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# ANNUAL REPORT 2020

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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 2020 school year.***

While 2020 delivered unprecedented challenges it also provided opportunities to look at schooling differently. Students, parents and staff of our school community overcame many challenges through perseverance, resilience and the ability to adapt. COVID-19 was recognized as a pandemic mid-March, 2020. Late Term 1, the majority of students commenced *Learning from Home* and a number of our staff *Worked from Home*. In Term 2, students and all staff returned to school. Cleaners cleaned throughout the school day. In Term 3 parents/guardians farewelled their child at the school gate as there were restrictions on adults being permitted on school grounds. In Term 4, Phase 4 was introduced and governed school procedures.

I would like to recognize the leadership of Board Chair Brad Warburton throughout the year. His knowledge and expertise based on his close association of state COVID-19 procedures enabled Burrendah Primary School to cope effectively within the restrictions. Despite COVID-19, the curriculum was taught to each year level by the end of the school year. We continued to implement our school business plan. Our school received substantial funding to install operative walls in a number of classrooms, as well as upgrade wet areas and two student toilet blocks. While NAPLAN was cancelled Burrendah Primary School continued with our whole school assessment schedule in Literacy and Numeracy. Results from these assessments demonstrated that our students continue to achieve well and are making pleasing progress across the year levels.

Our continued successes are a result of the combined hard work and commitment of the students, parents, staff and our wider community. In 2021 we will build on this work and continue to seek ways of supporting our school community in a world that continues to deal with the challenges of COVID-19.

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 2020 Burrendah School Annual Report on behalf of the Board.***

I wish to acknowledge my fellow Board members, consisting of nominated staff, parents, community members, and Burrendah Primary School leadership representatives, for their remarkable efforts in overcoming the many challenges experienced during 2020, the year of the COVID-19 pandemic.



I am at the forefront of COVID-19 operations in my professional employment, developing policies and operationalising COVID-19 safety strategies within the broader community. The Board fully supported the decisions to follow the health advice and restrictions to protect our student's health and safety; these decisions demonstrated our Burrendah Primary School community's flexibility, resilience, and care for one another.

Throughout 2020, the Burrendah Primary School leadership team and staff guided the transition to remote learning, virtual gatherings, and Board meetings in a profoundly thoughtful, collaborative, and creative way. Burrendah Primary School continually promoted collaboration with parents and students in non-traditional ways, creating a solid foundation to communicate in a crisis. The welcoming of students and parents at the front gate, *Open Classrooms*, and *Connect* to promote parent/teacher communication has further helped develop children of all ages' resilience and independence.

Our focus for 2021 will be to re-engage with the school community whilst we continue to be challenged by the effects of COVID-19, reflect on where we can improve, and continue to develop the interests of Burrendah Primary School.

I wish to thank the outgoing Board members: Grant Gernhoefer, Tim Stanton-Cook, Alaina Downing, and Jane Earnshaw. Thank you for your commitment and contribution to Burrendah Primary School.

With new Board members commencing in 2021, I look forward to the Board continuing to guide and support exciting new initiatives that enhance student outcomes and continue to promote Burrendah Primary School being a remarkable Independent Public School.

# Student Enrolment

## Enrolment

Student enrolment numbers from Kindergarten to Year 6 increased from 657 at Census to **689** students over the course of 2020. Students, including siblings, are required to reside in our local intake area to be guaranteed a placement at Burrendah Primary School.

The majority of new students enrolled in Semester 1 were in the senior classes with 21 Year 5 students enrolled during the year. This meant Year 4 to Year 6 classes were restructured at the start of Term 3. This increased the number of classrooms from 25 to 26 across the school.

In 2021, we will retain a 26 classroom structure at the beginning of the year to allow for enrolment growth during the year.



## Our Diverse Community

Over the last 20 years, Burrendah Primary School has been privileged to educate students from diverse cultural and linguistic backgrounds. 2020, was no different in this respect as 61% of our students had a language background other than English, a 3% increase from 2019. The noticeable difference was not having students arriving from overseas throughout the year due to the COVID-19 restrictions on immigration.

English as an Additional Language or Dialect (EAL/D) students needing support were assisted, monitored and nurtured by their classroom teachers with the help of our team of specialist EAL/D teachers and education assistants. The EAL/D team worked within classrooms, with small withdrawal groups and also provided one-one support to focus on students who needed targeted support. Students were slowly released from the program as their skills improved and could demonstrate satisfactory results independently. EAL/D staff timetables were adjusted each term to meet the changing needs and priorities.

With community assemblies and Parent Network group meetings cancelled, we used the time allocated for these programs to target selected students and provide intensive instruction and support to improve their literacy and English language skills, achieving some outstanding results.



## Our Diverse Community – cont.

Burrendah Primary School has always celebrated its cultural diversity as a whole community tapping into our rich parent resources to share their talent, knowledge and culture. Unfortunately we were unable to continue this in 2020 with programs such as Culture Club, EAL/D Parent Network group and Harmony Day celebrations cancelled due to the pandemic and depending on COVID-19, we hope to reinvigorate the programs in 2021.

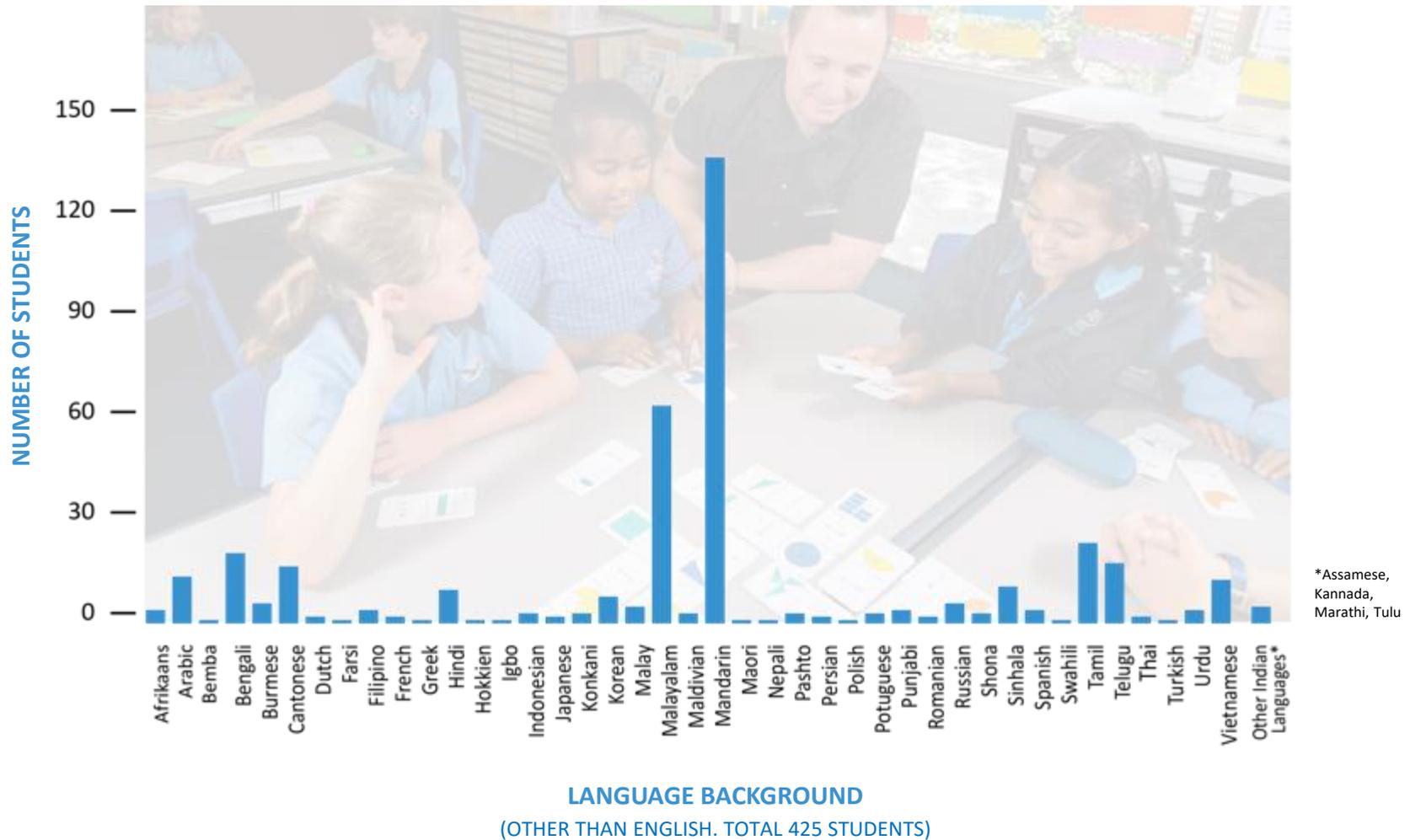
We maintained our goal of celebrating and sharing our diverse cultures by providing classroom teachers with information, materials and support during significant cultural celebrations such as Chinese New Year, 'Eid, Diwali, NAIDOC Week and Christmas. This enabled our students to share their own culture as well as learn and appreciate their friends' cultural and religious beliefs/practices through age appropriate activities and lessons.

While our communication with parents and extended families was kept to a minimum last year, EAL/D staff played a critical role during the early days of the pandemic by assisting a number of our families' access Connect communications during the critical weeks of *Learning from Home* in Term 1 and early Term 2. A Mandarin speaking Connect group was launched with translated documents to keep parents informed during these unprecedented times. We will relaunch this Connect group again in 2021 to keep this line of communication open.



## Our Diverse Community – cont.

We have a very culturally diverse community, with over 45 languages other than English, spoken by our students. Our supportive and welcoming learning environment recognises and celebrates this diversity.



# Engaging our Community



In the 2020 National School Opinion Parent Survey 89% of respondents stated Burrendah Primary School had dealt effectively with COVID-19. While families commented they were feeling disconnected from engaging in school personally, they were highly supportive of the way Burrendah Primary School handled the crisis as demonstrated by written statements of parents below.

*"Very grateful for the excellent professionals from BPS."*

*"I appreciate and thank all the teachers and staff at BPS."*

*"I think the school/teachers/leadership continued to do the best they could to keep the kids and school community calm, informed and safe."*

*"COVID-19 has not changed anything about the school. They continue to provide an excellent standard of schooling despite the challenges."*

## School Board – Providing Excellent Governance

The Burrendah Primary School Board continued to work effectively as the peak decision making body of the school. During COVID-19 the Board maintained its commitment to the school and met online via Webex when they were unable to meet face to face.

The Board had significant input into development of our COVID-19 plan and the feasibility of a Bring Your Own Device Program.

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

*“Increasing the number of nominations for positions on the School Board”* is a business plan target. While positions were filled for parents and staff on the Board, nominations did not exceed the number of positions. Filling the Board Community Member positions were put on hold due to COVID-19.

The Board Chair and a P & C representative attended the Student Leaders Forum in Perth with our student leaders.

The Board reviewed and revised the Class Placement Policy. A set of Frequently Asked Questions was developed for parents/guardians and can be viewed on the Burrendah Primary School website.

The Out of Hours School Care (OHSC) company OSH Club, completed their lease. Camp Australia were selected by the Board as the OHSC service provider from 2021.

The Board looks forward to 2021 in building on its effective partnership with the school, dedicated to provide the best learning experience for all students. A key focus will be refreshing the strategic direction and developing the next 3-year business plan.





## Supportive Parents and Citizens Association

The Parents and Citizens Association (P&C) supports the education of all of our students and is keen to promote parent interaction in the school.

Despite COVID-19 and being unable to meet regularly in Semester 1, the P&C continued to volunteer their time to provide greatly appreciated support to the school, including fundraising to assist with projects such as the purchase of spheros, iPads and library books.

*“Increasing the number of nominations for positions on the P&C”* is a business plan target. While all positions were filled and the Treasurer/Secretary role combined, nominations did not exceed the number of positions.

The P&C through the assistance of volunteers, run a pre-loved uniform shop, book club, a P&C Facebook page and music support group.

The P&C moved from operating the canteen one day each week to organising for a Willetton Senior High School (WSHS) service provider to operate their canteen on Wednesdays.

A focus for 2021, is to complete the senior playground upgrade with the installation of a large swing set.

## National Schools Opinion Survey Result Highlights (NSOS)

The NSOS is conducted biannually. The latest survey was conducted in 2020. There were 195 parent responses, a significant increase from the survey conducted in 2018. Students, parents and staff identified the following four common areas as strengths of the school:

- Students like being at school
- Students feel safe at school
- Teachers at this school are good teachers
- The school looks for ways to improve

The following are NSOS targets in our business plan:

1. *“Increasing the percentage of students who agree with the statement, “I like being at my school” from the category Neither Agree or Disagree (3.9 in 2018) to the category Agree (4.0 and above in 2020)”*. Pleasingly students increased their rating to 4.0 Agree.
2. *“Increasing the percentage of parents completing school surveys such as the National School Opinion Survey by 10%”*. In 2020, 48 more adults completed the NSOS.
3. *“Increasing the percentage of parents who agree with the statement, “This school takes my opinions seriously” by moving from the category Neither Agree or Disagree (3.8 in 2018) to the category Agree (4.0) in 2020”*. This target has not yet been met with the rating of 3.8 continuing for 2020. In 2021 we will continue to seek information from our parents to further align schooling at Burrenda Primary School with our community context and within Department of Education policy.





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

As a result of this survey the following are being implemented:

1. A new front entrance at Pinetree Gully Road.
2. Continue to seek ways to re-engage the community during and post COVID-19.
3. Continue to seek feedback from the parent body on matters pertaining to them.
4. Revise the format and type of student acknowledgment and rewards.

## Teacher Practicums

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

A practicum student was employed at Burrendah Primary School as a graduate teacher for 2021.

## Collaboration with Willetton Senior High School (WSHS)

WSHS 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. Throughout 2020, 300 WSHS students were a part of the Community Links Program where WSHS students assisted in classrooms for a term.
- Japanese Gifted & Talented Program where identified Year 6 students attended weekly language lessons.
- Selected Instrumental Music School Services (IMSS) students attended music lessons at WSHS.



# Curriculum and Learning Initiatives



## Mathematics

In 2020, Burrendah Primary School staff elected to commence whole school teacher training using Back to Front Mathematics based on the successful participation of selected staff in a 2019 coaching program. Back to Front Mathematics is a contemporary, evidence-based approach to Mathematics. Engagement in this whole school program will provide common and consistent practices across the school.

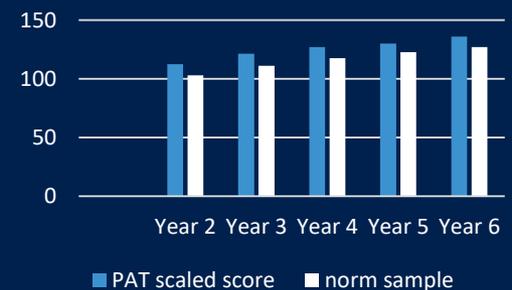
In 2021, further professional learning will continue as COVID-19 delayed face to face learning of this program. The training will include online training and classroom demonstrations from trainers across Australia.

The pandemic interrupted the annual NAPLAN assessment which provided data on the Mathematics achievement and progress of student in Year 3 and 5.

All students in Year 2 to 6 completed the annual PATS Mathematics assessment. As indicated in the graph below, PATS results have once again shown that students at Burrendah Primary School are performing above the average norm sample range as compared to other Australian schools.

Burrendah Primary School was selected to have photographs taken of students and their teachers to promote Brightpath Mathematics across the state. Brightpath is a teacher assessment tool.

Maths PATS Scores





## Literacy

The whole school guided reading approach is now well established across the school. Throughout 2020, teachers worked in their collaborative teams to implement their year level's agreed model for guided reading. These models have the same basic structure, with a common pedagogy, but are differentiated for each year level to detail the specific skills and strategies to be taught.

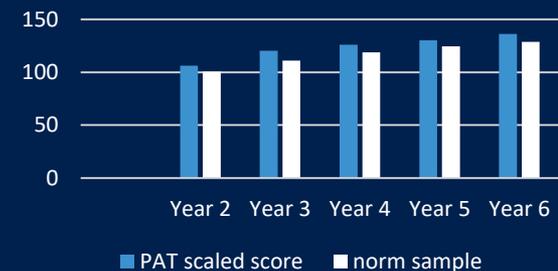
Regular and systematic assessment of reading progress through PM benchmarks and PAT testing enabled teachers to ensure that students' reading needs are being met. Term 4, 2020 PATS Reading results for each year level from Year 2 to Year 6, indicate Burrendah Primary School continues to be consistently above norm results in Reading as compared to other Australian schools.

To support our reading programme in pre-primary to Year 3, home reading resources were purchased in 2020. Over 400 new home readers were accessioned and put into circulation in the junior classes. Numerous hours were spent by staff stocktaking, levelling and organising the existing 3000+ books to identify shortages and areas of need. This was followed up with ordering new resources, labelling and reorganising the revitalised library to ensure teachers had an easily tracked and workable system. We have identified this is an area that will require continued funding to replace the portion of the home readers that are outdated.

The 'Seven Steps to Writing Success' programme has continued to be utilised by teachers of Years 2-6. This was enhanced through the purchase of online access to the 'Seven Steps' website which contain a plethora of teaching ideas and resources. An additional 5 teachers received training in the 'Seven Steps' process, and this will continue to be a training priority for any teachers new to the programme in 2021.

A number of teachers in kindergarten to Year 1 attended training in the 'Talk for Writing' programme. This programme was then implemented in these classrooms during 2020. COVID-19 delayed the training for additional early childhood teachers. Training will be accessed for these staff when it becomes available in 2021.

Reading PATS Scores



## Technology

In 2020, after an extensive review of the Bring Your Own (BYOD – iPad) program, the School Board recommended that this program commence in Year 4 for 2021. At the end of 2020, a number of workshops for parents were run to provide parents with the necessary background information to support the successful implementation of this program.

Throughout the later part of the year we provided education forums whereby parents were invited into school to see how the students were using their iPads within the classroom. This program was conducted in 15 classrooms ranging from pre-primary to Year 6 with teachers and students of these classes being supported with an external ICT coach.

In terms of teacher training, Year 4 teachers have attended a range of professional learning opportunities in recent years and have also completed their Apple Teacher Certificate. We have enlisted the support of Winthrop Australia's professional learning coach, Michelle Forrest, to train teachers and students in the use of these devices as an effective learning tool.

In Term 1 next year, these students will focus on how to use the basic functions of the iPad and productivity apps, such as Pages, Number, Keynote, Garage Band, Clips and iMovie. As the school moves away from desktops and notebooks we have been replacing existing leases with iPads across the school. This is to streamline our infrastructure and device setup across the school and from a students' perspective, provide a more consistent learning platform throughout primary school.

By 2023, our aim is that students from Year 4 – 6 will bring their personal iPad to school and the school will continue to provide iPads on a shared basis from kindergarten to Year 3. In addition to this, we will continue to replace our ageing Interactive White Boards with up-to-date LCD screens.





## The Arts-Music

Burrendah Primary School has a robust music program directed by a music specialist. Students from Year 2-6 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, consolidating student musical literacy, performing music created by past composers and creating their own personal compositions.

At Burrendah Primary School, the following instrumental music groups operated each week:

- Junior Choir comprising of 58 students from Year 1-3 rehearsing on Wednesday mornings before school at 7:45am
- Senior Choir comprising of 68 students from Year 4-6 rehearsing on Thursday mornings before school at 7:45am
- Wind Band comprising of 20 students from Years 4, 5&6 rehearsing on Monday afternoons from 3:15pm-4:15pm
- Instrumental Music School Services (IMSS) String Orchestra comprising of 28 students from Year 5&6 rehearsing on Monday mornings before school at 7:30am
- Chamber Strings Ensemble comprising of 15 students from Year 5&6 rehearsing on Tuesday mornings before school at 7:45am
- Recorder Ensemble comprising of 13 students from Year 4-6 rehearsing on Tuesday afternoons from 3:00pm-3:45pm

The IMSS programme at Burrendah Primary School 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 91 students learning an instrument through our IMSS program.

## The Arts-Music – cont.

Due to COVID-19, our choirs and ensembles didn't perform publicly as regularly as in past years however, they still performed in our end of year Music Concert and an IMSS Musical Soiree in Term 4. Measures were taken so that seating for parents enabled social distancing and attending numbers limited to a maximum of 200 adults. The Massed Choir Festival (MCF), previously held over 9 nights inside the Perth Concert Hall, was replaced with a MCF Sing Day outside the Perth Concert Hall. Parents were unable to attend this performance, however it was filmed and placed on a private YouTube channel for parents to watch. One Burrendah Primary School student was successfully chosen from 1500 students across numerous schools to represent our school as a soloist at the MCF Sing Day 2020.

On the last day of the year, senior students from WSHS performed a selection of Christmas Carols for our students and staff as a fun interactive in-school activity. All students learnt three carols to sing along with the high school band. This is the second year that the WSHS students have performed for our students. Such events help to promote the strong relationship between our two schools. It has been a very popular and enjoyable festive activity for the last day of the year.

Our highly successful Music Support Group, created as part of the P&C in 2018, provided the music teacher with support at musical events; choir uniforms (fittings, alterations, distribution and collection); and parent helpers for musical excursions.





## The Arts-Visual Arts

Students from Year 1 to Year 6 engaged in the Visual Arts program which included drawing, painting, printing, collage, sculpture, ceramics and fibre/textiles, as part of The Arts curriculum.

Student artwork was regularly displayed in the School Hall, Reception, classrooms and Library, throughout the year. To celebrate Harmony day 2020, students participated in a collaborative artwork 'Every Heart Needs Art.' Each student created their own 'Heart' artwork representing why art was an important part of their life. These colourful hearts were used to create hanging mobiles, which were showcased around the school.

In Term 4, all students who participated in the Art Programme exhibited ceramic artworks as part of the End of Year Awards ceremonies. The display was well received by students, parents, staff and the wider community.

A large Swan Sculpture was completed by the Visual Arts Specialist, with help by the students and was unveiled at Awards Ceremonies in Term 4.

Don't forget to follow our Art Room Instagram page for regular updates and photos!

[@burrendah\\_primary\\_art](https://www.instagram.com/burrendah_primary_art)



## Science

The focus for science in 2020 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 programme therefore, is activity and 'hands on' based. There continues to be a focus on providing deliberate opportunities through the science program for students to develop general capabilities of critical thinking and creativity. In line with the Education Department Focus 2020 to engage all students in STEM, there has been a concentrated effort to use this as a vehicle for science challenges.

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. The smartboard, iPads, 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 lessons to give them experience using 3D print programmes 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.

Our chickens have continued to provide learning opportunities for all students and involvement of parents caring for chickens on weekends and during holidays. The garden club provides opportunity for students to grow edible crops and gain an understanding of food production. Keeping compost tumblers and worm farms demonstrated the value of recycling and reusing. Despite COVID-19 restrictions we were able to provide an exciting and interactive Forensic Science in school activity for students.



## Science – cont.

In 2020 data was collected through Progressive Achievement Testing (PAT – Science). Data from the testing carried out in Term 4, 2020 is shown in the graph on the following pages.

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 386 students tested, 13% of students were below average (Stanines 1-3), 50% of students were average (Stanine 4-6) and 37% were above average (Stanines 7-9).

Comparing 2017, 2018, 2019 and 2020 we see similar overall results with a continued trend of more students moving into the top 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.

When comparing our results with other schools that have used the PAT-Science, Burrendah Primary School is achieving pleasing results across all Year levels 3-6, especially the Year 6 group of students.



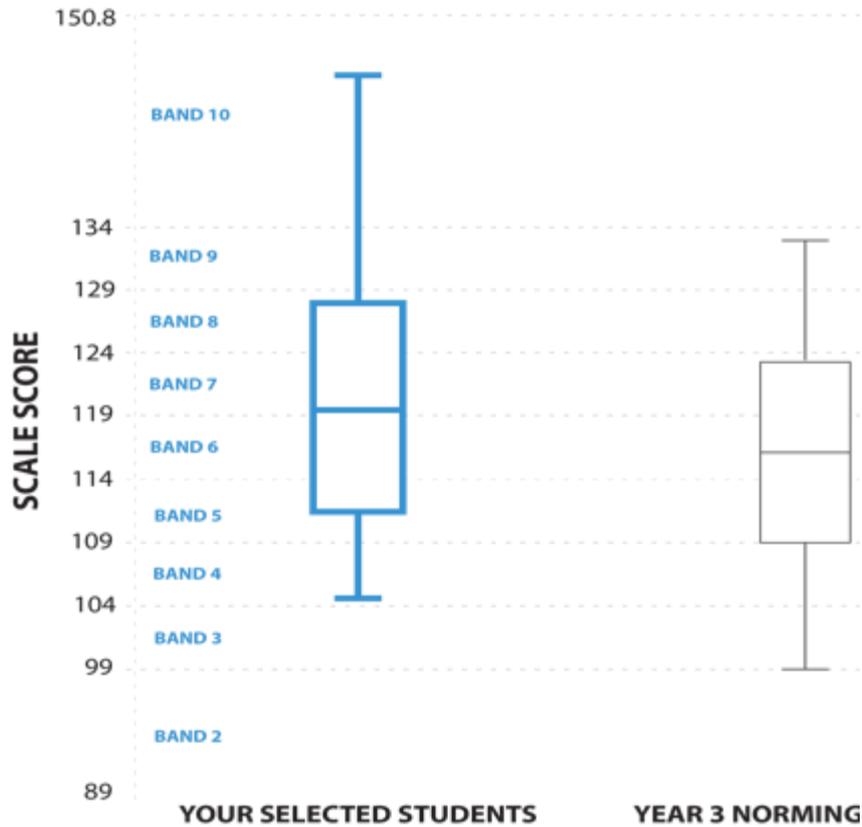
Science – cont.

# PAT Science / Norm Reference Report

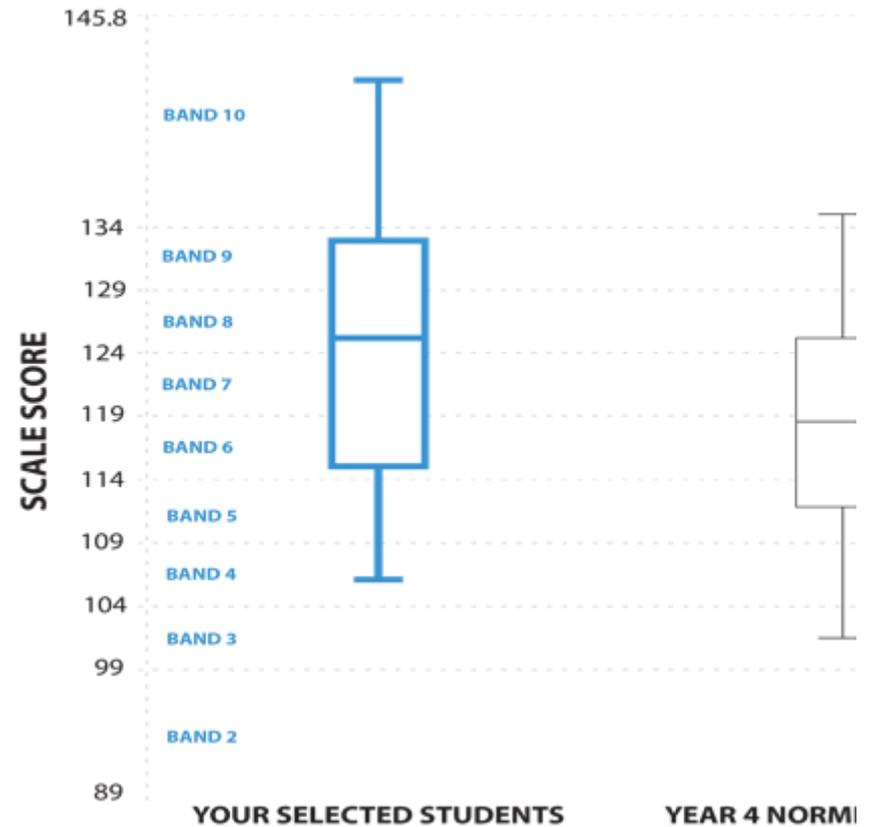
20/04/20 – 20/04/21

The horizontal line inside the box shows the average. The very top horizontal line outside the box shows the highest band result. The very bottom horizontal line outside the box shows the lowest band result for the year level.

## YEAR 3



## YEAR 4



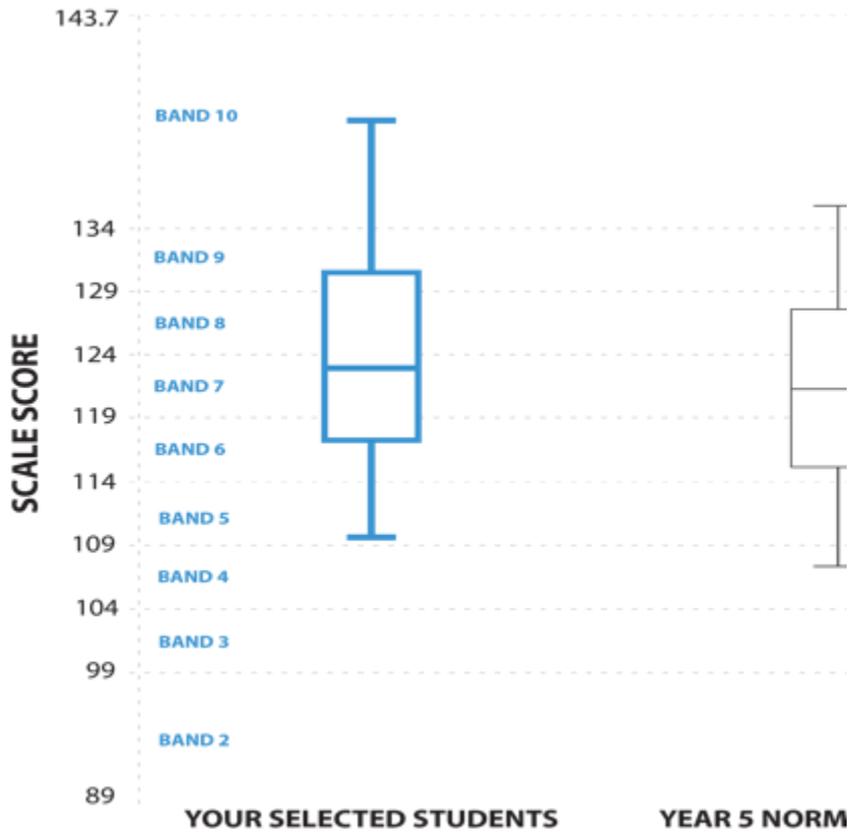
Science – cont.

# PAT Science / Norm Reference Report

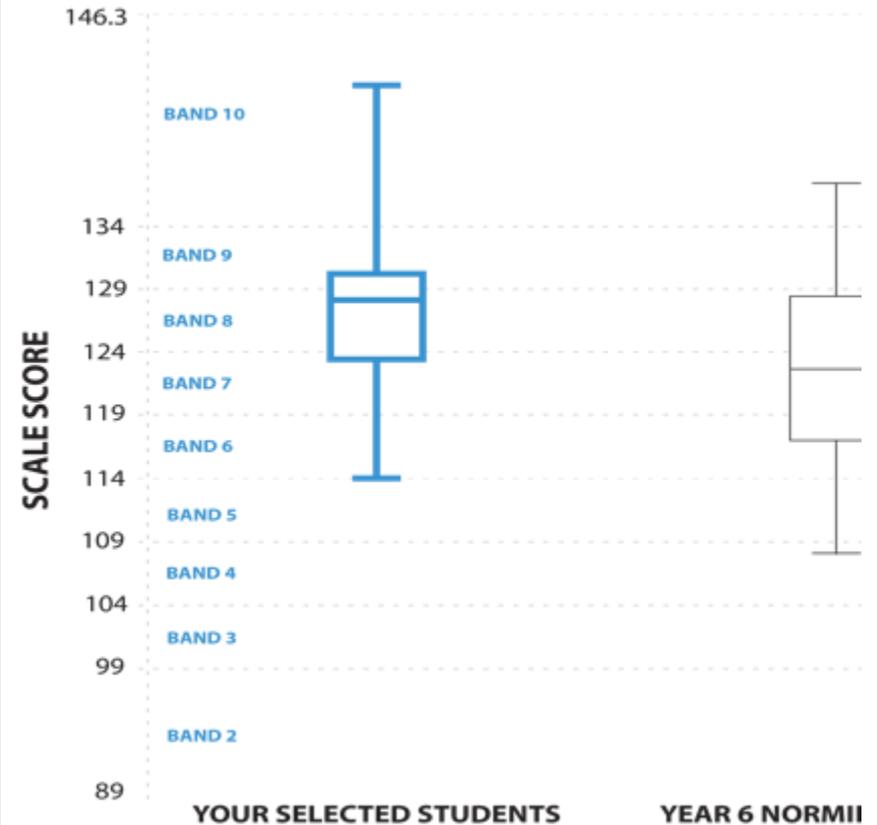
20/04/20 – 20/04/21

The horizontal line inside the box shows the average. The very top horizontal line outside the box shows the highest band result. The very bottom horizontal line outside the box shows the lowest band result for the year level.

## YEAR 5



## YEAR 6



## Students at Educational Risk (SAER)

During 2020 a newly formed SAER Team was established to provide additional teacher support. The team includes the SAER Co-ordinator, Learning Support Co-ordinator, Positive Partnerships Co-ordinator and Autism Coach. This team has received extensive training in their role and works with teachers who have students at educational risk, to provide targeted strategies for individual students.

Transition programmes have been introduced in Term 4, which support Year 6 students moving on to secondary school and year level transitions for SAER students in preparation for the following year in their primary schooling.

Data provided from a wide suite of assessments has been used to identify students who require additional literacy support. This support has continued to be provided by a specialist literacy support team.

The increase in school psychologist allocation has been maintained. With the growth of students at educational risk increasing across the school this service provision is vital.



## Junior Physical Education (PE)

The pre-primary students began the year after COVID-19 *Learning from Home* with a focus on important aspects of a face to face lesson. They learned the importance of listening to and following the rules of games/activities, what to do when the whistle is blown and how to participate showing good sportsmanship. They were taught basic movements exploring space, speed and direction. They practised the fundamental motor skills of running, dodging, bouncing, catching and throwing both overarm and underarm. These skills were incorporated into a range of fun games and activities.

Students in Year 1 and 2 have further developed the fundamental motor skills of throwing, both over and under arm, running, catching and bouncing/dribbling. These skills have been incorporated into challenging activities and games.

Students in Year 3 have tested their fundamental motor skills and sports knowledge of basketball, netball, soccer and AFL in modified versions of the sports and have gained experience in creating strategies and working in teams. Students designed, demonstrated and participated in their own warm-up games.

The focus on building the overall cardiovascular fitness of the students by incorporating the Beep Test and endurance running into the PE and daily fitness programme was continued in 2020.



## Junior Physical Education Highlights

### 2020 highlights

The PE program was again a successful recipient of the Sporting Schools Grant, which continued to expose students to a wide variety of sports such as basketball, AFL and gymnastics.

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

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, catching and tracking.

The Community Links Program continued with WSHS students in Year 11, coaching Burrendah Primary School students and umpiring modified games.





## 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.

Last year, the programme has adapted and operated under COVID-19 restrictions. Online learning opportunities were provided for all students for a short time until they were able to return to school.

Unfortunately, the restrictions led to the cancellation of interschool carnivals for basketball, volleyball, tee-ball, cricket, AFL football, netball, league tag, soccer and the swimming lesson programme. The students have adjusted and developed an increased awareness of the importance of good hygiene and personal space.



## Senior Physical Education – cont.

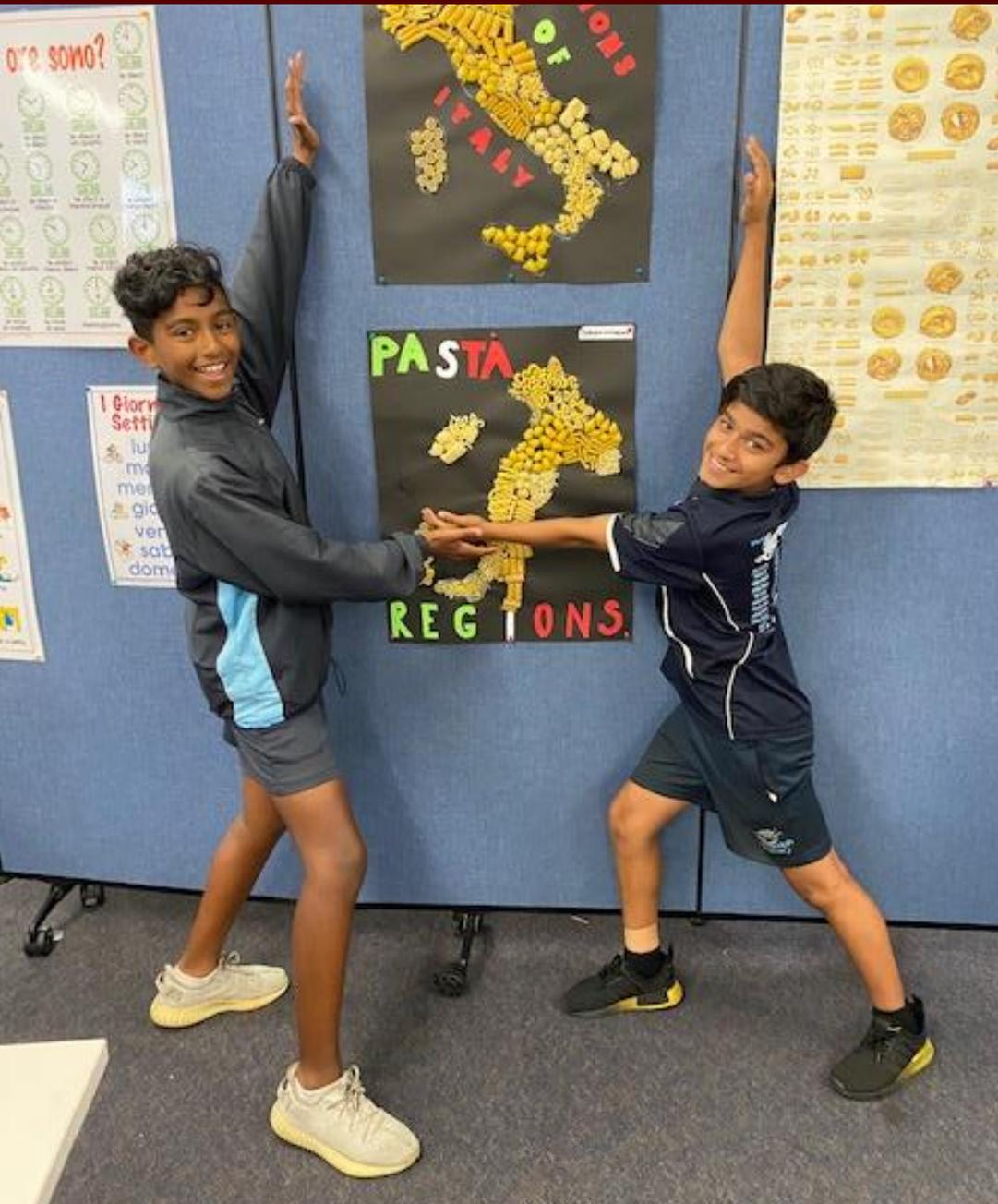
Fortunately, the Year 6 Sport and Recreation Camp was completed before restrictions. Our students impressed the Camp Director so much that he invited them back for a tree planting day to enhance the grounds for future campers.

Prior to the pandemic the senior students competed in the annual Faction Swimming Carnival and experienced another very close result decided by the last relay. This was a great community event with support from parents.

The Athletics program was able to operate with COVID-19 restrictions lessened allowing our students to participate in the Faction Cross Country Carnival and represent Burrendah Primary School in interschool competition.

The Faction Athletics Carnival format allowed for all students to compete in a variety of events. It was a great collaboration of staff and students. Parents and extended family members were able to attend with social distancing restrictions being enacted.

The Physical Education Programme has been able to provide the opportunities for students to maintain their exercise levels and continue to develop their movement skills and game strategies. They have become more resilient in adapting to change and have managed to stay healthy, energised and safe.



## Languages Other Than English

2020 was a challenging year for everyone. Early in the year we needed to adjust for teaching with students in lockdown and the school decided to provide students with access to *Languagenut*, an online language teaching platform. The platform allowed students to practise sentence building, and to improve speaking, reading, listening and writing skills while learning from home. The activities provided students and the teacher with automatic feedback. It was well received by families and staff learning/working at home.

Italian learning with the new WA Language Curriculum was extended to Year 5 and it proceeded with minimal disruption from lockdowns. Students enjoyed cultural activities, including creating a diorama of an Italian piazza, making regional maps of Italy with different pasta shapes and making puppets of Pinocchio and La Befana.

Thirty percent of Burrendah Primary School graduates, who attended WSHS in 2020, selected to continue studying Italian. Given that WSHS has five languages to choose from, this figure indicates a strong continuity in the commitment of students to learning Italian.

## Positive Behaviour Support (PBS)

This is the third year into our five year Positive Behaviour Support Plan. We have continued our focus on branding and implementing our PBS curriculum into every classroom. Curriculum lessons each week explicitly teach students identified Behaviour Expectations. This is complimented each week through student leader information on the PA every morning, classroom and wet area visuals, Expectations included on Connect to parents each week as well as in the online newsletter and the use of gold cards.

The Good Standing and Behaviour Management Policy is in its final draft. Students in Year 5 and Year 6 were surveyed to obtain student voice with rewards and acknowledgements such as merit awards and the fortnightly Gold Card Book Awards. Together with staff feedback and the results of the student survey, the PBS committee will investigate alternative forms of acknowledgement and rewards for 2021.

Pleasingly an outside reviewer found when surveying staff and students, implementation for PBS had increased from 59% in 2019 to 92% in 2020.



REACH



RESILIENCE



RESPECT



RESPONSIBILITY



## Humanities and Social Science (HASS)

As part of the Department of Education planning we completed an Aboriginal Plan with the guidance of an Aboriginal consultant. The plan is based on the Aboriginal Cultural Standards Framework.

A goal of this plan was for all staff to complete the online Aboriginal Cultural Appreciation Training provided by the Department of Education. In 2020, there were 92% of staff who had completed this training. The aim for 2021 is to have 100% of staff complete the training.

The HASS committee introduced the use of 'Inquisitive' from Pre-primary to Year 6 and this has enabled cohorts to ensure continuity of planning and coverage of the curriculum with Aboriginal content embedded in the lessons. A wide diversity of cultures are also represented in the images and videos throughout the programme.

An audit of Aboriginal resources in Term 4 was conducted. It was established that there was a range of resources available for inclusion in lessons to compliment the newly purchased sets of Aboriginal themed books for use in guided reading lessons.

Part of the review highlighted teachers need further support to increase their confidence in teaching Aboriginal and Torres Strait Islander students.

The original business plan target, *“ensuring all teachers achieve a rating of proficient or higher to design and implement effect teaching strategies for Aboriginal and Torres Strait Islander students (AITSL 1.4)”* was reviewed and reduced from 100% to 95% to reflect the ongoing support identified for teachers. In 2020, 92% of teachers self reflected as attaining proficient or higher for this target.

# School and Student Achievement



## Social and Emotional Results

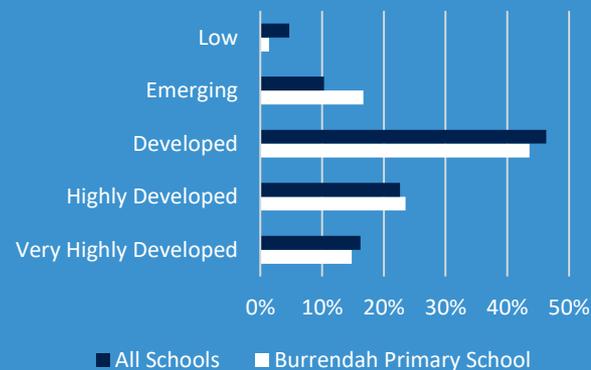
Students from Year 2 to Year 6 completed PATS Social-Emotional Wellbeing (SEW) testing in Term 3. For the five development levels our school is comparable to other Australian schools for four of the levels. However, the 2<sup>nd</sup> lowest level, emerging, was higher than the Australian norm by 6%. Students in Year 5 & 6 were represented more in this level than other year levels.

While COVID-19 was a contributing factor, students SEW will continue to be monitored, particularly in the senior grades.

The *Mindup Curriculum* to address students' feelings, behaviours and internal strengths commenced in 2020. The focus on mindfulness for students and staff was

well timed as it provided students and adults with coping mechanisms with the uncertainty of the pandemic. This was highlighted in our NSOS survey where students '*feeling safe*' was one of the highest indicators for students, staff and parent survey responses.

Social Emotional Wellbeing PATS Scores



## 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. With the establishment of a newly formed NQS committee a full review of all standards were undertaken in 2020. Updated early childhood philosophy and play-based learning definition statements were established which formed the basis upon the direction for Burrendah Primary School NQS.

By systematically working through each standard the early childhood team scrutinised the current practice in each area which then provided focus for areas of improvement and maintenance. A clearly documented plan was developed which gave clear direction for 2020 and beyond. The outcome of this documentation identified that Standards 1 and 3 were an area of focus while the current practices in all other areas needed to be maintained at the current high standard.

Significant school funding was put into early childhood by replacing a pre-primary classroom flooring, kitchen area and installing new cupboards throughout the room. All early childhood sheds were cleaned out and a stocktake conducted. New cupboards were installed in Magpie and Swan block wet areas, as well as in the school hall. Classroom furniture was purchased for three classrooms including flexible furniture for a Year 1 class. The focus for 2021, is to upgrade a kindergarten classroom in a similar style to the pre-primary and to continue to upgrade classroom furniture.





## National Quality Standard (NQS) – cont.

To ensure that Burrendah Primary School NQS had established and were continuing to provide exemplary practices the Early Childhood NQS Verification Team was invited to visit the school. This team spent a full day within the school to verify our current practices. The outcome of their report acknowledged not only were the well established standards being met, the new areas of focus also met NQS standards of practice.

This verification provided the school with positive feedback which affirmed that our practices met all Quality Standards 1 – 7. *“Meeting five NQS Standards by 2021”* is a business plan target. This target was surpassed with seven standards achieved in 2020.

As with all good practices the continuous review cycle will be ongoing to ensure high quality is maintained and reviewed on a regular basis throughout 2021.



### **Screen of Communication Skills (SOCS)**

The Screen of Communication Skills (SOCS) testing, conducted on kindergarten students, informed us that a high number of these students are yet to acquire a fluency level of Standard Australian English (SAE). The 2020 kindergarten EAL/D cohort was 69%.

A 2021 focus will be providing these students with an ongoing rich, oral language curriculum which is targeted at increasing the acquisition of SAE.

## On Entry Testing

All pre-primary and Year 1 students participate in Literacy and Numeracy On Entry testing in Term 1. On Entry Assessment was completed before the COVID-19 interruption to the normal school routines. On Entry Literacy and Numeracy assessment is a unique opportunity for each class teacher to assess individual students on a one-to-one basis to gather information about concept development and understandings.

The table shows the percentage of students in Term 1 that have already achieved the expected results for the end of pre-primary and Year 1.

Speaking and Listening results in pre-primary have significantly improved in 2020 compared to the last 5 years. However, teachers have indicated more specific marking guidelines have enabled more aligned moderation.

The EAL/D students still remain a concern in early language acquisition. There were 64% EAL/D students enrolled in the pre-primary cohort and 55% in Year 1. With such high numbers the EAL/D team are vital in our targeted programmes. By Year 3 the majority of at risk students have significantly improved in Literacy and Numeracy.

## 2020 Testing Results

| Pre-primary – Module 1 |         |                      |          |
|------------------------|---------|----------------------|----------|
| Reading                | Writing | Speaking & Listening | Numeracy |
| 57%                    | 84%     | 75%                  | 55%      |

| Year 1 – Module 2 |         |                      |          |
|-------------------|---------|----------------------|----------|
| Reading           | Writing | Speaking & Listening | Numeracy |
| 60%               | 71%     | 54%                  | 50%      |

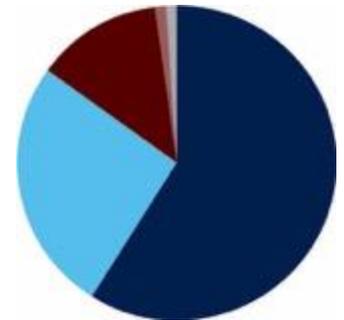


# Financial Reporting at 31 December 2020

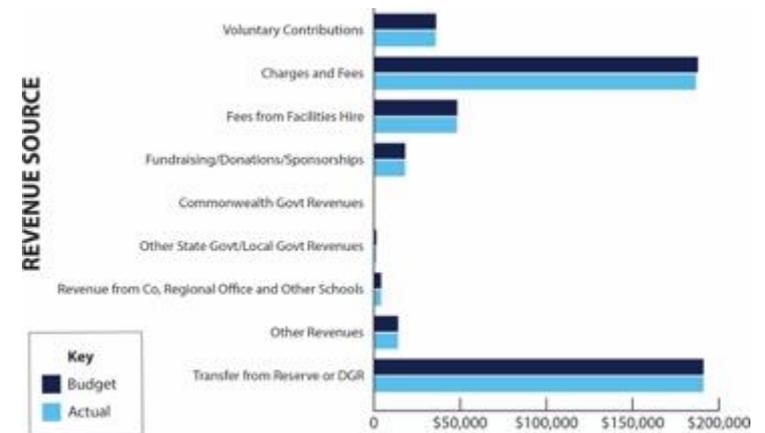
| REVENUE - CASH                                       | BUDGET                 | ACTUAL                 |
|--|------------------------|------------------------|
| 1 Voluntary Contributions                            | \$ 35,596.00           | \$ 35,586.00           |
| 2 Charges and Fees                                   | \$ 143,707.00          | \$ 123,176.23          |
| 3 Fees from Facilities Hire                          | \$ 47,192.00           | \$ 47,191.38           |
| 4 Fundraising/Donations/Sponsorships                 | \$ 42,476.00           | \$ 42,476.05           |
| 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 | \$ 10,668.00           | \$ 10,668.00           |
| 8 Other Revenues                                     | \$ 11,243.00           | \$ 10,214.95           |
| 9 Transfer from Reserve or DGR                       | \$ 124,926.00          | \$ 124,926.00          |
| 10 Residential Accommodation                         | \$ -                   | \$ -                   |
| 11 Farm Revenue (Ag and Farm Schools only)           | \$ -                   | \$ -                   |
| 12 Camp School Fees (Camp Schools only)              | \$ -                   | \$ -                   |
| <b>Total Locally Raised Funds</b>                    | <b>\$ 416,808.00</b>   | <b>\$ 395,238.61</b>   |
| <b>Opening Balance</b>                               | <b>\$ 241,325.64</b>   | <b>\$ 241,325.64</b>   |
| <b>Student Centred Funding</b>                       | <b>\$ 573,943.50</b>   | <b>\$ 573,943.05</b>   |
| <b>Total Cash Funds Available</b>                    | <b>\$ 1,232,077.14</b> | <b>\$ 1,210,507.30</b> |
| <b>Total Salary Allocation</b>                       | <b>\$ 5,445,246.00</b> | <b>\$ 5,445,246.00</b> |
| <b>Total Funds Available</b>                         | <b>\$ 6,677,323.14</b> | <b>\$ 6,655,753.30</b> |

## CURRENT YEAR ACTUAL CASH SOURCES

- **59%** Student Centred Funding
- **26%** Locally Raised Funds
- **13%** Transfers from Reserves
- **1%** Other
- **1%** Other Govt Grants



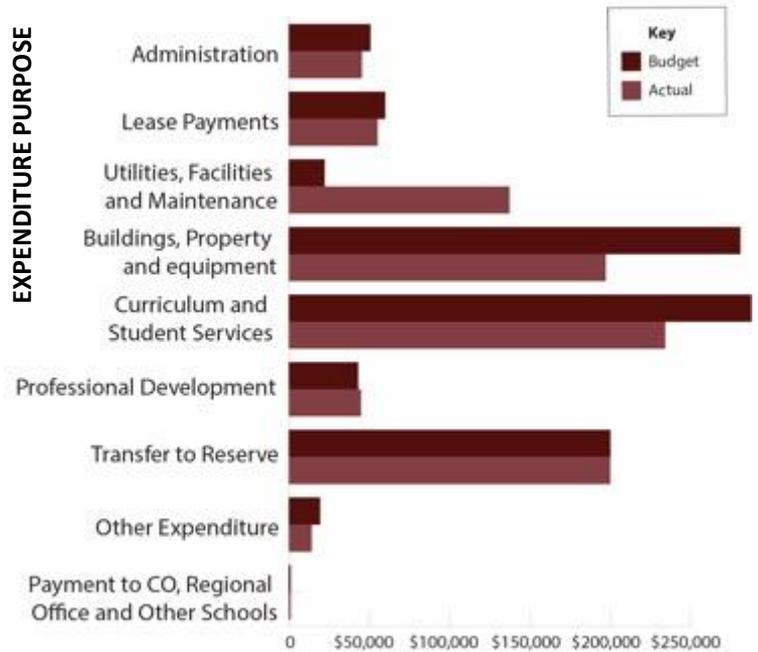
## REVENUE SOURCE



| EXPENDITURE   | BUDGET                 | ACTUAL                 |
|---|------------------------|------------------------|
| 1 Administration                                      | \$ 71,025.00           | \$ 45,558.98           |
| 2 Lease Payments                                      | \$ 63,000.00           | \$ 51,238.73           |
| 3 Utilities, Facilities and Maintenance               | \$ 225,998.00          | \$ 195,387.19          |
| 4 Buildings, Property and Equipment                   | \$ 373,332.50          | \$ 256,703.33          |
| 5 Curriculum and Student Services                     | \$ 229,849.90          | \$ 180,080.42          |
| 6 Professional Development                            | \$ 53,489.00           | \$ 54,146.53           |
| 7 Transfer to Reserve                                 | \$ 183,625.55          | \$ 183,626.00          |
| 8 Other Expenditure                                   | \$ 26,603.00           | \$ 21,041.87           |
| 9 Payment to CO, Regional Office and Other Schools    | \$ 1,160.00            | \$ 1,160.00            |
| 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)         | \$ -                   | \$ -                   |
| <b>Total Goods and Services Expenditure</b>           | <b>\$ 1,228,082.95</b> | <b>\$ 988,943.05</b>   |
| <b>Total Forecast Salary Expenditure</b>              | <b>\$ 5,257,885.00</b> | <b>\$ 5,257,885.00</b> |
| <b>Total Expenditure</b>                              | <b>\$ 6,485,967.95</b> | <b>\$ 6,246,828.05</b> |
| <b>Cash Budget Variance</b>                           | <b>\$ 3,994.19</b>     |                        |

### CONTINGENCY REVENUE – BUDGET vs ACTUAL

EXPENDITURE PURPOSE



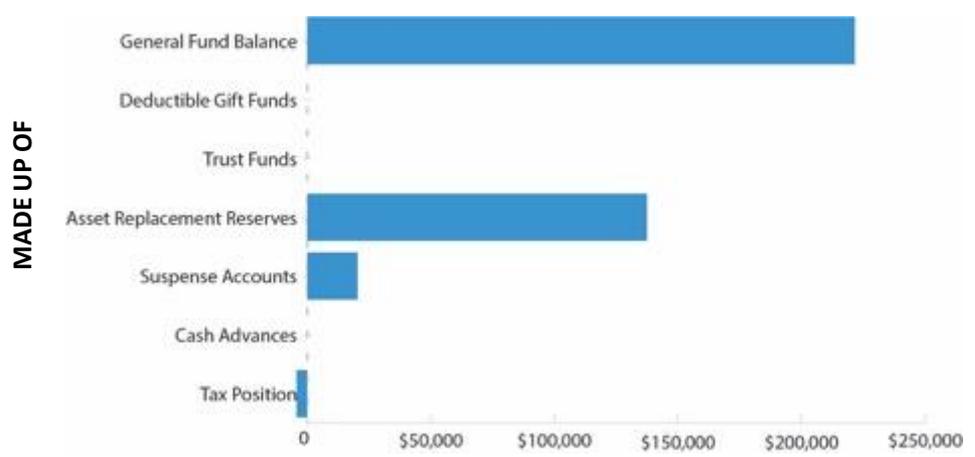


**CASH POSITION AS AT:**

Dec 2020

|   |                      |
|---|----------------------|
| <b>Bank Balance</b>                     | <b>\$ 375,200.10</b> |
| MADE UP OF:                             |                      |
| 1 General Fund Balance                  | \$ 221,564.25        |
| 2 Deductible Gift Funds                 | \$                   |
| 3 Trust Funds                           | \$                   |
| 4 Asset Replacement Reserves            | \$ 137,481.85        |
| 5 Suspense Accounts                     | \$ 20,410.00         |
| 6 Cash Advances                         | \$                   |
| 7 Tax Position                          | -\$ 4,256.00         |
| <b>Total Bank Balance \$ 375,200.10</b> |                      |

**CASH POSITION**



In 2021 the majority of our funding from the Department of Education will continue to be spent on salaries. Funding for substantial projects developed but not yet completed will be transferred into the 2021 budget. This includes monies for the new Front Entrance Statement.

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*The Board is keen to obtain feedback on our 2020 Annual Report.  
This can be done via Connect, by email or by calling Reception.*