Annual Report
2018

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Purpose

The purpose of Banksia Park Primary School is to provide a supportive environment in which each child can develop their cognitive, physical and social skills to the limit of his/her potential.

School Ethos

Banksia Park Primary School Community embodies a vision that is characterised by individual students reaching their potential academically and socially.

- Our students are motivated and engaged in challenging learning programmes.
- Staff are responsive to change and motivated to develop knowledge and competencies commensurate with their roles.
- We are committed to stimulating learning environments that are inclusive and safe.
- The school values the partnership of staff, students and parent/caregivers working together to provide a quality education for our students.
- Our school community aims to foster social and civic responsibility together with responsibility for the environment.
- Our actions are guided by the Department of Education’s four core values of LEARNING, EXCELLENCE, EQUITY, CARE.
- The staff engage in ongoing reflective practice and focus on generating more effective strategies.

Learning and Teaching

Banksia Park Primary School will provide a learning environment where:

- Students have a commitment to excellence;
- The diversity of students individual talents, interests and needs are recognised and catered for;
- Students achieve their full potential;
- Students are encouraged and assisted to accept responsibility for their own learning;
- Students are encouraged to make a positive contribution to the school and the wider community;
- Students develop a respect for the rights of others;
- Learning is seen as part of a life long process.

Community Links

Banksia Park Primary School aims to establish and maintain links between staff, parents and members of the broader community through:

- The free flow of communication;
- A commitment to seek out and encourage those who can enrich the school programme thus enhancing the development of our students;
- Keeping parents advised of educational programmes and their child’s progress;
- The provision of opportunities for involvement and initiative in shared decision-making.
**Principal’s Report**

On behalf of the School Board and Staff I am delighted to present the 2018 Banksia Park Primary School Annual Report. My special thanks to everyone for your time and effort again this year.

Banksia Park has continued to display excellence in many areas – as demonstrated in the following Learning Area reports. The KidsMatter initiative which aims to improve and support primary students’ mental health and improve well-being was continued. We have continued to implement the Departmental Priorities and focused on ongoing improvements in Literacy and Numeracy. We have now completed the implementation of the West Australian Curriculum. This year we were amongst the first schools to conduct Online NAPLAN testing. Students again participated in the mass planting of kangaroo paws to beautify the school and regenerate our native flora. In order to enhance communication with parents the Department of Education “Connect” system was further expanded with the electronic delivery of semester School Reports.

The school staff has worked tirelessly to provide the best possible education for your children and you, the parents, have been very supportive of our endeavours. Our sincere appreciation to those parents who have assisted in the classrooms, sports events, excursions or in any way during the year. It was also a sad year with the passing of our Foundation School Registrar, Mrs Carol Towie, who made a substantial and lasting contribution to our school over her 30 years of service.

Our special thanks to the P&C Association, under the leadership of Mrs Giorgia Kloosterman and her Executive Committee, for their terrific efforts to support the school through their fundraising, Uniform Shop, Canteen, Band and many other activities. We also express our appreciation for the special social interactions provided at events such as the adult Quiz Night and Student Discos.

I would like to extend my thanks and appreciation to the whole school community for your ongoing support and dedication to continue enhancing our wonderful school throughout 2018.

*Martin Humphreys*

Principal

**School Board Report**

During 2018 our School Board continued our transition to Independent Public School status.

We again attended to many issues including consideration of our overall School’s Performance; ratified the timing of School Development Days within the Leeming Cell; the final implementations of the Western Australian Curriculum; the National Quality Standard assessment and On Entry Testing for Early Childhood education; an ongoing review of the 2018 School Budget and financial protocols; discussion of Learning Area Assessments of student data including information from the Semester Reports, My Schools website and NAPLAN; reviewed the results of the National School Survey of parents, students and staff opinions; School Contributions, Charges and Personal Use Items for 2019; and this School Annual Report. At our last meeting the School’s Operational Plan and Preliminary Budget for 2019 were ratified. Having viewed much data during 2018 the School Board has determined that the school is continuing to perform well and it is generally pleased with the progress being achieved by the students at Banksia Park Primary School.

This year our School Board consisted of 6 parents (Tami Bird, Peter Hammer, Ian Holbrook, Giorgia Kloosterman, Chris Lock and Sharne Elsbury); 4 staff members (Ann Andrews, Tony Carvajal, Jane DiSabato, and Ingrid McNally) and our Principal (Martin Humphreys). On behalf of the whole school community we thank these people for their time, effort and expertise.

*Sharne Elsbury*

Chairperson
Learning Area Reports

English

At Banksia Park Primary School our Business Plan targets are to maintain 100% of students at or above the National Standard compared to like schools in Literacy and to increase the number of Year Three and Year Five students in higher level NAPLAN Bands in Reading, Spelling and Writing, Punctuation and Grammar. The 2018 NAPLAN results comparing Banksia Park Performance are below and these are areas where we must continue to focus our attention.

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Banksia Park Mean</th>
<th>Australian Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>471</td>
<td>434</td>
</tr>
<tr>
<td>Writing</td>
<td>435</td>
<td>407</td>
</tr>
<tr>
<td>Spelling</td>
<td>424</td>
<td>418</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>459</td>
<td>432</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Banksia Park Mean</th>
<th>Australian Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>544</td>
<td>509</td>
</tr>
<tr>
<td>Writing</td>
<td>494</td>
<td>465</td>
</tr>
<tr>
<td>Spelling</td>
<td>517</td>
<td>503</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>539</td>
<td>504</td>
</tr>
</tbody>
</table>

These NAPLAN results show pleasing comparisons between Banksia Park and other schools in Australia. It shows generally high achievement although the overall progress has slowed slightly.

To ensure a high level of quality instructional skills and curriculum delivery staff collaborate within their cluster groups, embedding a consistent and supportive approach for the implementation of the various strategies. These include Di Rigg (K-3) program, Banksia Park Early Literacy Program (for children at risk), Phonological Awareness, our whole school approach for development of Comprehension (particularly inferential comprehension), Writing, Grammar and Punctuation Scope and Sequences and the Editing Codes for writing.

Classroom teachers continue to analyse and use individual, class and whole school data to inform their learning programs. The Student Literacy Profile continues to be used to analyse early childhood student literacy progress. The Pre-Primary On Entry Assessment is implemented at the beginning of the year and is now analysed in conjunction with NAPLAN data in Year 3, showing progress in the early years in Reading and writing. Standardised Reading and Spelling Tests - South Australian Spelling Test and the Pat-R Comprehension Test are administered and analysed by class teachers from Year One to Six. This data supplements the Education Department’s SAIS (Student Assessment Information System) information, Literacy Net data and NAPLAN data for future planning, both whole school and in the classroom.

Targeted professional learning, focussing on enhancing our whole school approaches, was delivered through the Leeming Cell meetings. During 2018 there was an emphasis on cross curricular integration to enhance the development of both technological and language skills.

The Learning Support Coordinator maintains a register of Students at Educational Risk, which is shared with class and specialist teachers at the beginning of the school year and as needed throughout the year. Staff collaborate over the development of differentiated teaching strategies and skills in order to cater for various learning needs and abilities of individual and small groups of students. In response to the identification of individual learning needs, class teachers formulate Individual Education Plans in collaboration with the Learning Support Coordinator, school psychologist, outside agencies and parents as required. These plans are regularly monitored by the classroom teacher in order that they continue to support the individual in their learning.
Mathematics

Teachers utilise the WA Curriculum for all planning, teaching, and assessment in Mathematics. They collaborate and moderate with like year levels at Banksia Park as well as with other teachers within the Leeming Cell of schools to validate assessments using the SCSA exemplars that determine the allocation of semester grades across the strands.

The Education Department’s SAIS system is used to compare the Banksia Park Semester Grade results with the performance of students at like schools. Across all year levels the number of A grades awarded in the Semester 1 2018 Reports exceeded those in like schools. It was noted that as the year levels increased the difference also increased. For example in Year One Banksia Park awarded 18.2% of students an A whereas in like schools it was 13.8% In Year Three BPPS was 22.6% and the like schools were 18.3%. In Year 6 the difference was marked with BPPS awarding 43.9% A Grades and like schools awarding 22.0% Mathematics has always been a relative strength with students achieving well in this learning area.

In 2018 the Banksia Park students undertook the NAPLAN Online in Mathematics area for the first time. This allowed students to undertake differentiated tests based upon their performance. All students began at the same level but results from each testlet (a group of questions) then determined if the test became harder, easier or remained constant.

The 2018 NAPLAN Numeracy results were as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Banksia Park Mean 2017</th>
<th>Banksia Park Mean 2018</th>
<th>Australian Mean 2017</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>456</td>
<td>460</td>
<td>409</td>
<td>408</td>
</tr>
<tr>
<td>Year 5</td>
<td>534</td>
<td>543</td>
<td>494</td>
<td>494</td>
</tr>
</tbody>
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The comparison of Banksia Park Primary School NAPLAN results indicate that, on average, Year Three Numeracy results have remained relatively stable and the Year Five Numeracy mean results indicate a slight increase, but all results remain higher than other Australian schools. When compared to like schools Banksia Park continues to achieve well in the Numeracy areas.

In addition to the use of a common workbook for mathematics, differentiated computer and online programs such as Number Shark were used to enhance and consolidate mathematical concepts as part of the overall learning programs.

The Pre Primary students undertook the mandatory On Entry Testing in 2018 in early Numeracy skills, concepts and knowledge. The results in Numeracy were generally strong (as they have been for many years) but the diagnostic results enabled the teachers to provide early intervention for any students at risk.

Selected students participated in the 2018 Australian Maths Competition. Of the 28 students who participated there were six distinctions, fourteen credits and seven students who were rated as proficient. As part of the integrated nature of Mathematics and Digital Technologies students continued working on a variety of “coding” activities to develop logical thinking skills.

Class teachers also continued to develop Individual Education Plans to assist students experiencing difficulties to assist them to develop skills and strategies to meet their individual needs in the Mathematics Learning area. These differentiated learning programs are developed in collaboration with the Learning Support Co-ordinator, School Psychologist and parents/guardians. They are regularly reviewed by the classroom teacher (in conjunction with the parents/guardians) so that the students individual needs are continually addressed.
**Humanities and Social Sciences**

History, Geography, Civics and Citizenship components of the WA Curriculum are now embedded into the teaching and learning program. The teachers are supported in the implementation of their programs by the ongoing purchase of resources and targeted excursion and incursion opportunities. Year level teachers collaborate both within the school and as part of the Leeming Cell to ensure continuity of curriculum delivery and assessment. SAIS shows a comparison to like schools with a close alignment of Semester results.

Technology is used as a tool to enable students to develop their research skills and present their information in a variety of ways. The desktop and iPads are utilised to further explore concepts pertinent to the HaSS program. Google Earth is used as a tool to explore mapping and the environment. The ‘Our Nearest Neighbour’ app shows the relationship between Indonesia and Australia and is enhancing the Year Three Geography program providing an interactive platform to motivate student learning. The Australian Online History is now being used throughout the school.

There is a whole school approach to enhance environmentally responsible attitudes and practices. As a WasteWise School we continue to implement waste minimisation strategies. Some examples include the use of SITA bins and re-using paper where possible. We also recycle old cell batteries.

All students planted Kangaroo Paws again this year to aesthetically improve the physical environment of the school grounds and to restore the natural vegetation. The HaSS focus is not only the curriculum but many special events such as WA Week, ANZAC Day and Harmony Day. All class programs reflect Aboriginal Perspectives within their curriculum focus. Yirra Yaakin, an Indigenous theatre group, performed a series of plays to demonstrate the importance of Dreaming Stories for the whole school. The Year One students visited Azalea Ley Homestead to experience technologies used in the early days of our European settlement. The Year Two and Three classes participated in education programs at the Piney Lakes Environmental Centre to study this wetland ecosystem and walked through the Aboriginal Women’s Trail to discuss the Noongar use of land. Year One to Six classes attended a civics incursion run by the Constitutional Centre of WA. To enhance the History component of HaSS, Mark Greenwood, a visiting author specialising in historical fiction conducted workshops for each class, from Year Two to Year Six.

**Science**

The teaching and learning of Science is consistent with the Western Australian Curriculum and reflects the current pedagogy and trends. Science provides an exciting opportunity for our students to engage in interesting and challenging studies and investigations. As with other learning areas, the individual needs and talents of students are catered for and Science also allows students to take responsibility for their learning through open ended tasks. Science encourages students to connect with issues from the wider scientific community and the global issues that face us as a world community. Students at Banksia Park received a high quality, targeted and engaging teaching and learning program in Science. This is assessed for reporting based on the WA Curriculum and, as a school, we perform equal to or above like schools based on the Semester Reports Grade Data comparisons from SAIS.

Through the Western Australian Curriculum we ensure that students develop:
- an interest in Science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- an understanding of the vision that science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and
investigations based on ethical principles; collecting and analysing data; evaluating results; and
drawing critical, evidence-based conclusions

- an ability to communicate scientific understanding and findings to a range of audiences, to
  justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and
  claims
- an ability to solve problems and make informed, evidence-based decisions about current and
  future applications of science while taking into account ethical and social implications of
  decisions
- an understanding of historical and cultural contributions to science as well as contemporary
  science issues and activities and an understanding of the diversity of careers related to science
- a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences,
  including being able to select and integrate the scientific knowledge and methods needed to
  explain and predict phenomena, to apply that understanding to new situations and events, and to
  appreciate the dynamic nature of science knowledge.

In 2018 students have studied Physical Science, Chemical Science, Biological Science, Earth and
Space, Sounds and how it is transmitted, Biology and much more. Some of the highlights were the
mummification of a sausage, the growing of plants, observing the mealworm life cycle,
investigating different mixtures and their properties, becoming Earth scientists and exploring the
hydrology, geology, meteorology, atmosphere and biology of our beautiful planet. Recently a
scientist from Curtin University worked with senior students to investigate fossils and rocks.

Science Week was also a time to focus on ‘Game Changers” in the scientific world. Students
researched a famous “Game Changer” who transformed our lives for the better. They produced
posters and power points and presented their work to the class.

**Health and Physical Education**

Teachers are implementing the new WA Health and Physical Education curriculum and developing
their understanding of the achievement standards to ensure reporting of student performance is
accurate. Analysis of SAIS data makes direct comparison to students in like schools. These
comparisons indicate that BPPS students have Physical Education results that are higher than those
in like schools. In Health the grades are higher to that of like schools in Years One, Four and Six
whilst the other year levels at BPPS grades are similar to that of like schools.

Our collaborative meetings with other schools in the Leeming Cell are an important strategy to
ensure consistent judgements about an A, B, C, D or E Achievement Standard using the SCSA
exemplars. Ongoing teacher collaboration at BPPS is also important to develop the overall
consistency of grade allocation.

The school provides a minimum of two hours for physical activity each week focussing on the
development of physical skills across all years. The Physical Education specialist and class
teachers plan for the development of hand-eye coordination in throwing, catching and hitting small
balls for games such as cricket, tennis and hockey. Developing game awareness and the skills of
catching, throwing, bouncing and kicking of large balls for games such as football, soccer,
basketball, cricket, flag belt rugby, golf and netball are our major foci.

The overall physical skills of the students are generally very good. Participation in the Faction
Athletics carnival by the Pre-Primary to Year Six and Inter-School Athletics carnivals by the Year
Three to Six allows all students to put the skills practised in Physical Education lessons into
realistic, competitive and enjoyable practical situations. The recent changes to our carnival scoring
method has increased participation in all events so that all students are recognised and respected for
their contributions. In 2018 we modified the selection process for Championship events and now
all students are invited to participate any events they choose.
Overall, 2018 has been a successful year for the Banksia Park teams participating in Interschool Competitions. In recent years the senior enrolment numbers have decreased resulting in Year Four students being included in many of the interschool teams. Despite this our students have performed above expectations. Some of the 2018 results were in Swimming where we won our fourth SCISA swimming Carnival Meritorious Shield in five years, the Boys Cricket team were runners-up in the SCISA Carnival, the Girls Cricket team came third, the Girls Soccer team reached the State Championships, the Boys Soccer team were Champions in the Winter Carnival, the Hockey team came second in the Winter carnival, the Boys Open Championship Soccer team reached the State Championships as they were runners-up in the Regional Championships, the League tag A team came first and the B and C teams were third in their competitions, the Boys Basketball team reached the Grand Final of the Willetton Championships and the Football team came third.

The support of the parents sharing their expertise by coaching and supporting the students has been invaluable and greatly appreciated by the school. Their enthusiasm has helped to develop exceptional team work and sportsmanship in our students.

Edu-Dance was again very successful with students from Pre-Primary to Year Six participating. The culmination was another enjoyable end-of-term two concert attended by many parents and family members. It also included a special performance by some of the parents and our male teachers.

Yoga classes continued in Term Two for PrePrimary to Year Three and Term Three for Kindy.

The KidsMatter Initiative has been on-going as a whole school focus for several years and has been embedded in the school through its SEL (Social and Emotional Learning) program. Teachers provide interesting real-life strategies obtained from the Friendly Schools resources for the students to adopt in their daily interactions with others.

**The Arts**

**MUSIC**

Students from Pre-Primary to Year Six commenced studying the Kodaly Methodology of Music in 2018. Students from Pre-Primary to Year Three have been learning to distinguish between high and low pitch by learning songs with a limited note range such as Star Light, Star Bright, Hot Cross Buns, Bye Lo Baby Oh and See Saw. Others have also been learning to keep a steady beat and understand rhythm through repertoire and games they have learned such as Apple Tree, Bee Bee Bumble Bee, Blue Bells and Bounce High. Students in this group have listened to Art music and responded with creative movement such as “Scarf Dancing” which allows them to visually demonstrate the dynamics in the music. Students have been learning form in Music through dances and also by responding to Art Music through directed or improvised movement.

Students in PrePrimary to Year Three have been learning and performing rhymes which allows them to distinguish between their speaking and singing voice and allows them to practice sounds which aid their literacy development. Students are also learning to perform the limited note range songs they know on Ocarinas, which has introduced them to an instrument with a different timbre and is a good early preparation for learning recorder.

Students from Years Four to Six have been learning Folk songs such as Annie Annie, Drunken Sailor and Skip to my Lou to introduce them to more complex rhythms such as Ti-Tika and Tika – Ti as required in the WA Curriculum. They have performed these songs on Xylophones, Metallophones, Keyboards and Marimba for assessment purposes and also to gain experience in performing before an audience. They have performed these pieces with chordal accompaniments (borduns) which has helped develop an understanding of texture (two or more rhythmic or melodic
patterns when played together). The senior students have been learning to perform folk songs on the recorder. They are also working on reading treble clef notation. They have been using tempo and dynamics to communicate their ideas when performing. Students from Years Three to Six have been learning songs to perform in Canon (a round) and this has assisted them to develop an understanding of texture as well as working on their performance skills to work collaboratively as a group, sing in tune, keep in time and maintain their own part.

The SAIS results show students perform at a slightly better level that students from other like schools across all aspects of Music.

The Banksia Park Choir performed at One Big Voice Festival in August for the first time. They learned a repertoire of songs which they performed as part of a 4000 voice choir at the Perth Arena. It was a successful event enjoyed by all the students who attended. The Choir also performed “War Medley” and “Our Heroes” at our school Anzac Day ceremony. They also performed a repertoire of ten songs as part of the Massed Choir Festival at the Perth Concert Hall in September.

A Taiko drumming group commenced this year. This group meets at lunchtimes on Wednesday and performed at the Japanese Assembly at the end of Term Three.

In addition to class music, some students in Years Two and Three learn ukulele during lunch and Instrumental tutors work with students from Years Four to Six who participate in the band programme. The two school bands have enjoyed a band camp weekend and workshops, a performance at Anzac Day, a fundraising performance at Leeming Bowls club and the annual Year Band Bashes which involve Winthrop and Rostrata Primary Schools.

**VISUAL ARTS**

The creative skills and critical appreciation of artistic techniques and technologies have been facilitated in a number of ways during 2018. Along with the full implementation of the new WA Arts Curriculum there was a direct link with classroom English and HASS programs as many students enjoyed clay work. As examples the younger students made 3D gold fish and clay tractors (to link in with a farm excursion); the middle years made clay gum leaves, and our older students combined their design skills with their sculpture skills to make clay tiles (to link with Aboriginal studies) featuring indigenous designs inspired by the work of artists of Central Australia, particularly the Warlukurlangu Artists of the Northern Territory.

Furthermore, the Year Two art program has been integrated with classroom learning in English, as has the Pre-Primary art program where the recent project was inspired by traditional indigenous paintings. A further example of the integration of learning areas was a Year One project which included listening to music and then its analysis and interpretation, combining a painting assignment with two art history lessons.

The Banksia Park Art Enrichment program has flourished for the second year. In 2018 a selection of gifted and talented students from year five and six were chosen through written applications, teacher evaluations and consideration was given to both year levels with reference to the 2017 SAIS data which identified both as the top performing year levels at Banksia Park as compared to like schools. The inclusion of selected Year Five students also created potential for a second year of enrichment and extension as these students enter Year Six, thus, building on their technical skills, art knowledge, independent thinking skills, art analysis skills and creativity. These classes culminated with an Art Enrichment assembly in term four.

To further reference the school’s SAIS results, the semester one 2018 data reflected a similar result as across all year levels where there was better performance when compared to like schools. Both Year Five and Year Six performed highest against like schools. Year Five showed 14% more As and 29% less Cs, and Year Six mirrored this 22% more As and 28% less Cs. These results reflect particularly high standards and high levels of achievement by all Banksia Park students.
The 2018 Art program has seen various projects integrated with other learning areas. The Swancon 2018 Science Fiction Convention provided inspiration for mixed media artworks. Combining students own interpretation of characters from popular culture with a famous artist of their choice our young artists created multifaceted pieces, winning Banksia Park PS three, of a possible four, awards in the Under 13 category.

Many of these wonderful creations were showcased at our 2018 Parents Night where every student in every class from PrePrimary to Year Six exhibited an art work. A full set of collaborative class artworks were created and then auctioned at the P&C Quiz Night.

Technologies
The Technologies component of the WA Curriculum describes two distinct but related subjects. These were fully implemented for the first time in 2018.

DESIGN AND TECHNOLOGY
During 2018 classroom teachers have continued to engage students in high quality learning where they create solutions for authentic needs. This involves project management, design thinking, computational thinking and systems thinking. Some recent Design and Technology projects have included designing various structures such as boats, drink bottles, three dimensional dioramas and other three dimensional models. There has been an emphasis on cross curricula projects where the students have been working on Art, English and Mathematical tasks such as the Pre-Primary and Year Six Noongar Mural project and the senior blocks creation of digital books for the Kindergarten and Pre-Primary students.

During term three a retired engineer worked with several classes to design and create circuits using batteries, light bulbs and switches. The students greatly enjoyed these activities.

The SAIS data shows Banksia Park students have a similar performance profile to like schools. In order to enhance this evaluation between classes we will continue utilising common tasks as part of the assessment process.

DIGITAL TECHNOLOGY
In Digital Technologies students use computational thinking and information systems to define, design and implement solutions. It provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. Digital Technologies enables students to be innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

In 2018 students across all year levels have engaged in Digital Technologies tasks on desktops and iPads. Learning activities have included a variety of robotics, circuits and coding activities. Coding activities have been conducted with all groups of students from Kindergarten to Year Six. Applications used include Scratch, BeeBot, Swift Playgrounds, Tinker, OSMO, Kahoot and Code.org. In addition, coding and iPads have been used to manipulate the Edison, Sphero and Dash + Dot robots via their associated apps.

In 2018 all Year Three and Five students completed their NAPLAN Testing online using either a desktop or iPad for the first time.

The SAIS data shows Banksia Park students have a similar performance profile to like schools. This capability involves students learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to
themselves and others in a digital environment. Thus, students develop their knowledge, skills and confidence to make ICT work for them at school, at home, at work and in their community.

**Languages (Japanese)**

2018 has been a year of transition with a new Japanese teacher and the introduction of the WA Curriculum for Languages. The weekly lessons for all classes from PrePrimary to Year Six focused on listening and speaking, viewing, reading, writing and cultural understandings through a range of both specific skill-focused and integrated tasks. The students have continued to expand their understanding and use of basic Japanese language, including topics such as food, talking about themselves and their families, animals, traditional folktales, school subjects and after school activities and sporting events. Senior students participated in the Japanese Language Teachers Calligraphy Contest where they created their own calligraphy during class time and the best examples were entered into the state-wide interschool competition. They received a certificate and small *fudepen* calligraphy brush.

There were two new Japanese culture related lunch time clubs this year with a weekly lunchtime Taiko drumming club and a weekly lunchtime *Anime* appreciation club that was popular with students with an average of 35 students from across all year levels attending.

The SAIS results show that Banksia Park students are achieving appropriately when compared to like schools also studying another language.

The Japanese Assembly in Term Three involved representations from all classes. The Taiko Drumming Club performed in public for the first time. The junior students performed Japanese language songs, students from the senior block acted as bilingual comperes and the terrific Japanese decorations were created by other students. The Japanese classroom was open during Parent Night for students to demonstrate to their parents what they have learned.

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**Some of our exciting 2018 Events…..**

Easter Hat Parade  
Interschool Basketball  
ANZAC Day  
Band Bash  
EduDance  
One Big Voice
**Improvement Intent for 2019**

Our ongoing targets for improvement are clearly outlined in the 2017-19 Banksia Park Business Plan. In summary, the overall aim is to improve student outcomes in all facets of education so that every child achieves his/her potential.

The staff will continue the full implementation of the WA Curriculum so all areas are fully embedded into the school’s teaching / learning programme and reflected in Semester Reports. The staff will also continue to reflect on their performance in light of the AITSL standards.

Banksia Park Primary School will continue to focus its efforts on the improvement of the Literacy and Numeracy skills of all students. This is related to the targets associated with continued improvement of NAPLAN results.

The school will continue implementing the National Quality Standards for Kindergarten to Year Two. Additionally, we will continue the implementation of the KidsMatter initiative to promote and develop Social and Emotional Learning and mental health and well being in our students. Banksia Park will also continue its work with a “Thinking Culture” to empower students with the language, tools and strategies to engage in a wide range of analytical, critical, caring and creative thinking tasks. This will involve the explicit teaching of thinking skills to all students. These are linked to the demonstration of improved non-academic (Attitude, Behaviour and Effort) outcomes.

Other emphases will include developing excellence in Music, Visual Arts, Japanese and Physical Education (where we have specialist staff), the ongoing development of school sustainability initiatives, and catering for those students who may not be achieving their full potential.

**NAPLAN – National Literacy & Numeracy Assessment**

The National Assessment Program Literacy and Numeracy (NAPLAN) is an assessment of all students in all Australian States and Territories for Years 3, 5, 7 and 9. These assessments were conducted in an online environment at Banksia Park PS for the first time in 2018 and were more individualised than the usual pencil and paper test. The results compare student performance in relation to other students in Australia and a National Minimum Standard. Our achievement of the School Targets associated with NAPLAN in 2018 were varied with a number of increases in higher bands of achievement across both year 3 and 5 but also a slight drop for our target of 100% attainment of the National Minimum Standard as shown below.

Individual performance is confidential to the student, parent and teacher but the Banksia Park Primary School percentage of students achieving at or above the National Minimum Standard is:

- 100% of our Year 3 students achieved the STANDARD in Reading
- 100% of our Year 3 students achieved the STANDARD in Writing
- 97% of our Year 3 students achieved the STANDARD in Spelling
- 100% of our Year 3 students achieved the STANDARD in Punctuation and Grammar
- 100% of our Year 3 students achieved the STANDARD in Numeracy

- 98% of our Year 5 students achieved the STANDARD in Reading
- 91% of our Year 5 students achieved the STANDARD in Writing
- 100% of our Year 5 students achieved the STANDARD in Spelling
- 100% of our Year 5 students achieved the STANDARD in Punctuation and Grammar
- 98% of our Year 5 students achieved the STANDARD in Numeracy

Further details and comparisons about this these Literacy and Numeracy results may be found at:

- WA Department of Education - Schools Online (www.det.wa.edu.au/schoolsonline)
- Australian Curriculum, Assessment and Reporting Authority (www.myschool.edu.au)
School Finances

Banksia Park Primary School operates under the Department of Education Student Centred Funding Model (or One Line Budget). The total funding allocated to the school in 2018 was $2,604,671.

Of this $171,951 was taken as ‘Cash’ with the remainder utilised for Salary costs.

The Banksia Park Primary School Financial Summary as at 31 December 2018 was:

It should be noted that some expenses such as communication costs and building maintenance are not included in the budget as they are paid directly by the Department of Education.
**Parent, Student and Staff Satisfaction**

The standardised National School Opinion Survey for parents, students and staff was again utilised in 2018.

There were 108 families who responded representing a wide cross section of the school from Kindergarten through to Year 6. All Year 5 and 6 students participated in the Student Survey and the entire staff were encouraged to participate in their survey.

**Parent Results**

Some of the additional parent comments were:
- My children are very happy at Banksia Park School.
- I'm very pleased with my child's progress within the school. She enjoys attending the School. The teachers are excellent and would recommend it to others.
- My child has just started in Kindy and the excellent reputation I heard about is true.
- The teachers are awesome and really care about my children and their schooling. I am very happy.
- We are lucky to have a wonderful school in Leeming. The staff are great. The children are happy. The P&C work hard to do the extra things.
- The band is a great opportunity for all children.
- A wonderful school where the staff really care about my children.
- I think Banksia Park PS is an absolutely wonderful school. Our son is thriving and loving his school days. He is disappointed when we have to tell him it’s a public holiday / pupil free day etc.
Student Results

- My teachers expect me to do my best.
- My teachers provide me with useful feedback about my school.
- Teachers at my school treat students fairly.
- My school is well maintained.
- I feel safe at my school.
- I can talk to my teachers about my concerns.
- Student behaviour is well managed at my school.
- I like being at my school.
- My school looks for ways to improve.
- My school takes students’ opinions seriously.
- My teachers motivate me to learn.
- My school gives me opportunities to do interesting things.

Staff Results

- Teachers at this school expect students to do their best.
- Teachers at this school provide students with useful feedback.
- Teachers at this school treat students fairly.
- This school is well maintained.
- Students feel safe at this school.
- Students at this school can talk to their teachers about concerns.
- Parents at this school can talk to teachers about their concerns.
- Student behaviour is well managed at this school.
- Students like being at this school.
- This school looks for ways to improve.
- This school takes staff opinions seriously.
- Teachers at this school motivate students to learn.
- Students’ learning needs are being met at this school.
- This school works with parents to support students’ learning.
- I receive useful feedback about my work at this school.
- Staff are well supported at this school.
**School Profile**

Banksia Park Primary School opened its doors to students on the 1st February 1989. Situated in the suburb of Leeming, the students are housed in attractive air-cooled classrooms with extensive bushland surrounds. School facilities are of a high standard and include a large library, art room, music room, Performing Arts Centre with enclosed covered assembly area, canteen, tennis courts, cricket nets, playground equipment and grassed oval.

The catchment area for Banksia Park is compact and completely built out and we have a number of “out of boundary” enrolments. The profile of the neighbourhood is still aging but a generational change is starting to occur and a resurgence of enrolments is expected in the future. Over the years a real community spirit has evolved, with parents/caregivers and staff working together to provide the best possible facilities and educational programmes for the students at the school. Students are well behaved and motivated to learn, parents are extremely supportive and the experienced teaching staff is committed and enthusiastic.

Our school has much to offer new residents. The size of the school, the innovative and established education programmes and positive working relationships between staff and parents all contribute to make this school a sought after location for primary education.

**Enrolment Trends**

The school population reduced some time ago but has now stabilised and is expected to increase again in coming years. Our current population of 287 students consists of 27 Kindergarten, 34 Pre Primary, 33 Year One, 35 Year Two, 30 Year Three, 37 Year Four, 50 Year Five, and 41 Year Six students.

**Student Attendance**

Banksia Park Primary School had an attendance rate of 93.9% in 2018. This has also remained stable over many years and is comparable with similar schools in the South Metropolitan Education Region and other schools from similar socio-economic areas across Western Australia.

**Student Behaviour**

Banksia Park Primary School has an effective Behaviour Management Policy and ongoing parent-teacher contact results in good communication of student behaviours being encountered at school. It is also noteworthy that during excursions and incursions outside agencies involved with our school continue to make frequent complimentary comments about the outstanding and exemplary behaviour of our students.

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**Further information about Banksia Park Primary School may be found at:**

- WA Department of Education - Schools Online  (www.det.wa.edu.au/schoolsonline)
- Australian Curriculum, Assessment and Reporting Authority  (www.myschool.edu.au)