Annual Report

2017

Telephone: 9266 6400
Internet: www.banksiapark.wa.edu.au
Email: BanksiaPark.PS@education.wa.edu.au
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 2017 Banksia Park Primary School Annual Report. My special thanks to the School Board for the time and effort devoted to developing the Business Plan that was part of our transition to an Independent Public School.

Banksia Park has continued to display excellence in many areas – as demonstrated in the Learning Area reports that follow. The KidsMatter initiative which aims to improve and support primary students’ mental health and improve well-being was continued. We also enhanced the “network” links with other Leeming primary and secondary schools. We have continued to implement the Departmental Priorities and focused on ongoing improvements in Literacy and Numeracy. We also continued the implementation of the Western Australian Curriculum. All students were again involved in a mass planting of kangaroo paws to beautify the school and regenerate the native flora. In order to enhance communication with parents the Department of Education “Connect” system was implemented and will hopefully be expanded to the delivery of School Reports in 2018.

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 who have assisted in the classrooms, sports events, excursions or in any way during the year.

Our special thanks to the P&C Association, under the leadership of Giorgia Kloosterman and her Committee, for their wonderful efforts to support the school through fundraising (that purchased the new fitness track equipment), Uniform Shop, Canteen and Band Committee. We also express our appreciation for the special social interactions provided at the Quiz Night and Student Discos.

I would like to extend my thanks and appreciation to the whole school community for their support and dedication to our wonderful school throughout 2017.

Martin Humphreys
Principal

School Board Report
During 2017 our School Board was involved in developing the inaugural 2017-19 Business Plan (available on the school website) as part of our transition to Independent Public School status.

We attended to many other issues including consideration of our School’s Performance; ratified the timing of School Development Days within the Leeming Cell; the continued introduction of the Western Australian Curriculum; reviewed the School Dress Code; the NQS assessment for Early Childhood education, an ongoing review of the 2017 School Budget and financial protocols; discussion of Learning Area Assessments of student data including information from the My Schools website and NAPLAN; School Contributions, Charges and Personal Use Items for 2018; and this School Annual Report. At our last meeting the School’s Operational Plan and Preliminary Budget for 2018 were discussed and ratified. Having viewed much data during 2017 the School Board has determined that the school is continuing to perform well and it is 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, Melissa Hewitt, Ian Holbrook, Giorgia Kloosterman, Anneke Wiesner 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. Special thanks Anneke Wiesner who retires from our School Board this year. I encourage parents to consider nominating for this School Board vacancy in early 2018.

Sharne Elsbury
Chairperson
Learning Area Reports

English
The Banksia Park Primary School Business Plan targets are to maintain 100% of students at or above the national standard in Literacy and increase the number of Year Three and Year Five students in higher NAPLAN Bands in Reading, Spelling and Writing, Punctuation and Grammar. In order to achieve this there is support for the whole school development of language strategies and ongoing professional learning for staff.

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

The results of the 2017 NAPLAN testing below shows a comparison of means for Banksia Park Primary School and all Australian Schools.

<table>
<thead>
<tr>
<th></th>
<th>Banksia Park Mean</th>
<th>Australian Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>444</td>
<td>431</td>
</tr>
<tr>
<td>Writing</td>
<td>435</td>
<td>414</td>
</tr>
<tr>
<td>Spelling</td>
<td>433</td>
<td>416</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>487</td>
<td>439</td>
</tr>
<tr>
<td><strong>YEAR 5</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>531</td>
<td>506</td>
</tr>
<tr>
<td>Writing</td>
<td>487</td>
<td>473</td>
</tr>
<tr>
<td>Spelling</td>
<td>524</td>
<td>501</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>528</td>
<td>499</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.

Classroom teachers continue to analyse and use individual, class and whole school data to inform their learning programs by implementing the Literacy Net (whole class and individual profiles for students at risk). 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 analysed in conjunction with NAPLAN data in Year Three showing progress in the early years in Reading. Standardised Reading, Spelling and Comprehension Tests are administered and analysed by class teachers from Year One to Six. This data supplements Literacy Net data and NAPLAN data for future planning, both whole school and in the classroom.

Targeted Professional learning, focussing on enhancing whole school approaches, is delivered through the Leeming Cell meetings. In this forum there has been an emphasis on cross curricular integration to enhance the development of both technological and language skills. Staff are also working on language development through the use of the technology processes.

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 students in their learning.
Mathematics

The West Australian Curriculum is the basis for all planning, teaching, assessment and learning in Numeracy at Banksia Park Primary School. Teachers collaborate and moderate with like year levels within Banksia Park and other teachers within the Leeming Cell schools.

The Student Achievement Information System (SAIS) is used to monitor, evaluate and report on student progress in the contexts of the individual, the year level and the whole school in Maths. Teachers also use the A-E exemplars to allocate the grades across the strands. Staff used SAIS to compare learning area grade distributions with like schools.

Some of the more interesting comparisons of results show that in Year One Banksia Park awarded an A grade to 23.5% of its students whereas the like schools (based upon Socio Economic data) awarded an A grade to only 6.1% of students. In Year Two Banksia Park awarded a C grade to 37.9% of the students whereas the like schools awarded a C grade 50.4% of the students. This was echoed across many of the other year levels. On average, across all year groups Banksia Park awarded 129% more A grades than like schools and 82% less D or E grades than like schools. Whilst our awarding of B grades was similar to like schools we award significantly more A grades and significantly less C, D or E grades.

The 2017 NAPLAN Numeracy results were as follows:

<table>
<thead>
<tr>
<th></th>
<th>Banksia Park Mean</th>
<th>Australian Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2016</td>
<td>2017</td>
</tr>
<tr>
<td>Year 3</td>
<td>455</td>
<td>456</td>
</tr>
<tr>
<td>Year 5</td>
<td>538</td>
<td>534</td>
</tr>
</tbody>
</table>

Comparison of Banksia Park Primary School 2016 results to 2017 indicate that on average Year Three Numeracy mean results have remained positively stable. The Year Five Numeracy mean results indicate a slight decrease from 2016 to 2017, however results remain higher than other Australian schools.

The Pre Primary students undertook the mandatory On Entry Testing in 2017 in early Numeracy skills, concepts and knowledge. The results in Numeracy were generally strong (as they have been for many years) but enabled the teachers to provide early intervention for any students at risk.

Whilst our children continue to score well in NAPLAN, when compared to like schools our tested cohorts’ progress from On-Entry to Year 3 and Year 3 to 5 is lower than expected. An analysis of individual test questions showed that some of the students require further explicit teaching of how to unpack complex word based problem solving questions and poor readers are finding mathematical language challenging. Strategies are in place to attempt to rectify this issue.

Selected Year Four to Six students participated in the annual Australian Maths Competition. Of the 26 students who participated there was one high distinction, six distinctions, nine credits and ten students who were rated as proficient.

As part of the integrated nature of Mathematics and Digital Technologies students have been undertaking a variety of “coding” activities to develop logical thinking skills and skills in this area. In addition classes have been designing and utilizing Excel spreadsheets to assist with the recording and analysis of data.

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 plans are regularly reviewed by the classroom teacher (in conjunction with the parents/guardians) in order that they continue to address individual needs.
Science
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 Science community and the global issues that face us as a world community. Students at Banksia Park are assessed for reporting using the Western Australian Curriculum and as a school performs equal to or above like schools based on the Grade Distribution Data of Semester Reports.

The teaching and learning of Science is consistent with the Western Australian Curriculum and reflects the current pedagogy and trends. Staff are committed to ongoing self-improvement in this learning area to enable them to deliver high quality, targeted and engaging teaching and learning programs.

Through the Western Australian Curriculum our staff 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.

Humanities and Social Sciences
History, Geography, Civics and Citizenship are embedded into the teaching and learning programs throughout the school as outlined in the WA Curriculum. Teachers are supported in the implementation of their programs by resources and targeted excursion and incursion opportunities. Year level teachers collaborate to ensure continuity of curriculum delivery. The comparison or our Semester Report results to like schools shows a close alignment.

Technology is used to enable students to develop research skills and present their information in a variety of ways. The new bank of 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, for example Year Five students have been learning about different biomes within an area. The app ‘Our Nearest Neighbour’ shows the relationship between Indonesia and Australia and is enhancing the Year Three Geography program providing an interactive platform to motivate student learning.
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. A junior class is a collection point for used batteries, ring tabs and stamps. Energy saving practices across the school are encouraged.

Kangaroo Paws were planted by students to aesthetically improve the physical environment of the school grounds and to restore the natural vegetation. This occurred during our WA Week focus. As well as WA Week, we focussed on significant events, including ANZAC Day and Harmony Day. All class HaSS programs reflect Indigenous Perspectives within their curriculum focus. The Year Three classes participated in an excursion to Kings Park which offered opportunities to role-play life of Indigenous and early settler children. Year Ones visited Azalea Ley Homestead to experience technologies used in the early days of our European settlement.

**Health and Physical Education**

Classroom 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 data assists teachers in making direct comparison to like schools and the achievement of those students to Banksia Park students. As this was the first year of the WA Curriculum in this area more time has been spent understanding what is described by an A, B, C D or E (Achievement Standards) using the exemplars to ensure there is a closer correlation between BPPS and like school grades. Our meetings with the Leeming Cell are an important strategy to assist in making consistent judgements. Teacher collaboration at BPPS is also important for developing this consistency.

The comparisons of data have indicated that BPPS student Physical Education results are higher than that of like schools. In Health the grades are similar to that of like schools in Pre-Primary and Year Three whilst the in other year levels the BPPS grades are higher.

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 plans 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 AFL, football, basketball, cricket, flag belt rugby and netball is a major focus.

Overall, the skills of the Years One to Six students are good. A continued focus on these skills needs to continue on a regular basis for the students to maintain an acceptable technical standard. It has been observed in recent years that, for many students, little practise occurs out of school and specific technique tends to be addressed mostly during PE skills sessions.

Participation in the Faction and Interschool Carnivals allow students to put the skills practised in Physical Education lessons into realistic, competitive and enjoyable practical situations. 2017 has overall been a successful year for Banksia Park teams participating in Interschool Competitions. The school achieved pleasing results in Swimming (won our third SCISA swimming Carnival Meritorious Shield in four years); both boys and girls Cricket teams were runners-up in the SCISA carnival; the Girls Soccer team in the Champions Cup team reached the State Championships; the Boys and Girls won their District Basketball Champions Cups and reached the State Championships; the Boys Soccer team were runner-up in the Winter Carnival; BPPS won the Hockey Carnival (for the second successive year); the Cross Country team were runner-up in the Meritorious Shield; and our Interschool Athletics Team won the Meritorious Shield.
The support of parents sharing their expertise by coaching 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 2 concert attended by many parents and family members. Yoga classes (K-3) continued in Term 3.

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 and there was a restructuring of the carnival scoring method so that all participants are recognised and respected. This has been reflected in the increased participation in all school faction carnivals. Teachers provide interesting real-life strategies obtained from the Friendly Schools resources for the children to adopt in their daily interactions with others.

The Arts

MUSIC

Students have matured in their understanding and application of literacy and music terminology by showing increased confidence in a variety of oral, written and practical responses in reading and listening to music from an enriched and eclectic developmental music programme. Through songs, performances and musical games, students are encouraged to apply the elements of music in a natural way as they listen and respond to live and recorded music performances and make their own music. For example in class music students selectively choose percussion instruments to add texture and dynamics to their playing, then discuss and compare results to create the best sound.

Through independent and collaborative Class Music, Choir and Band performances at school and in the community, students have had the opportunity to perform in ensembles, as soloists and compere. Through instrumental tutors and the support of the School of Instrumental Music, our students had the opportunity to learn band instruments and also the ukulele. Performances by our Senior and Junior bands have included special days, interschool Band Bashes, fundraising, school concerts and the West Australian Government Schools Music Society. The Years Five and Six Choir students have similarly taken part in special days and the WA Massed Choir Festival with collaborative efforts for Anzac Day and the annual Music Assembly. For the 10th Anniversary of the national music initiative, Music Count Us In, this year’s song, Let Us Play, was also celebrated with a collaborative instrumental effort as a whole school community song for the Music Assembly.

The repertoire from Choir has been a springboard for the international and Australian themes of our music program this year. This included a brief history of Rock ’n’ Roll encouraging us as individuals to know we belong in society. Other songs encourage us with reminders that all of us have something positive to contribute and to ‘have a go’. The whole school has enjoyed participating in a visit from the school mascot, Hilly, by linking his visit to promote Kindness (from Kids Matter). Students brought in their teddy bears to support their learning of marches in music, with a story of a soldier showing kindness to a bear cub through the marching music, “The Teddy Bears Picnic.” Buddy classes in Music havesupported antibullying through teaching each other a handclapping game and song. Years Five and Six learned how to play the 12 Bar Blues using smart instruments on an ipad application and have made an album cover as a ‘record’ of Beatles studies. Years Three and Four expanded their recorder learning to embrace other classroom percussion instruments in performing their recorder repertoire. They helped to introduce this year’s Music Count Us In song, Let Us Play, by learning to play a recorder version of Pachelbel’s Canon in D.

The Rio Olympics launched a whole school Virtual World Music Tour with whole school input for a Music Passport and ‘itinerary’ to include places of student interest. Simultaneously building up
our repertoire of Australian songs and knowledge of Australian composers, we learned international folk songs with different languages, games and the use of world percussion instruments. This background and learning of the song writing process of students involved in Music Count Us In has influenced students own song writing skills. To celebrate the “International Year of the Pulse”, we employed mathematical, science and engineering concepts in discovering how to make our own instruments from recycled materials and pulses (legumes). Students have all enjoyed learning the technique of African “call and response” drumming and other hand held African percussion, exposure to Japanese “Taiko” bin drums, a Maori stick game and Australian bush band instruments.

**VISUAL ARTS**

2017 has been an exceptional year in the art room, in terms of new and diverse projects. Initially, during term one a whole school project was designed around the work of Vincent Van Gogh. The emphasis was on increasing understanding, appreciation and critical thinking in the children. Pre Primary to Year Six students explored the style and techniques of various works by Van Gogh. Elements of design investigated were colour, line and texture. They also learnt to consider why he made the art he made, and gained insight into the personal expression behind his works. This contextual understanding gave a foundation to the sensational creations produced by our students, for example the Year 5/6 and Year 6 whole class murals of ‘Starry Night’. Evidence of the above average standard of our older students is reflected in the Semester Reports and like schools data analysis.

These exceptionally high standards as demonstrated by the Semester 1 data analysis illustrates the ability of our Year Fives in particular. This was also evident in the portraits students in both Year Four/Five classes created when studying the abstract expressionist style of American artist Jean Michel Basquiat. Students embraced the techniques and style of this artist and were able to personally interpret him through their own work.

To further develop the art skills, ideas and productions of our Banksia Park art students, 2017 has seen the creation and facilitation of an Art Enrichment program specifically aimed at meeting the needs of our gifted and talented Year Six students. In visual arts, via written application, 14 students were selected to participate in weekly lessons allowing them to accelerate and explore areas of the WA Curriculum beyond their year level. They developed and applied new techniques and processes, explored art from various artists and cultures, reflected on various ideas and viewpoints and developed their skills in personal interpretation of artworks. This has included the use of personal art journal writing. The culmination of their efforts was presented as a display and Art Enrichment Assembly item in Term 4. This was a wonderful opportunity for the 14 students to portray the skills, standard, diversity, enthusiasm and passion they have experienced and brought to this new school initiative.

Our younger students also performed very well in Semester One. Students explored abstraction through several collage activities and looked at colour and pattern inspired by contemporary indigenous art, and book illustrations. Standards were particularly high and this level of achievement was reflected in the Semester One data against like schools.

A collaborative project between the Arts and Japanese teachers saw the construction of 32 large Taiko drums. The canvas tops were hand painted calico pieces using a Japanese style Banksia symbol. They were painted by our Year Six students in Term Two. These artworks, come musical instruments, will be housed in the music room and used for many years to come.

Furthering previous successful attempts to integrate oral and written language into the Art program, 2017 has seen several integrated Language/Art projects come to fruition. For example, the project titled “The Rise of Sneaker Culture”. Year Five/Six and Year Six students explored the ideas, history, function of, and influences on the development of “The Sneaker” during the 20th century. Combining the reading of informational texts, class discussions, observation drawings, sneaker
design and written/research assignments with an enthusiasm and overwhelming interest in this particular aspect of popular culture, the students produced sensational results, both visual and written.

Technologies
The new Technologies component of the Western Australian Curriculum describes two distinct but related subjects. The first is the Design and Technologies component where students use design thinking and technologies to generate and produce solutions for authentic needs and opportunities. The second is Digital Technologies or the use of Information and Communications Technologies.

The Banksia Park Primary School Business Plan 2017 to 2019 identifies a strategic focus in high quality instructional skills and curriculum delivery. Included are milestones for full implementation of the Western Australian Curriculum with Technologies in 2018. During 2017 staff participated in Professional Learning with this area as the focus and trialled a wide range of learning experiences to engage the students.

DESIGN AND TECHNOLOGY
Classroom teachers continue to engage students in high quality learning where they create solutions for authentic needs. During 2017 staff utilized the Curriculum Framework Technology and Enterprise curriculum along with the new WA Design and Technologies Curriculum in readiness for 2018. It involved project management, design thinking, computational thinking and systems thinking. Some recent Design and Technology projects have been bicycle helmet redesign, crow scarers, marble runs using commercial construction sets and box houses using recycled materials.

The comparison of the current “Technology and Enterprise” reporting data shows that there is a good comparison between student achievement at Banksia Park PS and other like schools.

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.

During 2017 students across all year levels have engaged in Digital Technologies tasks on desktops and iPads. The Education Department provided Technology Toolkit has enabled a swifter introduction of many Digital Technologies principles to the school. Learning activities have included a variety of robotics, circuits and coding activities. Coding activities have been conducted with all groups of students. Applications used include Scratch, BeeBot, Swift Playgrounds, Kahoot and Code.org. Coding and iPads have been used to manipulate the Edison, Sphero and Dash + Dot robots via their associated apps.

At this point in time there is no comparative data that will allow comparison of student performance in this component of the learning area - but data should be available for next year’s Report.

Languages (Japanese)
2017 saw Japanese extend to include the Pre-Primary students (for a thirty minute lesson per week). They began learning some basic vocabulary including greetings, manners, colours, shapes and counting to 10. They also learned how to read Japanese numbers and about Japanese festivals. All students from Years One to Six visit the Japanese classroom for one sixty minute lesson per week, focusing on listening and speaking, viewing, reading, writing and cultural understandings through a
range of both specific skill focused and integrated tasks. They have continued to expand on their understanding and use of basic Japanese language, including topics such as talking about themselves and their families, the 12 zodiac animals and pets in Japan, traditional folktales and various festivals. Life in ancient Japan, Money and shopping, Time and Celebrations and The Very Hungry Caterpillar have also been popular units of work.

Students used the school’s iPads to complete a range of activities, such as creating PuppetPals movies, hiragana recognition and stroke order practice as well as online research and Language Perfect quizzes. The Language Perfect World Championships were held in May and BPPS earned a record 17 certificates. They also participated in the WA State Championships in August.

One Special Japanese event for 2017 was the Taiko drumming workshop for Year Six students who learned how to work as a team to produce simultaneous sounds on the taiko drums with Kiyomi Sensei. Students worked with the Art and Music teachers to design and paint drum skins for this incursion and in subsequent Music lessons.

All Students in Year Three to Six participated in Calligraphy lessons, learning the correct techniques required to copy various Kanji characters. One sample from each Year level was entered into the JLTAWA Calligraphy Competition. Our Year Four entry was judged to be most accurate and aesthetically appealing. Origami, cooking and traditional games were also highlights within the Japanese classroom.

The level of enthusiasm displayed by the Banksia Park Primary school students, as well as their academic achievements in Japanese have continued to be quite high when compared to Like Schools.

________________________________________________________________________________

Some of our exciting 2017 Events…..

Edu Dance Parent “Open Night” Lap-a-thon
InterFaction Cross Country Book Week Readings Leeming SHS “Science Show”
**Improvement Intent for 2018**

Our ongoing targets for improvement are clearly outlined in the 2017-19 Banksia Park Business Plan (which is available on the school website). 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 implementation of the Western Australian Curriculum so all areas will be fully embedded into the school’s teaching and learning programme. As areas are progressively implemented it will be reflected in changes in the Semester Reporting of student achievement. 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 continued improvement of NAPLAN results. Recently we underwent a Trial for the implementation of NAPLAN Online in 2018.

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 in developing 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 for the Banksia Park students.

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 are marked by an external body and give student performance in relation to other students in Australia and a National Minimum Standard. Our achievement of the School Targets associated with NAPLAN in 2017 were varied with a number of increases in higher bands of achievement across both year 3 and 5 but a drop in the 100% attainment of the National Minimum Standard.

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
- 100% 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
- 97% of our Year 5 students achieved the STANDARD in Reading
- 100% of our Year 5 students achieved the STANDARD in Writing
- 97% of our Year 5 students achieved the STANDARD in Spelling
- 97% of our Year 5 students achieved the STANDARD in Punctuation and Grammar
- 100% of our Year 5 students achieved the STANDARD in Numeracy

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

- WA Department of Education - Schools Online  ([www.det.wa.edu.au/schoolsonline](http://www.det.wa.edu.au/schoolsonline))
- Australian Curriculum, Assessment and Reporting Authority  ([www.myschool.edu.au](http://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 2017 was $2,616,312.

Of this $150,260 was taken as ‘Cash’ with the remainder utilised for Salary costs.

The Banksia Park Primary School Financial Summary as at 31 December 2017 was:

![Financial Summary](image)

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 National School Opinion Survey for parents, students and staff was utilised in 2016. The 2016 Annual Report contained the first part of results on a range of topics. The results below complement last year’s information.

These results indicate an average rating between agree and strongly agree for all items. The specifics are:

Parent Results

Student Results
Some of the parent comments returned with the survey included:

- This is a fantastic school. Well done to everyone.
- Our child is in Kindy and we heard great things about the school before he began – they were all true!
- My daughter has been at Banksia Park for eight years and we will be very sad to leave at the end of the year. It has been a wonderful primary school experience. Thanks to everyone who worked with her at this great school.
- Thank you for all you do to create such a safe and supportive environment for our children to grow and learn.
- A wonderful learning environment for our children. Thank you.
- I am only 6 months into my child attending Banksia Park – and I am very glad I chose this school.
- Good school with good community where everyone respects and helps each other.
- I like the family feel of the school.
- I would like to see more online communication between the school and parents.
- Overall the teachers are very good.
- We are very happy with the school.
- The school needs more car parking spaces.
- I had always heard from other parents around the Leeming community how wonderful BPPS is, so I was happy to know my children would be attending the school.
- This is a great school and an integral part of our community.
- My kids are very happy at the school. The teachers are friendly and work hard.
- This is a wonderful school and we are very happy our children attend Banksia Park.
- A warm inclusive environment. A wide range of opportunities for students.
- BPPS is a well-maintained school meeting the needs of the local community. The size of the school is an asset and teacher–pupil relationships are strong.
- Thank you to the friendly and approachable staff at Banksia Park.
- My child just loves going to Banksia Park School.
School Profile
Banksia Park Primary School opened its doors to students on the 1 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. The profile of the neighbourhood is aging and enrolment figures are slowly decreasing but a resurgence 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 has been relatively stable over a long time but there has been a slight drop in enrolments in recent years. Our current population of 294 students consists of 31 Kindergarten, 33 Pre Primary, 33 Year One, 30 Year Two, 32 Year Three, 48 Year Four, 42 Year Five, and 45 Year Six students.

Student Attendance
Banksia Park Primary School had an attendance rate of 94.9% in 2017. 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.

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)