from the 384 students tested, 11% of students were below average, 58% of students were average and 31% were above average.

Comparing 2017, 2018 and 2019 we see similar overall results with more students moving into stanines 7,8 and 9. As this is a written test, students with poor literacy skills may not score results that are a true indication of their science knowledge and understanding

**PAT SCIENCE STANINES
YEAR 3 – 6 2019**



**YEARS 3-6 STANINES COMPARISON
2017, 2018 : 2019**





Students at Educational Risk (SAER)

During 2019 an Autism Coach and a trained Positive Partnership team became an integral part of the SAER team. With increased numbers of students requiring support, our school has been successful in being provided with increased School Psychology services commencing in 2020.

Through the School Review, it was decided that Gifted and Talented students needed further opportunities to be engaged in targeted in-school programs. This will be developed and offered during 2020. The school currently caters for students requiring extra support by providing a variety of programs within the school setting. These programs include Alpha to Omega, Multilit and focused literacy learning.



Junior Physical Education

The Junior Physical Education program in 2019 saw the continuation of a modified Perceptual Motor Program (PMP) for all Pre-primary students. The program explored a range of fundamental movement skills. The success of the program was reliant upon the assistance of Year 3 students mentoring the Pre-primary students. In the subsequent years of schooling (Year 1 and 2), the majority of the PE program was geared towards consolidation of the key skills taught in the Pre-primary year of schooling.

Classes from Years 1-3 participated in a weekly Physical Education program. The program included an explicit teaching approach using the Fundamental Movement Skills and Games Sense pedagogy. The skills of overarm throw, catch, punt and strike were a specific focus across these year levels. The goal of the program being that all students are deemed competent in the 22 Fundamental movement skills by the end of Year 3. The timetabled 15 minute block of Daily Fitness, in addition to 60 minutes of Physical Education each week has enormously benefited the continual improvement of these core skills in our Year 1,2 and 3 students. There was also a particular focus on building the overall cardiovascular fitness of the students by incorporating the Beep test and endurance running into the P.E and Daily Fitness program.



Junior Physical Education Highlights

In Term 2, Pre-primary students participated in the Department In-Term Swimming lessons. The Swim and Survive program seeks to increase students swimming and water safety skills and in addition develops effective swimming technique.

The P.E program was again a successful recipient of the Sporting Schools Grant, which continued to expose students to a wide variety of sports.

An organised lunchtime soccer competition for Year 2 and 3 students in Terms 2, 3 and 4 enabled students to learn new skills and game play.

Athletics season was again a highlight in Term 3. The support of the wider school community, the WSHS Year 10 and BPS Year 6 students helping on the day continues to be extremely valuable and welcomed.

The Skip a thon again continued to be a success, with the students from Pre-primary, Year 1,2 and 3 learning about the importance of participating in regular physical activity, while raising money for Daily Fitness sport equipment.

NAIDOC Week was the celebration of Aboriginal and Torres Strait Islander cultures. Students played games and participated in various activities that extended across warm ups, strengthening, running, throwing and catching and tracking.





Senior Physical Education

Physical Education specialist teachers provide comprehensive movement and physical skills to all year levels. The students focus on developing greater proficiency of movement across a range of skills and apply them with confidence and competence to a variety of physical activities. They combine skills to create movement patterns and apply strategies to achieve successful outcomes and broaden their knowledge of the benefits of physical activity in relation to health and well-being. Students are taught to include others and how to recognise the consequences of personal and team actions. They are encouraged to be more physically active and develop their understanding of fitness and goal setting. The students from Year 3 to Year 6 all train to participate in a Faction Cross Country Running Carnival.

The students are involved in programs that link to opportunities in which they apply their skills in the community. Specific coaching programs are provided through Sporting Schools and sports associations such as the WACA and WAFL. Mentor coaching is provided by students from Willetton Senior High School. Dance specialists teach all students, culminating in school performances. Students participate in swimming lessons at the local recreation centre and compete in a school swimming carnival. All students complete an athletics unit and display their skills in an Athletics Faction Carnival. The interschool sport carnival program provides the opportunity for students to apply their movement skills, develop their game strategies and develop their leadership skills in a community setting. They are encouraged to develop their responsibility and resilience, show respect and reach for their personal best, supporting the PBS program.



Senior Physical Education Continued...

In 2019, Burrendah students participated in a program aimed at increasing girl's involvement in sport. The AFLW engaged teachers to organise lunchtime coaching sessions for the girls to develop their skills, learn the rules and improve game strategies. The Year 5/6 team wore the Burrendah uniform with pride and were undefeated in their carnival competing against schools from the East and South Fremantle zones. The senior students represented the school in twenty teams over the year involving over a hundred students. They displayed great team spirit and fair play at all of the events. The girls' and boys' teams were successful in the Cricket and Soccer Carnivals qualifying for the State Finals.

All students are assessed on their physical movement skills and the results showed improvement in throwing, catching, striking and kicking. The application of those skills in team games and developing game sense improved.

Languages Other Than English

Year 3, 4, 5, and 6 participated in the Languages Program in Italian. Year 3 and Year 4 completed the new West Australian Languages curriculum. Year 5 and 6's continued with the existing WA curriculum program.

The Western Australian Languages Curriculum aims to develop the knowledge, understanding and skills to ensure that students:

- Communicate in the target language.
- Extend their literacy repertoires.
- Understand language, culture, learning and their relationship and thereby develop an intercultural capacity in communication.
- Develop understanding of and respect for diversity and difference, and an openness to different experiences and perspectives.
- Develop an understanding of how culture shapes worldviews and extend their understanding of themselves, their own heritage, values, culture and identity.
- Strengthen their intellectual, analytical and reflective capabilities, and enhance their creative and critical thinking skills.
- Understand themselves as communicators.

Assessment of the Language Curriculum involves providing the students with opportunities to communicate in the language they are learning and to demonstrate their understanding of the language needed for effective and intercultural appropriate communication.

This year students were involved in variety of interactive strategies including cooking, drama, a fashion parade, and creating dioramas of an Italian piazza. An Italian performance was held by Commedia Academy of Australia demonstrating Italian Commedia Dell' Arte techniques which has influenced western theatre since the Middle Ages.





Positive Behaviour Support (PBS)

Our focus has been on Branding and Curriculum. After establishing our whole-school program in 2018, we set out to finalise the Behaviour Matrix with input from all stakeholders, before writing the curriculum.

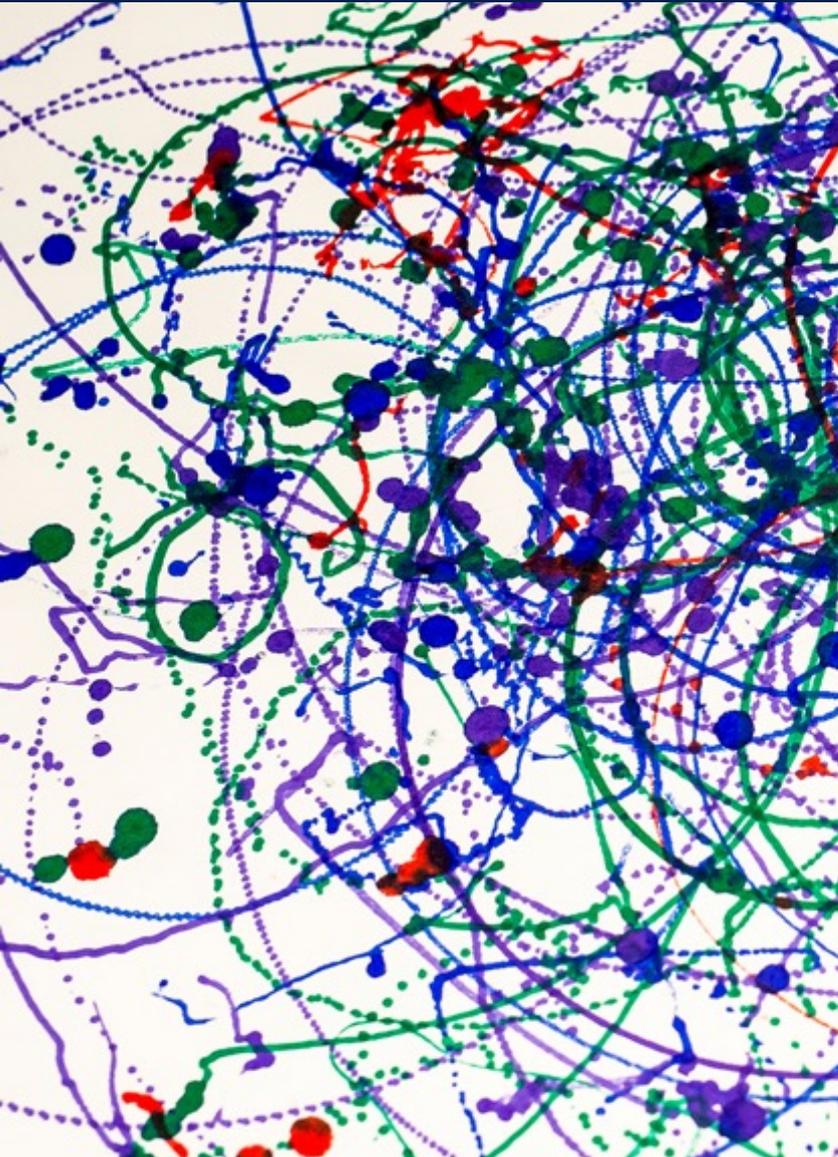
Curriculum lessons were written and trialled in Semester 2. The Behaviour Expectations from the matrix formed lessons, with Responsibility taught in Term 3 and Respect Term 4. Following a new lesson format, teachers and students covered expectations once a week. Lessons included videos created by staff which modelled to students the desired behaviours. By the end of the year, curriculum had been written for the 4Rs (Respect, Responsibility, Resilience and Reach).

At the start of 2020, teachers and students will begin a new format where Expectations are introduced and developed over the course of a week. This allows the 4Rs to be covered in classrooms over the course of a year with a different focus each fortnight.

Branding for PBS was a major focus in 2019. With input from students, staff, parents and the community, a decision was made to use the black swan (taken from our school logo). With the 4Rs the inspiration for artwork design, the committee consulted a community artist to produce images based on the school community's suggestions. What resulted were images for each of the 4Rs which highlight the importance of each Behaviour Expectation.

From 2020, the new branding for PBS will be incorporated within the school's business plan, within classrooms, on school walls, newsletters, merit awards and classroom/school rewards. The PBS program, a whole-school approach to academic and behavioural outcomes, now has a strong brand to support the curriculum teaching and learning which is forming a strong culture at Burrendah PS.

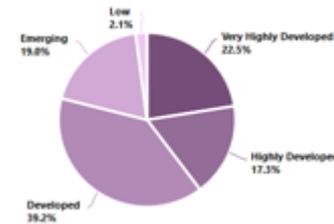
School and Student Achievement



Social and Emotional Results

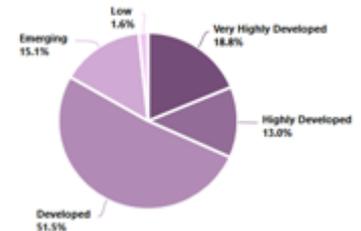
Students from Year 2 to Year 6 completed PATS Social-Emotional Wellbeing testing. The survey measures two areas of social emotional development. Feelings & Behaviours which measures the extent to which students experience both positive emotions and behaviours and negative emotions and behaviours. The second area of the survey, Internal Strengths, focuses on students' values, self-awareness and self-management of social emotional and learning.

Feelings & Behaviours



	No. of students	Percentage
Very Highly Developed	109	22.5
Highly Developed	84	17.3
Developed	190	39.2
Emerging	92	19.0
Low	10	2.1

Internal Strengths



	No. of students	Percentage
Very Highly Developed	91	18.8
Highly Developed	63	13.0
Developed	250	51.5
Emerging	73	15.1
Low	8	1.6

Staff attended Mindfulness professional learning for adults and have decided to use *Mindup Curriculum* to address students feelings, behaviours and internal strengths across the whole school commencing in 2020.

National Quality Standard (NQS)

In Western Australia the National Quality Standard (NQS) provides an assessment framework for Kindergarten to Year 2. While these best practices focus on the Early Years it is acknowledged that whole school practices also become compliant for all year levels in the Quality Standard areas.

NQS self review rated our school as meeting 5 out of 7 standards. The Quality Area 2 (Children's health and safety), Quality Area 4 (Staffing arrangements), Quality Area 5 (Relationships with children), Quality Area 6 (Collaborative partnerships with families and communities) and Quality Area 7 (Governance and leadership) are meeting the required standard.

As a school our focus areas for improvement are Quality Area 1 (Education program and practice) and Quality Area 3 (Physical environment). While we had raised our school expectations there were some aspects needing further development.

We are currently reviewing our Early Childhood practices and have developed an Early Childhood philosophy with a focus on quality play. In 2019 we reviewed our Physical Environment and began to make improvements which we will continue as a focus in 2020 and beyond. This important area of the physical environment has been embraced in the middle/upper years with the newly installed Senior playground. Toilets within the Senior block were upgraded to a higher standard which improved personal privacy and are aesthetically pleasing for students. Planning for future toilet upgrades will occur across the school.

The focus on Quality Areas 1 and 3, will continue to ensure we maintain our current teaching and learning practices.





On Entry Testing

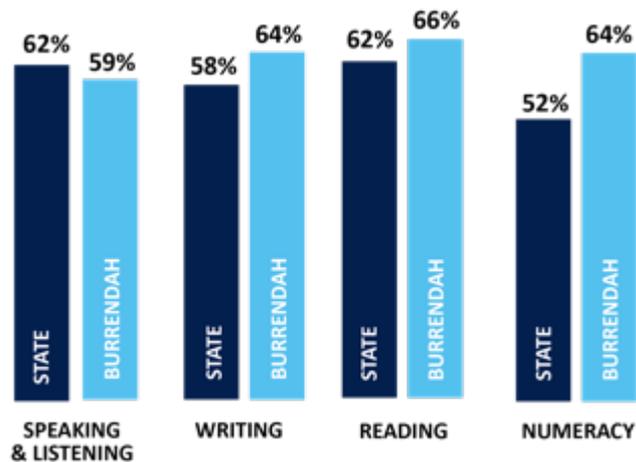
All Pre-primary and Year 1 students participate in Literacy and Numeracy On Entry testing in Term 1.

In 2019 new achievement scales were introduced to provide schools with information which assists schools to further analyse and interpret the data. This data is presented as progression points rather than a score as was used in previous years.

Pre-primary students achieved results in Reading with 66% as compared to 62% for the State. Writing results were 64% as compared to the State at 58%. Numeracy has continued to show higher achievement at 64% than the State at 52%. Speaking and Listening were once again slightly lower with achievement at 59% as compared to the State at 62%. An area of focus for 2020 will be Speaking and Listening with the Pre-primary staff being supported by Fremantle Language Development Centre.

Our median progression points scores achieved in Year 1 were the following:

Speaking and Listening 63%, Reading 59% and Writing achievement of 52% above the median scores. Numeracy achievement was 39%. Mathematics will be a whole school priority focus for 2020.



2019 Pre-Primary On Entry Testing Results

NAPLAN – My Schools Comparison

We use two types of data sets when comparing NAPLAN. These are: similar schools using an Australian school context such as My Schools Website and similar schools using a Western Australian (WA) context.

From 2019 on, My School Website school's performance is compared to the performance of all students with a similar background across Australia. Students have a similar background as determined by parental occupation and education, Indigeneity and geographic location.

The table shows the percentage of Year 5 students who achieved above average progress, compared to students of a similar background and who had the same starting score on their previous NAPLAN test in Year 3. Results for 2017-2019 progress shows we are within (close to) the expected range with particular pleasing growth for Reading and Numeracy.

= Within the expected range = Below expected range

	2015-2017	2016-2018	2017-2019
Reading	44	44	57
Writing	51	56	55
Numeracy	38	45	53



NAPLAN – WA School Comparison

We achieved our target to increase the percentage of students achieving moderate/moderate assumed or higher, according to WA schools for Year 3 Reading and for both Reading and Numeracy in Year 5.

Year 5	2018	2019
Reading	74.4	81.6
Numeracy	70.7	80

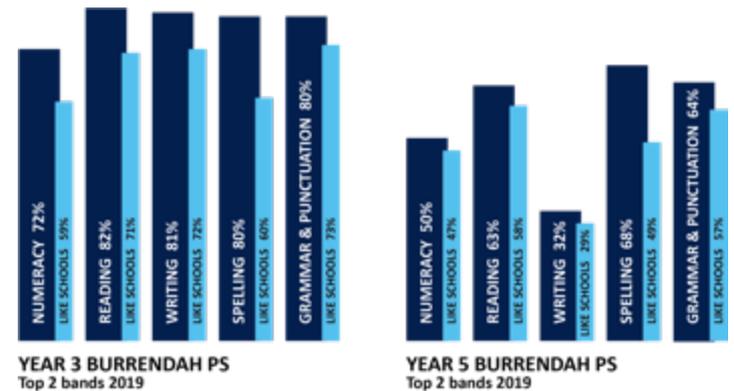
Year 3	2018	2019
Reading	90.7	94.2
Numeracy	92.6	90.1



NAPLAN – WA School Comparison – cont.

Our academic results, as in past years, remained consistently high. We achieved our target of having a higher percentage of students achieving in the top two bands for all areas in Year 3 and 5 when compared to like schools in WA as shown in the graphs below.

A continued focus is to attain more areas in the highest possible level of higher progress and high achievement for Year 3 to Year 5. This was achieved for Spelling with Grammar & Punctuation, very close to also being the highest quadrant when compared to Australian schools.





Teacher Moderation

Teachers of like year levels across the school regularly met in collaborative DOTT time with a designated year level coordinator. A Kindergarten to Year 1 team releasing approximately eight early childhood teachers to work together was maintained.

Grade moderation across year level classrooms is now well developed. Moderation when comparing grades to NAPLAN results will continue as a focus.

Teachers from Kindergarten to Year 6 are become more familiar in using Brightpath as a Writing tool to enhance teacher judgments.

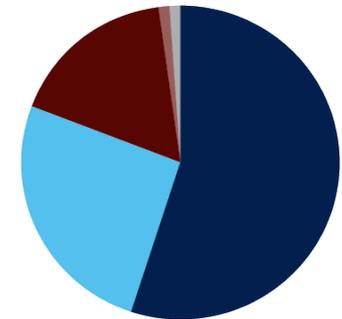
Financial Reporting at 31 December 2019

REVENUE - CASH

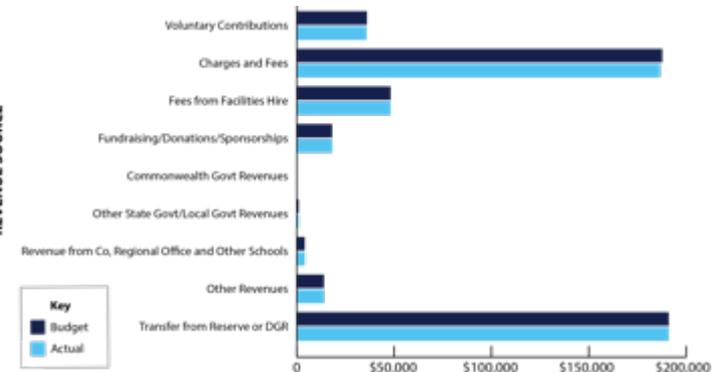
	BUDGET	ACTUAL
1 Voluntary Contributions	\$ 36,025.00	\$ 35,801.50
2 Charges and Fees	\$ 187,678.00	\$ 186,677.67
3 Fees from Facilities Hire	\$ 48,185.00	\$ 48,184.55
4 Fundraising/Donations/Sponsorships	\$ 18,159.00	\$ 18,159.32
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7 Revenue from Co, Regional Office and Other Schools	\$ 4,095.00	\$ 4,094.88
8 Other Revenues	\$ 13,959.00	\$ 13,961.97
9 Transfer from Reserve or DGR	\$ 191,042.00	\$ 191,042.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 500,143.00	\$ 498,921.89
Opening Balance	\$ 56,715.55	\$ 56,715.55
Student Centred Funding	\$ 614,800.00	\$ 614,800.00
Total Cash Funds Available	\$ 1,171,658.55	\$ 1,170,437.44
Total Salary Allocation	\$ 5,487,697.00	\$ 5,487,697.00
Total Funds Available	\$ 6,659,355.55	\$ 6,658,134.44

CURRENT YEAR ACTUAL CASH SOURCES

- **55%** Student Centred Funding
- **26%** Locally Raised Funds
- **17%** Transfers from Reserves
- **1%** Other
- **1%** Other Govt Grants

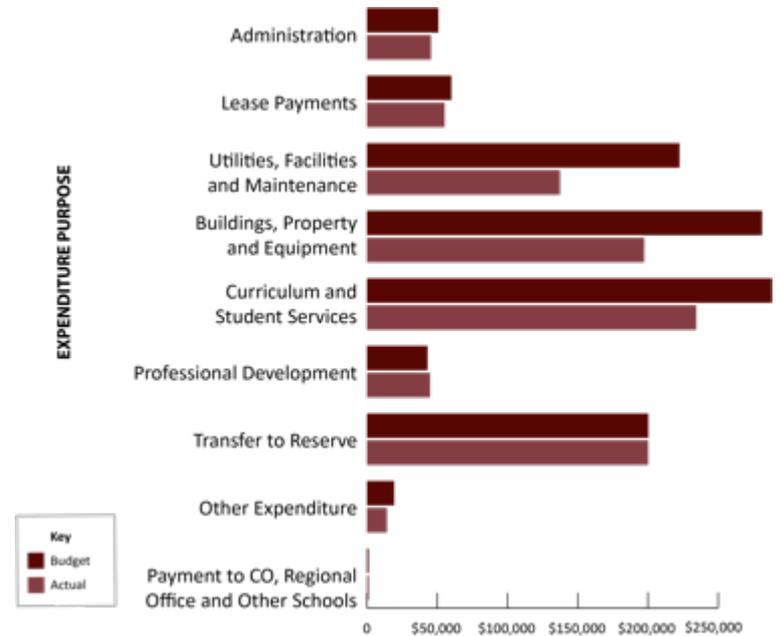


REVENUE SOURCE



EXPENDITURE	BUDGET	ACTUAL
1 Administration	\$ 50,765.00	\$ 45,442.88
2 Lease Payments	\$ 60,000.00	\$ 55,210.52
3 Utilities, Facilities and Maintenance	\$ 222,235.00	\$ 137,241.39
4 Buildings, Property and Equipment	\$ 280,895.00	\$ 197,082.58
5 Curriculum and Student Services	\$ 287,617.00	\$ 234,107.81
6 Professional Development	\$ 43,064.00	\$ 44,843.82
7 Transfer to Reserve	\$ 200,012.00	\$ 199,942.00
8 Other Expenditure	\$ 19,364.00	\$ 14,140.80
9 Payment to CO, Regional Office and Other Schools	\$ 1,100.00	\$ 1,100.00
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 1,165,052.00	\$ 929,111.80
Total Forecast Salary Expenditure	\$ 5,300,076.00	\$ 5,300,076.00
Total Expenditure	\$ 6,465,128.00	\$ 6,229,187.80
Cash Budget Variance	\$ 6,606.55	

CONTINGENCY REVENUE – BUDGET vs ACTUAL





CASH POSITION AS AT:

Dec 2019

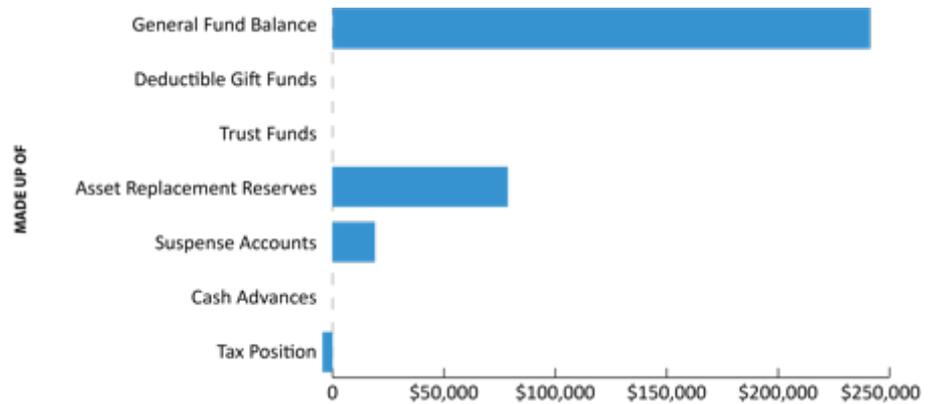
Bank Balance \$ **334,741.99**

MADE UP OF:

1 General Fund Balance	\$ 241,325.64
2 Deductible Gift Funds	\$
3 Trust Funds	\$
4 Asset Replacement Reserves	\$ 78,781.85
5 Suspense Accounts	\$ 19,149.50
6 Cash Advances	\$
7 Tax Position	-\$ 4,515.00

Total Bank Balance \$ **334,741.99**

CASH POSITION





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