

Annual Report 2019



Principal's Message

It is with great pleasure I present to you the 2019 Baldivis Gardens Annual Report. I was absent on deferred salary leave from August 2018 until September 2019 and in my absence the school continued to grow and thrive under the leadership of the two Acting Principals, Mr David Paine and Mr David Batt. Their leadership was supported and enhanced by the leadership of our substantive Deputy Principal Mrs Melinda Stewart and the Acting Deputy Principal Ms Clare Addison. With steady student growth throughout the 2019 school year, we welcomed new staff and expanded our programs. The year closed with 434 students.

2019 was the final year of our first three year Business Plan and I am pleased to say that we achieved most of our 'Targets' and 'Indicators of Success'. This success is the result of a very professional and committed staff who have continued to closely follow our strategic direction as outlined in our Business Plan and our Whole School Agreed Practices. They have also embedded our GROW ethos (Gain Knowledge, Respect Others, Own your Actions and Work Hard) and continued our commitment to a quiet and orderly working environment. As a staff we are united in our commitment to the importance of a consistent approach to curriculum delivery across all classrooms. In the final weeks of Term 4 2019 we did a final audit and review of our Business Plan strategies in preparation for our second Business Plan to be released in 2020. Some minor changes have been suggested but on the whole the strategies implemented in our foundation year are proving to be effective and will be continued. This is evident in

the student data we have collected. We are keen to have a consistent and connected curriculum delivery as our students move through the school.

It is a privilege to work with our School Board and I would like to publicly acknowledge the work of Judith Hill our Foundation Board Chair and all members of our Board. The Board has kept a close and informed watch over the implementation of our first Business Plan. I am grateful for their feedback, encouragement and support.

When we opened Baldivis Gardens we wanted to be connected to our community in a way that acknowledged the rich history of the land on which our school was built and instil in our students a deep knowledge of the area in which they live. Our 'Forest to Garden' Program has evolved over time from the influence, support and knowledge of Judith Hill. Her wisdom and experience as a teacher and educator, together with her local knowledge and love of 'the forest' has allowed our school to establish programs that will ensure our students have an understanding of the rich history of Baldivis and a commitment to sustainable practices to preserve the beauty of our local forest areas. Judith's contribution to our school was acknowledged and celebrated at a community assembly in Term 4 and I know she will continue to show a genuine interest in our school. Mrs Kat Lothian (Parent Representative) has been selected to fill the role of School Board Chair in 2020.

As our school community grew in 2019, we were encouraged and supported by our parent community. In particular, we are most grateful for the work of the P & C throughout 2019. Several fundraising events saw the P & C able to make a

generous donation towards our Junior Playground and shade sails. The P & C has such an important role in helping us build a positive and engaged school community and we look forward to their continued support in 2020.

The steady growth in student numbers over the last three years has allowed us to consolidate and embed our positive school culture and high academic expectations. I am delighted with all we have achieved in our first three years thanks to a very professional, capable and committed staff supported by parents who are keen to work collaboratively with us to see their children thrive. I look forward to leading our school as we commence our second Business Plan and consolidate and build on our achievements thus far.

Jayne Ebsworthy
Principal

Message from the Board Chair

The 2019 school year commenced with Mr David Paine continuing in his role as Acting Principal. Baldivis Gardens Primary School Principal, Mrs Jayne Ebsworthy was in the second six months of her twelve months deferred salary leave. In May, the Board was informed of Mr David Paine's appointment as Principal to Marri Grove Primary School and in turn, Deputy Mr David Batt was congratulated on his appointment as Baldivis Gardens interim Principal. Deputy Mrs Melinda Stewart was to be assisted by the appointment of Ms Clare Addison as deputy three days each week. This arrangement remained in place until Mrs Ebsworthy's return in September. The Board was appreciative of the efforts taken to ensure the changes in administration did not affect the smooth functioning of the Board throughout this period. In August, the Board formally thanked David Batt for his excellent contribution to the leadership of the school.

The 2019 school year also saw the Baldivis Gardens Primary School Board welcome new Board Members. In line with the practice of annually appointing a new Board member from the school teaching staff, the 2018 teacher delegate, Mrs Hayley Ashwood, was replaced by Ms Clare Addison. Parent delegate, Ms Kristy Lee Last's vacated position was filled when Ms Katrina Glenn was welcomed to the Board. In May Parent Board member, Mr Tinashe Magwaza's term of office expired and following a ballot for the position, Mr Brad Schiller was elected.

As Board Chair I would like to convey the Board's appreciation for the contribution made by the three retiring Board members. All three Board members; Tinashe, Hayley and Kristy generously shared their expertise and time in assisting the Board in its endeavours over the past years. Their contribution to the Board was instrumental in helping the Baldivis Gardens Primary School Board achieve its goals in the foundation years.

Work of the Board 2019 – Some Highlights:

The 2019 school year was the third year of the Baldivis Gardens Primary School's Foundation Business Plan. As such, the Board continued to be actively involved in reviewing its achievement of goals, approving and supporting its required policies and programs for the school's continuing consolidation. With the new Business Plan to commence in 2020, its underpinning ethos of Nurture, Grow and Thrive, Board members were invited to give their perception of a thriving student at Baldivis Garden.

In light of the number of Board changes, new members and those assuming new positions attended Board training. The requirements of governance roles, responsibilities and ethical decision making were reviewed by all Baldivis Gardens Board members.

Throughout the year the Board received regular informative updates of the school's finances and

gave its approval for the containment of voluntary contributions at the existing level for the 2020 school year. The board was delighted with the development of the school playground and applauded the fundraising efforts of the P&C and the work of Deputy Mel Stewart in effectively overseeing its continuing construction.

In Conclusion:

As 2019 was the final year of my three year tenure as Board Chair at Baldivis Gardens Primary School, I would like to convey my deep appreciation of the support extended to me by Principal, Mrs Jayne Ebsworthy, Deputies, Mr David Batt, Mrs Mel Stewart, teachers, Admin staff and all Board members over the past three years. Particularly valued was their consideration in 2019 when ongoing health issues prevented me from attending Board meetings in the second semester.

Completing their Board tenure along with me at the end of the 2019 school year are Parent delegate Ms Kirsty Lilley and Community Rep Mr Lee Downham. Kirsty was a Foundation member of the Board from its inception and over the three years made an outstanding contribution. Lee, as a City of Rockingham Counsellor, was able to help forge partnerships between the school, local community and local government entities. Finally, I would like to congratulate Kat Lothian the incoming Board Chair for 2020. Her inclusive approach and depth of experience will be a tremendous asset to both the Board and the School.

In 2017, I was honoured to be asked by Mrs Ebsworthy to fill the role of the Foundation Board Chair. Being part of such an exciting time in the first years of Baldivis Gardens Primary School's establishment was indeed a privilege. To work over the three years with so many committed and generous people has been a rewarding experience. I am certain Baldivis Gardens Primary School's future success is assured due to the expertise, dedication

and enthusiasm of its excellent leadership team, its highly skilled staff and its vibrant school community. My sincere thanks to all,

Judith Hill
Board Chair 2017 – 2019

A review of our Business Plan: Strategies implemented in 2019

Nurturing Successful Students

Whole School Teaching and Learning Strategies

Our 'Whole School Agreed Practices' were reviewed regularly throughout 2019 and there was a concerted effort between the Administration team and staff to ensure there was consistency in the delivery of our teaching and learning programs. Staff continued to develop their understanding of explicit teaching through ongoing professional learning.

We continued our focus on individual student progress and staff were supported in the collating of assessment data in the form of Class Assessment Profiles to be passed on to classroom teachers at the beginning of each year. The data is useful to administration and classroom teachers to inform progress and achievement at a school level, classroom level and at an individual level.

Consistent Literacy and Numeracy Practices

The school has mandated two-hour Literacy and Numeracy blocks. This has been established and supported by staff to ensure these two key learning areas are prioritised with teachers delivering explicit instruction to target students' literacy and numeracy needs. Teachers have worked in Phase of Learning teaching groups to audit their practices and confirm consistency of practices.

Together with the work of the Curtin University Speech and Language team who continue to work in our Early Childhood area of our school, intervention programs targeting phonological awareness and

phonics are also implemented across the school, to support the acquisition of literacy skills for students at risk. MiniLit, an explicit intervention program, continued to be delivered by a committed and passionate Education Assistant in small groups throughout the year. This Education Assistant has worked collaboratively with our classroom teachers and together have had a very positive impact on our students who are requiring extra literacy support. This is an area we hope to expand in 2020.

Specialist Programs and Focus Areas

Throughout 2019 we continued to offer specialist programs in the areas of Science, Music, Physical Education, German and STEM (Science, Technology, Engineering and Science). Experienced, committed and passionate specialist teachers have ensured our students have received a rich and varied curriculum and offered many extra-curricular learning opportunities and experiences whilst retaining our unrelenting focus on Literacy and Numeracy.

We continued to utilise our cross curriculum approach in the delivery of HASS (Humanities and Social Sciences), the Visual Arts and Languages through our 'From Forest to Garden' project. We use our garden to integrate the teaching of this project and to highlight the history of the land and the connection with the traditional owners of the land, the Noongar people. All students have the opportunity to work in the garden with an experienced Education Assistant and our German Languages Assistant. The project strengthens our authenticity in learning German as well as our community responsiveness to sustainability.

Our Student Health and Wellbeing Committee has continued to champion our focus on health and wellbeing throughout 2019, ensuring it remains embedded in our school culture and curriculum. Morning fitness is a whole school agreed upon practice. Our Physical Education teacher provides students opportunities to increase their fitness and

participation in 'out of school sport' such as running club, footy focus and netball. The committee also runs healthy sandwich making days, as well as community breakfasts once a term to promote healthy eating and community spirit. A weekly breakfast club supported by our school chaplain has been popular with many of our children who are benefitting from eating breakfast before they commence learning for the day.

Building Positive School Culture

Our staff ensure there is a clear and explicit expectation across our school to embed our GROW ethos (Gain knowledge, Respect others, Own your actions and Work hard). The GROW ethos, the nine core values and our school and class rules have been consistently implemented. The GROW ethos is continually reinforced through our GROW Awards at assembly, signs displayed in each room, and discussions at our faction assembly on our expectations and ethos. Our school's rules are simple, relevant and easy to remember.

Highway Heroes has been our social skills program to ensure a consistent approach to the teaching of social skills from class to class, year to year. However, at the end of the year staff have reviewed this program and its relevance for our school context. As a result a Working Party was formed and will recommend a new social skills program to be implemented in 2020. Protective Behaviours is also taught explicitly each year across all year levels.

A School Chaplain and School Psychologist attend the school once a week and continue to provide much needed support to our staff and students. The School Chaplain provides pastoral care and additional social skills programs as needed. A decision has been made to merit select a new permanent school psychologist for 2020 to ensure ongoing consistency of psychology services. The 2019 parents' survey reflects our school's efforts to prioritise student well being with a

4.3 average for behaviour management and 4.7 for their children feeling safe at school.

Our Student Targets

As we have now completed our third and final year of the 2017-2019 Business Plan cycle, we are able to assess achievement against our student targets.

Literacy and Numeracy Targets

Our Year 3 and Year 5 students completed their NAPLAN testing in May. This was completed via online testing for the first time. Our 2019 NAPLAN data indicates the impact our consistent approach to teaching Literacy and Numeracy has had on the improvement of student achievement.

Our Comparative Performance Data is measured against our performance against our expected achievement and the performance of other Western Australian Schools.

	Year 3			Year 5		
	2017	2018	2019	2017	2018	2019
Numeracy	-2.1	-0.4	0.0	-0.4	3.0	1.3
Reading	-2.4	0.0	0.3	0.0	1.6	1.0
Writing	-2.2	1.4	0.6	0.8	1.3	0.8
Spelling	-1.7	0.9	0.3	0.4	1.0	0.8
Grammar & Punctuation	-2.1	0.4	0.4	-0.5	1.3	1.6

- Above Expected - more than one standard deviation above the predicted school mean
- Expected - within one standard deviation of the predicted school mean
- Below Expected - more than one standard deviation below the predicted school mean

As can be seen from the above table, our Year 3 and Year 5 students achieved at or above the expected level of achievement. Our Year 5 students performed well above the expected level of achievement in Numeracy, Reading and Grammar and Punctuation testing. It is especially pleasing as our Year 5 cohort performed well below the expected level of achievement when tested in Year 3 during 2017.

These tables represent our proficiency in each of the NAPLAN tests. The tables indicate our student proficiency against like schools and the distribution

within the bands. The higher the band, the better achievement it is.

Band	NAPLAN Score Range	Reading							
		Year 3				Year 5			
		2018		2019		2018		2019	
School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch		
10	686 & Above								
9	634 - 685								
8	582 - 633								
7	530 - 581					19%	9%	9%	7%
6	478 - 529	12%	16%	22%	20%	22%	16%	17%	18%
5	426 - 477	21%	19%	22%	24%	22%	25%	31%	22%
4	374 - 425	26%	23%	30%	22%	15%	16%	17%	14%
3	322 - 373	26%	19%	18%	18%	4%	3%	2%	0%
2	270 - 321	12%	14%	6%	12%				
1	Up to 269	3%	9%	3%	0%				

- Above National Minimum Standard
- At National Minimum Standard
- Below National Minimum Standard

Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2018		2019		2018		2019	
School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch		
10	686 & Above								
9	634 - 685								
8	582 - 633					0%	1%	0%	3%
7	530 - 581					18%	6%	5%	9%
6	478 - 529	15%	4%	20%	13%	32%	21%	33%	29%
5	426 - 477	29%	27%	33%	32%	25%	41%	36%	36%
4	374 - 425	29%	26%	28%	34%	14%	16%	17%	16%
3	322 - 373	21%	27%	11%	14%	1%	14%	10%	7%
2	270 - 321	6%	8%	7%	5%				
1	Up to 269	0%	0%	3%	2%				

Band	NAPLAN Score Range	Spelling							
		Year 3				Year 5			
		2018		2019		2018		2019	
School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch		
10	686 & Above								
9	634 - 685								
8	582 - 633								
7	530 - 581					11%	7%	0%	9%
6	478 - 529	15%	12%	22%	19%	21%	18%	17%	21%
5	426 - 477	38%	22%	12%	20%	36%	32%	36%	31%
4	374 - 425	24%	25%	28%	24%	11%	23%	33%	21%
3	322 - 373	9%	19%	24%	19%	0%	0%	7%	2%
2	270 - 321	12%	11%	10%	10%				
1	Up to 269	3%	9%	0%	7%				

Band	NAPLAN Score Range	Grammar & Punctuation							
		Year 3				Year 5			
		2018		2019		2018		2019	
School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch		
10	686 & Above								
9	634 - 685								
8	582 - 633					21%	12%	7%	11%
7	530 - 581					18%	14%	12%	18%
6	478 - 529	12%	19%	36%	25%	29%	29%	38%	23%
5	426 - 477	32%	15%	18%	24%	14%	23%	31%	24%
4	374 - 425	21%	25%	22%	19%	11%	14%	2%	15%
3	322 - 373	21%	18%	10%	16%	7%	9%	10%	10%
2	270 - 321	12%	14%	10%	11%				
1	Up to 269	3%	9%	0%	3%				

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2018		2019		2018		2019	
School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch		
10	686 & Above								
9	634 - 685								
8	582 - 633					19%	5%	0%	4%
7	530 - 581					15%	12%	17%	14%
6	478 - 529	9%	7%	16%	11%	26%	28%	31%	28%
5	426 - 477	15%	21%	12%	21%	26%	34%	38%	34%
4	374 - 425	29%	29%	32%	28%	11%	18%	10%	15%
3	322 - 373	18%	22%	22%	24%	4%	9%	9%	5%
2	270 - 321	26%	16%	16%	12%				
1	Up to 269	3%	9%	3%	0%				

Our Comparative Performance Data indicates that our Year 3 students performed well in comparison to like schools across all assessed areas of NAPLAN. Our

Year 5 students performed slightly below like schools, but their growth from Year 3 was very good.

When analysing this data we need to be careful not to make too much comparison to data from the previous year, as the cohort from 2019 is a different cohort in 2018.

Our Business Plan targets for 2017-2019 were based on comparison against the achievement of like schools.

Target 1 – Achieve at or above like schools in Year 3 and Year 5 Literacy and Numeracy NAPLAN testing.

This table highlights student achievement at Baldivis Gardens Primary School measured against like schools according to NAPLAN. The scores are the average scale scores achieved. The green highlighting indicates achievement above like schools and the red highlighting indicates achievement below like schools. The figure in brackets is the difference in average scale score between our students and like school students.

2019	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	420 (+5)	422 (+8)	407 (+3)	430 (+9)	394 (+2)
Year 3 Like	415	414	404	421	392
Year 5	482 (-8)	454 (-8)	476 (-11)	482 (+1)	477 (-4)
Year 5 Like	490	462	487	481	481

2018	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	401 (-22)	416 (+12)	415 (+8)	414 (-3)	379 (-21)
Year 3 Like	423	404	407	417	400
Year 5	506 (+9)	466 (+7)	502 (+10)	512 (+22)	504 (+20)
Year 5 Like	497	459	492	490	484

2017	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	349 (-62)	348 (-52)	359 (-41)	344 (-73)	350 (-43)
Year 3 Like	411	400	400	417	393
Year 5	474 (-16)	465 (+7)	480 (-5)	458 (-23)	463 (-15)
Year 5 Like	490	458	485	481	478

In 2019, our Year 3 students, on average, outperformed like schools. Our Year 5 students did this in Grammar and Punctuation testing, but marginally underperformed in the other areas tested.

Considering that these same students underperformed significantly when tested in Year 3 during 2017, the results achieved should be celebrated as outlined in the growth achieved by these students shown later in this report.

The table below indicates our relative achievement of our Business Plan Target 1.

Summary of Achievement of Target 1

Year Level	Test	Achieved 2017	Achieved 2018	Achieved 2019
Year 3	Reading			✓
	Writing		✓	✓
	Spelling		✓	✓
	Grammar and Punctuation			✓
	Numeracy			✓
Year 5	Reading		✓	
	Writing	✓	✓	
	Spelling		✓	
	Grammar and Punctuation		✓	✓
	Numeracy		✓	

As can be seen, the data shows that we have not reached our targets across all areas, but it also shows that we have made enormous gains in achievement between 2017 and 2019.

Target 2 – Be placed in the top 50% of statistically similar schools on the 'My School' website.

Unfortunately, the 'My School' website has changed the way it represents NAPLAN data and from 2019, it no longer compares data against statistically similar schools. This has resulted in comparisons only being available for 2017 and 2018. The table below shows the relative position of Baldivis Gardens against statistically similar schools. Again, the green represents where we are in the top 50% of schools and the red represents where we have not reached that position.

2018	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	78%	24%	33%	53%	81%
Year 5	39%	35%	26%	19%	18%

2017	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	100%	98%	98%	98%	100%
Year 5	75%	38%	64%	77%	75%

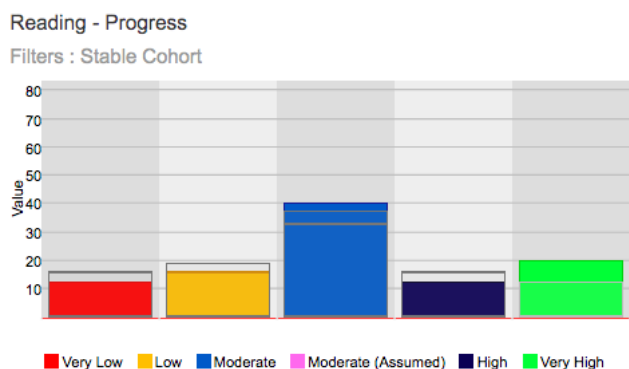
It is extremely pleasing to report that in 2018, we were placed in the top quartile (top 25% of statistically similar schools) in Year 3 Writing, Year 5 Grammar and Punctuation and Year 5 Numeracy.

Target 3 – Increase the percentage of stable cohort students who have at least moderate or moderate assumed progress in NAPLAN testing from Year 3 to Year 5 and Year 5 to Year 7.

This is the first year that we have been able to measure growth for a stable cohort as our first students in Year 3 and Year 5 in 2017 were retested in Year 5 and Year 7 in 2019.

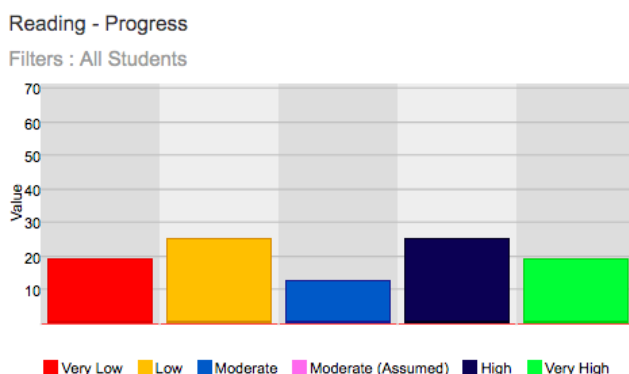
The Reading results were as follows:

Year 3-5 Growth



72% of students at Baldvis Gardens achieved moderate growth or higher in comparison to 65% of students in like schools.

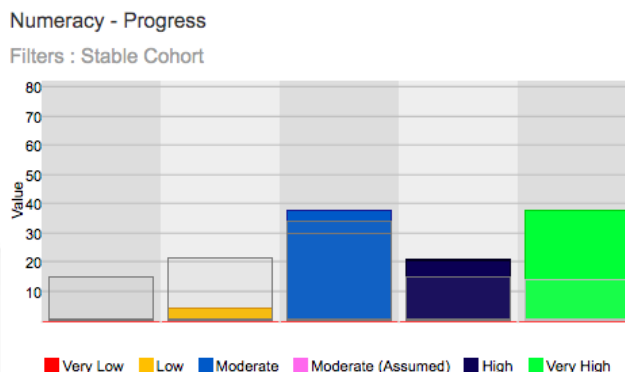
Year 5-7 Growth



57% of students who had previously attended Baldvis Gardens Primary and now attend a Government High School achieved moderate growth. No figures are available for like schools in this context.

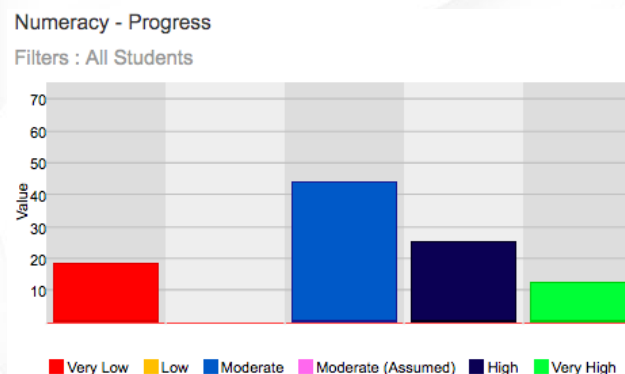
The Numeracy results were as follows:

Year 3-5 Growth



96% of students at Baldvis Gardens achieved moderate growth or higher in comparison to 64% of students in like schools.

Year 5-7 Growth



72% of students who had previously attended Baldvis Gardens Primary and now attend a Government High School achieved moderate growth. No figures are available for like schools in this context.

No growth data has been realised for the other areas of NAPLAN testing.

Our current whole school practice of explicit instruction indicates a high level of progress and we have implemented targeted and consistent language intervention programs for those who are performing below benchmark. The Leadership team and the English and Maths Committees work together to ensure there is a heavy emphasis on Literacy and Numeracy across the school.

Science Targets

Increase the percentage of stable cohort students who achieve an effect size of 0.4 or higher when tested annually on the Baldvis Gardens Inquiry Skills Assessment.

The BGPS Inquiry Skills Assessment is administered each year, thus giving us an effect size for comparison against the previous year. The 2017-2018 and 2018-2019 Baldvis Gardens stable cohort 'Inquiry Skills Assessment' results are as follows:

Year (in 2019)	Average Score 2018	Average Score 2019	Average Effect Size	Equivalent Progress (in years)
3	-	36.17	-	-
4	31.22	50.78	2.29	5.73
5	40.15	58.96	1.82	4.55
6	67.80	79.85	0.83	2.06

The percentage of students achieving an effect size has decreased. As 100% of students achieved an effect size greater than 0.4, the target was impossible to achieve.

Year Group	2017 - 2018	2018 - 2019
From Year 3 to 4	100%	95.65%
From Year 4 to 5	100%	84.62%
From Year 5 to 6	100%	84.21%

However, the scores achieved by students demonstrate significant progress. Throughout 2019, a major focus during Science lessons is to draw effective conclusions through referring to observations and collected data. This will continue to be a focus during 2020.

Trends in Year Level Data

In general, the average score for students in each year has increased over the past three years. E.g. the average score for all Year 3 students has increased from 18.84 to 35.52. In the next few years, it is expected that average student scores will stabilise. As of 2020, all stable cohort students in Year 3 will have started their Science learning at BGPS. This means they will have been taught a consistent approach to Science Inquiry throughout their schooling.

	2017	2018	2019
Year 3	18.84	29.74	35.52
Year 4	24.32	40.15	49.62
Year 5	29.76	66.00	58.56
Year 6	42.60	64.96	78.27

Increase the percentage of stable cohort students achieving at expected level or above in the Science Progressive Achievement Test (PAT).

Science Progressive Achievement Test Results

Year (in 2019)	% 2017	% 2018	% 2019
3			58
4		65	74
5	26	48	70
6	50	73	79

Each cohort has increased the percentage of students achieving at expected level or higher, meaning that this learning target has been achieved.

Moving forward, a new assessment will be used to measure student achievement and progress in their Content Understandings. The Baldvis Gardens Content Understandings Assessment has been designed to relate directly to content taught within our school context. It also provides a platform to measure individual student and whole school

progress over time, as well as identify areas of strength and those requiring further focus.

Health and Physical Education targets

Increase the percentage of students who improve their fitness levels as recorded through standardised fitness assessments administered twice per year in Years 2, 4 and 6.

Year 2 2019	Needs work	Below average	Average	Good	Excellent
Semester 1		24%	43%	11%	22%
Semester 2		9%	55%	17%	19%

Year 4 2019	Needs work	Below average	Average	Good	Excellent
Semester 1	24%	35%	36%	5%	
Semester 2	19%	13%	24%	12%	32%

Year 6 2019	Needs work	Below average	Average	Good	Excellent
Semester 1	25%	18%	21%	14%	22%
Semester 2	17%	30%	23%		30%

This data shows some gains for our Year 2 students during 2019, particularly those with lower fitness levels at the beginning of the year. The Year 4 students demonstrated impressive gains across all fitness levels. Our Year 6 students did not demonstrate significant growth during the year. We believe that the results overall demonstrate good gains and this is due to the consistent emphasis on physical fitness and the opportunity to participate in daily fitness, PE classes and additional sporting opportunities on the school grounds.

Increase the percentage of students participating in physical activity outside of school hours as recorded through the Attitude to Sport, Fitness and Healthy Lifestyle Survey.

Percentage of students who participate in outside of school sports during the week

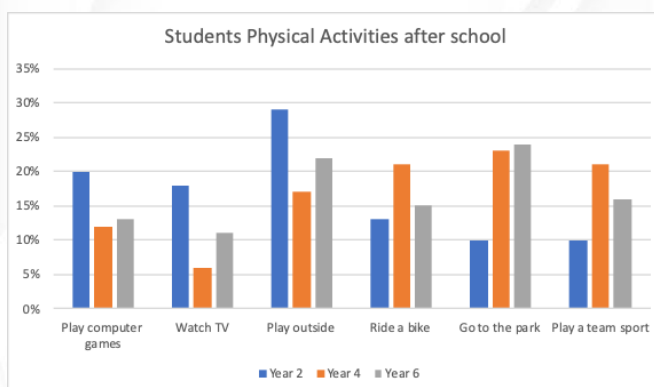
2017				
	0	1	2	3+
Year 2	41%	13%	25%	21%
Year 4	25%	14%	36%	25%
Year 6	25%	25%	25%	25%
Average	30.30%	17.30%	28.60%	23.60%

2018				
	0	1	2	3+
Year 2	36%	23%	23%	18%
Year 4	23%	20%	37%	20%
Year 6	20%	19%	42%	19%
Average	26.30%	20.60%	34%	19%

2019				
	0	1	2	3+
Year 2	39%	23%	30%	9%
Year 4	23%	20%	37%	20%
Year 6	15%	19%	48%	19%
Average	25.66%	20.66%	38.33%	16%

This data shows some gains achieved over the three years of the current Business Plan targets with an almost 5% increase in the number of students participating in out of school organised sports each week.

In addition, the students were surveyed on afterschool activities and the results were as follows:



Music Targets

Increase the percentage of students engaged in out of school music programs through instrumental music, choir and ensembles.

	2017	2018	2019
Junior Choir	14	50	36
Senior Choir	16	30	40
Instrumental	0	9	19

This Music data demonstrates our students and their parents have embraced our exemplary Music

program and consequently our choir numbers have increased in Senior Choir and our instrumental program is continuing to build strongly. During 2020, we will focus on providing more performance opportunities for our Junior Choir to encourage numbers and attendance at choir sessions before school.

Attendance Data

Attendance has a significant impact on student achievement and attitude towards learning. The table below indicates our overall attendance compared to the rest of the state and schools of similar socio-economic areas.

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2017	94.8%	93.5%	93.8%	95%	86.4%	81.2%	94.8%	93.1%	92.7%
2018	93.2%	93.2%	93.7%	94.1%	86.1%	80.8%	93.3%	92.5%	92.6%
2019	91.9%	92.4%	92.7%	90.9%	86.9%	79.5%	91.9%	92%	91.6%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2017	88.5%	8.9%	2.1%	0.5%
2018	77.6%	18.6%	3.5%	0.3%
2019	70.1%	23.5%	6.1%	0.3%
Like Schools 2019	72.8%	19.8%	6.2%	1.2%
WA Public Schools	73.0%	19.0%	6.0%	2.0%

Our student attendance has dropped from last year in line with Like Schools and all WA Schools. 70.1% of students are attending school 90% or more. We look to implement strategies to promote better attendance across all areas in our 2020-2022 Business Plan. The focus must be on parent education as many of our parents do not understand or respect the importance of attending every day.

Growing Staff and Leader Capacity

Professional Learning

Professional learning was a focus of our three staff meetings each term, which were two hours in duration. In-school professional learning on explicit instruction remained a priority during 2019 as well as developing a culture of coaching, behaviour management strategies and reviewing the Aboriginal Cultural Standards Framework. Professional learning was also accessed through the Department of Education's Institute of Professional Learning. Each year level had 2 hours a week of collaborative DOTT to provide additional opportunities for collegiate professional learning. Staff also attend Tuesday morning communication meetings.

Coaching and Mentoring

Mentors were allocated to all new staff at Baldivis Gardens at the beginning of the year, including graduate teachers. The role of the mentor was to offer support, give direction and share knowledge. In 2019, the two deputies were trained in the use of the Growth Coaching Model which they up-skilled all staff on. Staff then used this model with a colleague to set professional SMART goals for achievement during the course of the year.

Performance Management

Our performance management process had teachers focus on the AITSL standards (focusing on Standards 1 and 4), our school's whole school agreed practices document to reflect on their practice and the growth coaching model. The leadership team met with staff to reflect on their growth and achievements over the year, to look at class assessment data, individual student growth and to guide them to select an individual goal for professional development by using the GROWTH coaching model. Non-teaching staff's performance management was conducted by the Manager Corporate Services and the Deputy.

Leadership Opportunities

Teaching staff were given the opportunity to take on additional responsibilities through roles leading our school committees and through the development of strategic documentation. There are several teaching staff who are aspirant leaders, several staff worked towards achieving their Senior Teacher status, as well as Level 3 Classroom teacher aspirants and the school continues to provide opportunities for these staff. One of the Deputy Principal's, an aspiring Principal, confidently and capably filled the role of Principal during terms two and three whilst the Principal was on leave, and a classroom teacher very capably stepped into the role of Deputy for two terms.

Collaboration

Common weekly collaboration times are provided during timetabled DOTT for each cohort and allow for communication, collaboration and consistency. The 'Connect' on line staff community, together with the weekly before school communication meeting has proven to be effective in ensuring close staff communication and collaboration.

Staff Culture

The FISH philosophy continued to be highly successful in building and maintaining a positive staff culture. It provided clear expectations for staff behaviour and also an opportunity to celebrate success, have fun and build positive working relationships. Staff were to be commended for embracing this culture and the Staff Wellbeing Committee for ensuring they continued to foster this environment at school.

Staff have responded positively to expectations being clearly articulated in our Staff Package, which was updated for all existing staff and was given to new staff at an induction at the beginning of the year. The staff survey reflected high staff satisfaction in 2019 with staff feeling their opinions were valued, and

they were well supported at the school providing a rating of 4.4 out of 5, which is very positive. The staff survey also identified major strengths being a willingness to always seek improvement and the caring and positive culture evident in the school.

Building a Thriving School Community

Communication

The school communicates to the community through our website, Facebook and Connect. Weekly newsletters are distributed through Connect as are other important messages. Parent use of Connect improved steadily with classroom teachers engaging parents through their classroom Connect class. There is still room for improvement in the engagement of parents through Connect with some parents only interacting through Facebook or text messages. The parent survey on communication indicated that parents felt that the school takes their opinions seriously with an average score of 4.4 out of 5, feedback on their child's learning was rated 4.5 out of 5 and 4.8 for being able to talk to their teachers about their concerns. The parent survey comments also indicated our communication with parents as one of our school's strengths.

Parent Involvement and Participation

Parent involvement and participation continued to be a focus for the school. The staff encouraged and supported the P & C association and promoted a culture of shared responsibility as reflected in our school's vision statement. We had a great turnout to key events such as community breakfasts, open nights and our end of year iDance concert. Formal parent-teacher interviews were also well received with most parents attending. Our P&C, driven by a small number of dedicated parents, contributed financially to a number of projects including shade for our two playgrounds and assisted the school to celebrate events such as Mother's Day, Athletics Carnivals and World Teacher's Day.

Professional Partnerships

The Curtin Speech and Language Program and our working relationship with Peel Language Development School continued to result in some very positive outcomes for staff and our early childhood students in 2019. We have committed to ongoing professional relationships with these two providers moving forward. These partnerships support our focus on oral language in the early years.

We continued to support the students from Curtin University and Notre Dame University in 2019 by providing placements for practicums. However, our staff have reviewed this arrangement with the universities and see the need to limit our involvement in 2020 due to the negative impact some of these practicums have had on our students' behaviour and achievement.

YMCA provides out of school hours care in the morning and afternoon each day onsite. They continued to run vacation programs which were well supported. The number of students attending YMCA is steadily increasing.

With an established private / public partnership (PPP) between Spotless, Macquarie Group and the Department of Education, our facilities and our learning environments are kept pristine.

Governance

The School Board continued to support the governance of our school as outlined by our Board Chair in this report. The Board reviewed the Business Plan and commenced their contribution towards the new Business Plan 2020 - 2022. The Board had some changes in membership throughout 2019; however, there was sufficient continuity to ensure a consistent approach to reviewing and reflecting on the strategies contained in the Business Plan. Governance training for board members was undertaken in 2019 and the Board began to prepare for the 2020 School Review.

Community Partnerships

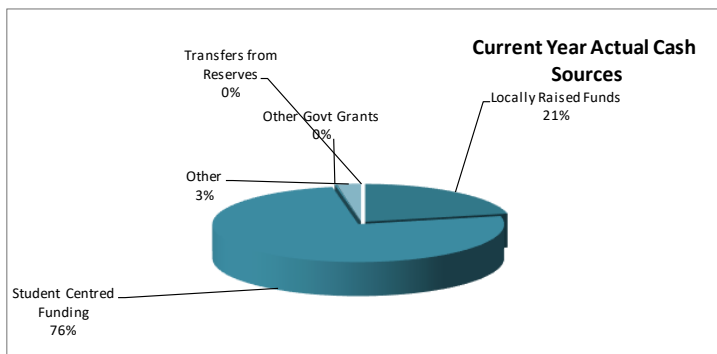
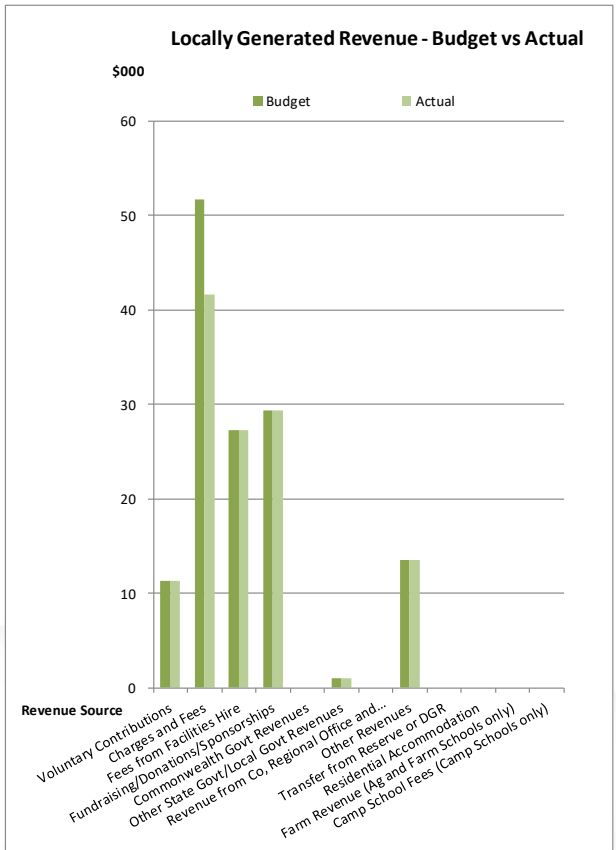
Our relationships and partnerships within our school community developed through 2019. Our ongoing relationship with The Baldivis Children's Forest saw all students attend an excursion to the forest supporting our 'Forest to Garden' Program and ensuring our students stayed connected with this valuable community resource.

The Chaplaincy Program once again provided much needed support for students, families and staff. Our Chaplain Deb Cunningham is to be commended for her capacity to get involved in school events and to show initiative when working in our school community. We extended our professional relationships with some local businesses resulting in some financial support to assist us to install shade sails over our playgrounds. We will continue to foster more involvement of local businesses in our school moving forward as these relationships are mutually beneficial.

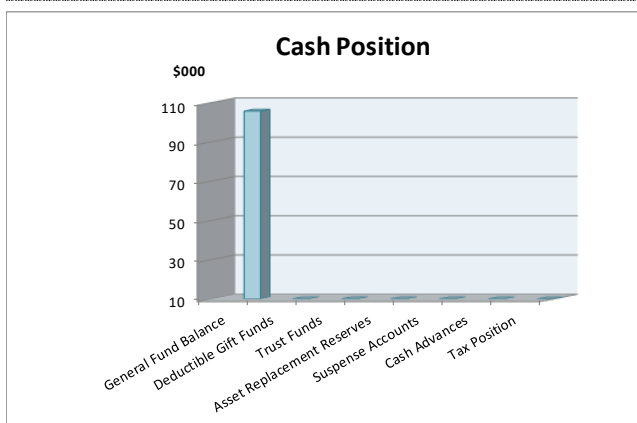
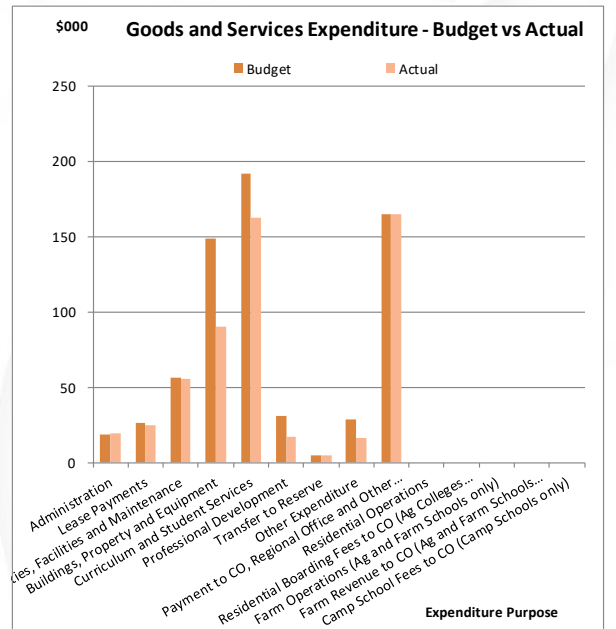
Baldivis Gardens Primary School

Financial Summary as at
31st December 2019

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 11,273.00	\$ 11,273.05
2	Charges and Fees	\$ 51,762.00	\$ 41,616.35
3	Fees from Facilities Hire	\$ 27,273.00	\$ 27,272.72
4	Fundraising/Donations/Sponsorships	\$ 29,422.16	\$ 29,422.41
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	\$ -	\$ -
8	Other Revenues	\$ 13,523.31	\$ 13,525.88
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 134,253.47	\$ 124,110.41
	Opening Balance	\$ 151,616.68	\$ 151,616.68
	Student Centred Funding	\$ 384,522.10	\$ 384,522.10
	Total Cash Funds Available	\$ 670,392.25	\$ 660,249.19
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 670,392.25	\$ 660,249.19



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 18,784.76	\$ 19,201.37
2	Lease Payments	\$ 26,371.00	\$ 24,628.43
3	Utilities, Facilities and Maintenance	\$ 55,775.00	\$ 55,764.92
4	Buildings, Property and Equipment	\$ 148,123.78	\$ 90,218.25
5	Curriculum and Student Services	\$ 191,441.91	\$ 162,358.91
6	Professional Development	\$ 30,687.54	\$ 16,961.96
7	Transfer to Reserve	\$ 5,000.00	\$ 5,000.00
8	Other Expenditure	\$ 28,098.26	\$ 16,178.14
9	Payment to CO, Regional Office and Other Schools	\$ 164,300.00	\$ 164,277.83
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 668,582.25	\$ 554,589.81
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 668,582.25	\$ 554,589.81
	Cash Budget Variance	\$ 1,810.00	



Cash Position as at:		
Bank Balance	\$	108,939.81
Made up of:	\$	-
1 General Fund Balance	\$	105,659.38
2 Deductible Gift Funds	\$	-
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	5,000.00
5 Suspense Accounts	\$	449.43
6 Cash Advances	\$	-
7 Tax Position	\$	(2,169.00)
Total Bank Balance	\$	108,939.81