



West Balcatta Primary School

ANNUAL REPORT 2024

From the Principal

It is with great pleasure that I present the West Balcatta Primary School Annual Report for 2024. This report marks the end of our Business Plan 2022 - 2024, allowing us to reflect on the successes of the past three years as well as pinpointing our areas for growth. This analysis will guide the school's strategic direction for the next 3 years which will be published in the next Business Plan – soon to be published.

One of our successes has been the establishment of the West Balcatta Way – our agreed practices and instructional model - which ensures that consistent quality teaching strategies are employed in every classroom for every student. We have provided appropriate support and guidance to our staff through professional learning, action learning and our Growth Coaching Model. This ensures that all staff have a common understanding of what good teaching looks like and a language to talk about it. This work will continue to be a priority at West Balcatta as we know that having a skilled teacher in every classroom makes the most impact on students learning.



During 2024, we continued our journey as a lead school, sharing our good practice with others by presenting professional learning, while providing more tailored support to our partner schools. Our work as a lead school has enabled us to articulate and actively promote our whole school practices. It has also provided an opportunity to develop our distributed leadership model, with skilled practitioners leading effective teaching here and at other schools. Our appointment as lead school finished at the end of 2024 and, although we were invited to continue, we have decided not to. We will apply what we've learnt to inducting new staff and embedding effective teaching at West Balcatta.

In addition to academic success, we participated in interschool sporting and community music events this year. This broad balanced approach to education, with high expectations of achievement in the arts and sport complimenting academic success, reflects our commitment to providing the best outcomes for students.

The School Board continued to be an integral part of our school governance and planning, ensuring the school remains responsive and accountable to the community it serves. Improvements to the infrastructure of the school continued to be made during the year, with many funded by our proactive P&C. In 2024, we welcome new parents to our school board and look forward to working with them to provide a wonderful educational experience for our students.

Business Plan Review

We concluded several **Business Plan Cycle (2022-2024)** at the end of 2024. This annual report summarises the rigorous review of the targets, strategies and milestones of this plan. This was a collaborative process involving all staff, in which we evaluated what practices were embedded and their impact on students, using NAPLAN and school-based data as a measure. This in-depth analysis led to the development of the next Business Plan, 2025-2027, over several sessions in Semester 2, 2024. Implementation of the Business Plan began in 2025.

Focus Area 1: Success for all Students

Strategies

Embed evidence-based approaches in literacy and numeracy in every classroom.

Achievements

Our priority was to embed effective teaching strategies and approaches consistently in every classroom as part of our West Balcatta Way.

Talk for Writing: Beginning in Kindy and continuing through to Year 6, the Talk for Writing program continues to be at the core of our Literacy teaching. Powerfully, this approach is based on the principles of how students learn. It enables students to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own text. Learning in this area is underpinned by explicit teaching of grammar, vocabulary, text structure and reading skills. In 2024, teachers expanded their development of units of work that integrated Literacy and Humanities and Social Sciences (HASS) content and skills, extending students' understanding of text types and developing their research and inquiry skills.

Strategies

Embed evidence-based approaches in literacy and numeracy in every classroom.

Achievements

Reading: In response to the analysis of reading data (PAT and NAPLAN) and reflection on student surveys regarding reading instruction, 2024 was used as a foundation to develop a renewed focus on teaching and learning in reading. The identified weaknesses in the data were targeted through school-based professional learning sessions delivered during staff meetings and development days. These workshops focused on specific aspects of reading instruction, such as fluency, making inferences and text connections, as well as explicit teaching strategies like 'think-alouds,' questioning and the gradual release of responsibility. Teachers trialled different approaches through action learning and reflected on their impact during follow-up staff meetings. In 2025, this work will continue as teachers begin to implement the Talk for Reading program from Kindergarten to Year 6.



Synthetic Phonics: In Year 1, DIBELS was trialed to monitor progress and target phonological awareness (PA) and phonics instruction, while the Reading Assessment Tool (RAT) continued in Pre-Primary, guiding PA and phonics teaching. Similarly, the KAT assessment remained in Kindy to inform instructional practices. Assessment data across these levels was used to identify students requiring additional support through intervention programs.

Spelling Y3-6: 2024 saw the successful implementation of our new spelling, morphology and etymology scope and sequence. The aim of the sequence is to achieve consistency in how spelling is taught across our school, to utilise data to ensure the individual needs of students are being addressed and to apply explicit teaching methods with a gradual release of responsibility in spelling instruction.

Strategies

Embed evidence-based approaches in literacy and numeracy in every classroom.

Achievements



Synthetic Phonics (continued): To enhance staff expertise, new team members attended LDC professional learning focused on RAT, KAT, and Synthetic Phonics. A specialist intervention teacher completed UFLI training, leading to a revision of the intervention program to incorporate UFLI principles. Professional learning (PL) was provided for education assistants (EAs), alongside the establishment of a daily plan to support intervention students within classrooms. All PP- Y2 staff followed a structured phonics scope and sequence, with PowerPoints developed for daily reviews and lessons, which will be refined for 2025. Instructional coaches provided ongoing support to teachers, and paired reading PL was delivered and implemented in PP-Y2 classrooms. Additionally, a parent information session, available both in-person and via video, was conducted to educate families on early reading development and strategies for home support.

Evidence Based Maths Teaching: The West Balcatta Maths Teaching Sequence was trialled and continuously reviewed in collaborative groups, with adjustments made to support its continued implementation in 2025. Looking ahead, future goals include using PAT data analysis to identify gaps in the teaching sequence and making necessary adjustments to address these areas. Additionally, there are plans to develop Common Assessment Tasks (formative and summative) aligned with the Maths Teaching Sequence. The data from these assessments will be used in collaborative groups to identify and respond to gaps in student learning, ensuring targeted support specific to each class. This approach is already being implemented in Year 2.

Strategies

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Daily Reviews: A key component of the Maths Teaching Sequence was the implementation of Daily Reviews in every maths lesson to activate prior knowledge and review previous learning. A whole staff professional learning session was conducted to enhance teachers' understanding of the purpose, content and structure of Daily Reviews (DR). To facilitate immediate and effective implementation, staff engaged in an action learning task, which included a checklist outlining key DR content and instructional strategies. This checklist was later used to provide feedback during the next staff meeting, ensuring accountability and reflection. Moving forward, a termly review of DR content will be conducted to maintain alignment with lesson objectives and ensure a cumulative progression in conceptual understanding.

Word Problem Solving: The implementation of a consistent approach to word problem-solving continued, supported by the Maths Leaders for PP- Y2 and Y3-6. This support was provided through modelled lessons and professional dialogue, ensuring that teachers had the guidance and strategies needed to effectively apply the approach in their classrooms.

Strategies

Embed evidence-based approaches in literacy and numeracy in every classroom.

Achievements

Maths Resources: A comprehensive stocktake of all maths resources was conducted, revealing specific equipment gaps that are planned to be addressed in the 2025 Annual Maths Budget. Additionally, teachers were surveyed to determine the essential items needed for everyday maths learning in their



classrooms, leading to every classroom (Yr1-6) being equipped with crucial resources such as dice, counters, and multi-base arithmetic blocks (MABs) at the start of 2025. Moving forward, efforts will continue to replace outdated or broken maths equipment and to expand the existing resources, while simultaneously developing staff capacity to best utilize these tools to enhance student conceptual knowledge, in line with the West Balcatta Way of Teaching Maths – CRA model (concrete, representational, abstract).

The West Balcatta Way of Teaching has been developed into a comprehensive document that outlines our Gradual Release of Responsibility instructional delivery, the Maths Teaching Sequence, and our whole school approach to Word Problem Solving. It also details how vocabulary is taught at WB and describes the integration of the CRA model, which is used to develop students' conceptual knowledge.

Strategies

Embed inquiry, critical thinking and creative thinking into the curriculum

Achievements

Integration of Humanities and Social Sciences (HASS): In 2024, teachers continued to develop and refine units of work that integrated the HASS and English curriculums. Examples of this include year two students writing an information report on a significant Australian, year four students writing a persuasive text about a country in Africa, year five students studying poetry with a 'natural disasters' theme and year six students writing an allegory that highlighted the perspectives of the Stolen Generation. For these units of work to be successful, students needed to be explicitly taught both the research and inquiry skills necessary for completing HASS investigations, as well as the English skills required to apply their research and understanding to write specific text types. Integrating learning areas in this way meant that students were exposed to a variety of non-fiction texts and that they were able to apply their understanding of their reading and research in a relevant, authentic and engaging way.

Inquiry and Walker Learning in Early Childhood: Professional learning for K-Y2 focused on early years pedagogy was provided, emphasizing teacher reflections on student choice, agency, and play, with NQS goals set to support these practices. Two staff attended Walker PL and subsequently shared their key learnings in collaboration sessions, while the ECE team worked together to create inviting, engaging, and open-ended classroom spaces. Teachers collaborated to implement student-driven provocations, sourcing and purchasing new resources, and engaged in discussions centered on using open-ended questioning to scaffold inquiry. Kindergarten teachers also attended PL on updated Kindergarten Guidelines and best practices, and alongside Walker Learning, trialled the Kath Murdoch inquiry approach, which emphasized a more outcomes-based method of teaching. Additionally, parents were actively engaged in K/PP classrooms through a roster system during Discovery Time, where they received guidance on scaffolding student learning through questioning. Looking ahead, future directions include providing Walker PL for new staff, offering ongoing support for teachers in creating provocations that encourage student-led learning, increasing play-based, hands-on learning in phonics and maths while reducing worksheet use, and continuing to work through NQS goals by prioritizing them and using staff meetings and collaboration sessions for brainstorming and planning actions. Kindergarten teachers will further focus on adopting an outcomes-based approach to teaching their students.

Strategies

Embed inquiry, critical thinking and creative thinking into the curriculum

Achievements

Visual Arts: Guided by a specialist teacher, students in Year 1-6 studied 'Elements of Art' (line, shape, colour space, texture, value, and form) and learnt how various artists applied these in different ways. Students also became increasingly familiar with the 'Principles of Design' (contrast, unity, balance, emphasis, variety, movement and pattern) and tried to recognise these in their own artwork, as well as that of other artists. Opportunities were given for them to plan their work to achieve uniqueness of design, demonstrate craftsmanship and explain the artistic process. Lessons took inspiration from famous artists, amongst other things. During NAIDOC Week, students were inspired by the Rainbow Serpent to create a collaborative piece.

Students in Years 5 & 6 were invited to enter the Balcatta Senior High School 2024 Art Competition. Selecting from a wide range of materials, including watercolour, coloured pencil, pastels and mixed media, students created pieces inspired by portraits. The artwork was judged on composition, originality and refinement and attention to detail.

Music: During weekly lessons, students in Years 1 to 6 expressed themselves through movement and dance, group and individual performances, composition, singing, musical theory, percussion performances and many other activities, achieving Arts outcomes of 'Making and Responding'. Year 3 to 6 students participated in recorder lessons culminating in 250 students performing as an ensemble at the Annual Showcase. Instrumental Music School Services (IMSS) students also performed at the Showcase - their first public performance. From Years 5 and 6, thirty-one elected students participated in weekly lessons of Flute, Clarinet or Classical Guitar. During Term 4, Year 6 students participated in weekly dance lessons which concluded with the Year 6 Graduation Dance. **Choir** students in Years 4 to 6 were given the opportunity to join the school choir. Sixty-eight students joined the choir in 2024 and rehearsed weekly for 40 minutes before school. The choir performed at the Anzac Day Ceremony, One Big Voice at RAC Arena, the West Balcatta Showcase and the Year 6 Graduation. The One Big Voice performance was the highlight of the year for the choir with Annabelle and Caitlyn (Year 4) selected for the solo group.

Strategies

Engage students in learning

Achievements



Physical Education: In Physical Education classes, the focus was on developing students' fundamental movement skills in a safe and supportive environment. Over the course of the year, students participated in a variety of sports where they learned body management, locomotor, and object control skills, as well as the importance of following simple rules, respecting boundaries, and adhering to instructions. Learning through movement was achieved as students adjusted their speed, direction, equipment awareness, and cooperation with others. Daily Fitness classes were provided for Year 1 and 2 students to build these essential skills through morning activities, while Middle and Upper Primary students engaged in more advanced games that required strategy and movement under pressure for interschool events. In Term 1, three teams were entered into the NECISA Interschool Blast Cricket Carnival, and the students enjoyed a fun day of cricket, with the Boys Year 5/6 B Team winning all their matches and finishing in

first place. In Term 2, selected Year 5-6 students participated in the NECISA Winter Lightning Carnival, where West Balcatta competed successfully by winning the AFL competition and placing second in both the Soccer and Netball B competitions. The West Balcatta Primary School Athletics Carnival, held on Friday, 30th August 2024, was a memorable event as O'Connor won the day with 732 points to secure the Faction Athletics Shield, and the school performed exceptionally well in the Interschool Cross Country event by finishing in first place overall. At the Interschool Athletics Carnival, West Balcatta finished in second place, demonstrating great support and sportsmanship among the students.

Strategies

Engage students in learning

Achievements

LOTE: Italian was fully implemented in Years 3-6, giving students opportunities to build intercultural understanding while exploring their own linguistic, social and cultural practices.

- Year 3 students interacted with the teacher and their peers, using simple descriptive or expressive modelled language and gestures to exchange information about friends and family members. The students then used 'My Create' to create animated movies about their families in Italian.
- Year 4 students exchanged information about aspects of their personal worlds, including their daily routines at home at school and their interests. They used songs to learn about definite articles, indefinite articles and pronouns, learnt numbers to 1000 and enjoyed learning about school life in Italy.
- Year 5 students used descriptive and expressive language to exchange information about their home, neighbourhood and local community. They made models of their homes and wrote an advertisement to put their homes on the market! They drew and labelled the outside and internal plan of their home. They enjoyed the challenge of using "Quizizz," an online app to challenge each other.
- Year 6 students used context related vocabulary to develop and apply grammatical elements in simple spoken and written texts to generate language for a range of purposes. They learnt how to conjugate simple verbs in the present tense and used 'Talk for Writing' to perform the story of 'La Nonna e gli Occhiali' in Italian. They created Carnevale masks after gathering information using digital and multimodal texts.

As part of the Bring Your Own Device program, students accessed Duo Lingo and other Italian apps to supplement and enrich their learning. The comprehensive program and rich learning environment has continued to fulfil the overall aim of making children enthusiastic and passionate about learning another language and culture. Once again, the Open Night attracted a huge audience to the Italian Room, with positive feedback about the quantity and quality of work produced. All year levels enthusiastically performed an Italian Item at the Annual Showcase.

Strategies

Engage students in learning

Achievements

Student Voice: By providing opportunities for student voice and agency, we aim to empower students to build self-efficacy, autonomy and to become partners in their own learning. In 2024, students were given opportunities to provide feedback on their learning across various curriculum areas. For the second year in a row, feedback was sought from students through Talk for Writing student voice surveys. Several students from each class were interviewed, with the questions directly relating to elements of the Talk for Writing program. The survey also asked for student opinions on writing, how they received feedback and whether they felt anything could be changed about how writing was taught. Information from these surveys was passed on to teachers who reflected on the feedback they received from students and used it to inform future planning and teaching.

In 2024, the interviews were expanded to include specialist areas such as art, science, and physical education. Specialist teachers developed questions designed to gather information on how students learn in these subjects and what additional support they may need. Additionally, as part of our school-wide focus on reading, students in years 3-6 brainstormed responses to questions about teaching and learning in English. Teachers used these responses to reflect on current reading instruction at West Balcatta and to begin developing targeted teaching programs addressing the specific needs of our students.

Both formal and informal surveys have been used by teachers to gather information about the learning environment and student preferences. The use of learning intentions and success criteria in each lesson provides students with an immediate opportunity to reflect on their learning and address their identified strengths and weaknesses.

Strategies

Perform a rigorous analysis of data to develop high expectations and specific learning targets

Achievements

During 2024, a variety of data was collected and analysed to inform teaching and learning, differentiate the curriculum and identify students at risk. The following whole school data was collected to identify trends in achievement and guide school planning:

- PAT Maths (Y1-6)
- PAT Reading (Y2-6) and Vocabulary (Y3-6)
- Words Their Way Spelling (Y2-6)
- On-entry: Reading, Writing, Speaking & Listening, Numeracy (PP)
- On-entry: Numeracy (Y1) & Listening, Numeracy (PP)
- Kindy Assessment Tool (KAT)
- Dibels Reading assessment was introduced and trailed in Year 1

The information gained was used by classroom teachers to devise programmes specifically addressing their students' needs. Improvement was monitored by using ongoing assessment throughout the year, before retesting for end of year reporting. As a further support, a tool to track student achievement was used by teachers to monitor progress and identify any students making insufficient progress each year.

In addition, analysis of the results for each year group identified trends in achievement and particular strengths and weaknesses. This allowed us to evaluate the effectiveness of our teaching and learning programmes, plan for improvement and allocate resources appropriately.

Focus Area 2: High Quality Teaching

Strategies

Implement consistent pedagogy across the school

Ensure sustainability of high-quality teaching and learning

Achievements



Performance and Development: A consistent approach to effective teaching remains our whole-school focus. Through our Performance and Development process, we support the implementation of school-wide strategies while reviewing and monitoring their success.

Staff set improvement goals aligned with the school's strategic priorities. These goals were documented and evaluated throughout the year using various tools, including:

- Student achievement data
- Classroom observation feedback
- Contribution audits assessing staff contributions to whole-school priorities
- Classroom planning and anecdotal evidence

The Performance and Development process ensures accountability and provides essential support for effective teaching. At the end of each performance management cycle, staff receive written feedback to guide further growth and improvement.

Strategies

Implement consistent pedagogy across the school

Ensure sustainability of high-quality teaching and learning

Achievements

Professional Development: A structured professional development schedule was designed to align with whole-school priorities and individual improvement goals. Staff meetings, staff development days (SDDs), and collaborative DOTT sessions provided opportunities for professional learning, sharing best practices, and evaluating teaching impact. Much of this work was facilitated by school and curriculum leaders.

To further support staff development, additional teachers were trained as instructional coaches through the *Growth Coaching – The Impact Cycle* program. These new coaches joined our existing team to help new and less experienced teachers embed effective teaching practices. We will continue expanding both the coaching team and the number of teachers they support.

Peer observation proved to be an effective strategy for teachers to receive feedback and set professional goals. Over time, all teachers will be paired with a coach to reflect on and refine their practice.

Staff also accessed external professional development aligned with school priorities, ensuring comprehensive training in *Talk for Writing*, *Synthetic Phonics*, *Student Tracking*, *Data Analysis*, *Classroom Management Strategies (CMS)*, and *Walker Learning*.

Our strong culture of collaboration, critical reflection, and feedback ensures that whole-school approaches are effectively implemented and continuously reviewed. Building staff capacity remains a key focus in sustaining this growth.

Focus Area 3: Successful Leadership

Strategies

Use distributed leadership to sustain whole school pedagogy

Achievements

Distributed Leadership: Our distributed leadership model was continued, assigning key roles to aspirant leaders to support the school's strategic direction. In 2024, these leaders contributed to various initiatives, including:

- Analysing data to identify areas for improvement
- Leading in-house workshops and professional learning sessions
- Delivering face-to-face and online professional learning as part of the *Quality Teaching Strategy*
- Developing and reviewing operational plans
- Reporting on successes in the Annual Report
- Supporting teachers in planning and implementing new programs
- Contributing to curriculum committees to embed new approaches
- Facilitating cross-school moderation
- Continuing a *Growth Coaching* model to mentor others and reinforce whole-school approaches
- Working with other public schools through our role as a lead school for the Quality Teaching Strategy (QTS)

The development of these leaders was strengthened through professional development, mentoring, and leadership opportunities in teams and curriculum areas. In 2025, we will continue to formalize and embed our distributed leadership approach, leveraging the local school network to further develop and support emerging leaders, as recommended in our last Public School Review.

Strategies

Use distributed leadership to sustain whole school pedagogy

Achievements



Lead School: In 2023, we were appointed as a lead school in recognition of our effective teaching practices, student achievement, and positive school culture. As a lead school in 2024, we collaborated with other schools in Perth to share best practices that enhance teaching and student engagement while providing targeted professional learning to strengthen teachers' skills. Additionally, we supported three partner schools in planning, implementing, and assessing the impact of specific school improvement projects. Professional learning at these schools was led by members of our teaching team, enabling them to articulate and deepen their own knowledge and skills. Each partner school was assigned a team of West Balcatta teachers, led by a member of the administration team, to support the review and improvement of teaching practices. This initiative aligned with our distributed leadership strategy, fostering the development of middle leaders who, in turn, will play a key role in inducting and training West Balcatta teachers in whole-school approaches and the implementation of high-quality teaching.

Strategies

Provide opportunities for student leadership and independence

Achievements



Student Leadership: Student leaders play a vital role in the daily operations and culture of our school, taking on responsibilities that promote teamwork, initiative, and service to the school community. In 2024, leadership roles included Parliamentarians, Faction Captains, Library Monitors, Loose Parts Managers, a Recycling Team, a Flag Team, a Sustainability Team, and Plant Carers.

Elected by their peers in Years 4–6, our Parliamentarians undertook a range of responsibilities throughout the year. They organized fundraisers and whole-school events, supported assemblies, and made daily announcements, contributing to a connected and engaged school environment.

Early in the year, the Parliamentarians attended the *GRIP Leadership Conference*, where they participated in sessions designed to strengthen their leadership skills and enhance their ability to make a positive impact. They explored strategies for effective communication, problem-solving, and innovation, with a strong focus on "thinking outside the box."

Focus Area 4: Safe and Supportive Learning Environment

Strategies

Ensure health and well-being supports a safe and inclusive environment

Achievements

Health and Wellbeing: The *Health & Wellbeing* team at West Balcatta Primary School reviewed and refined the *Health & Wellbeing Operational Plan*, establishing a strong foundation for staff to implement throughout 2024. Significant resources were allocated to ensure the successful achievement of the plan's goals.

Key aspects of the plan have become an integral part of daily school practices, including:

- Embedding the *West Australian Values of Schooling* into our culture through explicit teaching, modeling, and celebration.
- Developing essential life skills in students through the explicit teaching of *Protective Behaviours* and *Social & Emotional Learning* in all classrooms.
- Fostering strong collaboration between staff, families, the wider community, and external agencies to support student engagement.
- Prioritizing student and staff wellbeing through well-established support systems and programs.
- Delivering fortnightly mindfulness sessions, led by a fully trained staff member, to students across the school.

This ongoing commitment ensures a positive, supportive, and inclusive environment for all members of our school community.

Focus Area 5: Community Connections

Strategies

Maintain good community connections

Achievements

The following community events were organized in 2024.

Year 6 Camp In September, our Year 6 students embarked on a three-day adventure at *Forest Edge Camp* in Waroona. The camp provided a fantastic opportunity for them to connect with friends and teachers in a relaxed setting, free from the usual classroom routine. Throughout the experience, students demonstrated perseverance, courage, and determination as they tackled activities such as abseiling, climbing, and zip-lining. Many returned home with a well-earned sense of pride, having conquered personal challenges and achieved new goals. As always, our students represented the school with outstanding behaviour and impeccable manners, making us incredibly proud.

Schools Clean Up Day West Balcatta Primary School held its own version of this national event, with students rolling up their sleeves, putting on gloves, and working together to clear the school grounds of rubbish. Their teamwork and commitment to keeping our environment clean were commendable!

Year 6 Graduation Our Year 6 Graduation was marked by a series of special events, creating lasting memories for students, families, and staff. Throughout Term 4, students participated in dance lessons with *Danza Pasi3n*, a new dance company for 2024. These lessons culminated in a spectacular *Dinner Dance* at *The Tuscany Club*, where students, their families, and friends came together to celebrate with food, music, and dancing.

Adding to the excitement, students enjoyed a fun-filled *Muck-Up Day*, complete with a giant water slide, a sausage sizzle, and icy poles—ensuring both staff and students ended the year on a high note. The celebrations concluded with a formal *Graduation Ceremony* at school, where parents and staff watched as students reflected on their journey at West Balcatta, celebrating their achievements and the friendships they had formed along the way.

Achievements

Outstanding Speeches At West Balcatta Primary School, we believe strong communication skills are essential for lifelong success. Our annual *Outstanding Speech Awards* provide Year 4–6 students with the opportunity to develop their public speaking skills in a supportive and encouraging environment. The 2024 competition showcased the dedication and talent of our students as they delivered well-structured, engaging speeches on a variety of topics. Throughout the process, students honed their ability to research, organise ideas, and present confidently in front of an audience. Judged by a panel of staff adjudicators, the finalists impressed with their creativity, clarity, and ability to connect with the audience.

Bullying No Way: National Week of Action is a national initiative that unites schools in their commitment to bullying prevention. This event provides an opportunity to promote a culture of respect and kindness while connecting with students, staff, and the broader school community to implement meaningful solutions to prevent bullying. Throughout the week, students engaged in meaningful discussions and activities aimed at fostering empathy, understanding, and respect for diversity.

Harmony Day is a celebration of cultural diversity and an opportunity to show respect for the many cultures that make up Australia.

At West Balcatta, our *Harmony Day* celebrations began with a special incursion featuring Bernard Mangakahia. Bernard shared captivating stories of his rich cultural heritage while demonstrating traditional dances, impressive skills, and cultural artifacts. Students from Pre-primary to Year 6 were enthralled by his engaging presentation, which highlighted the significance of music, family, and culture.

On *Thursday, 21 March*, students embraced the spirit of *Harmony Day* by wearing orange, the official color of the event. Throughout the day, classes explored the diverse cultures that contribute to our school and broader community. As a symbol of unity, every student participated in the creation of a collaborative mural, now proudly displayed in the assembly area.

These celebrations reinforced the importance of inclusivity, understanding, and appreciation of the rich cultural diversity that makes our community so special.

Our ANZAC Ceremony was an opportunity for our school community to reflect on the sacrifices of those Australians who have served our country in times of war and conflict. Our year 6 students shared moving poems they had written and our choir beautifully sang 'The Last ANZAC.'

Achievements



Incursions & Excursions: Students across all year groups participated in a variety of enriching incursions and excursions throughout the year. They explored Fremantle Prison and Kings Park, while end-of-year celebrations included exciting trips to Bounce and Outback Splash. Our youngest learners in Kindergarten enjoyed a special onsite visit from an animal farm and paramedics, who arrived with an ambulance to give students a hands-on learning experience.

Book Week was a vibrant celebration of reading and creativity. Students enthusiastically participated in a writing competition, designing book covers and blurbs inspired by the Children's Book Council Awards. The excitement continued as they dressed up as their favourite book characters and proudly showcased their costumes at our final assembly, where the writing competition winners were announced. The celebrations concluded with a series of engaging, book-inspired activities that encouraged a love of storytelling and literature.

NAIDOC Week was celebrated at the end of Term 2, with students dressing in red, yellow, black, blue, green, white, or traditional Indigenous patterns to honour Aboriginal and Torres Strait Islander culture. The day began with the entire school singing a Noongar song, *Bibbulumun Bonar*, which describes the Six Seasons of the Noongar people. Following this, students engaged in a series of enriching activities. Mixed-age groups collaborated on various projects, including Indigenous art, boomerang throwing, bracelet making, contemporary Indigenous dance, and the creation of a sand mural designed by an Indigenous artist. This mural depicted the Waugal and the 14 Noongar Nations, offering students a meaningful connection to cultural traditions.

NAPLAN 2024: Individual Test Performance

Provides number of students with a test score and the breakdown of percentages of students in the top 20%, middle 60% and bottom 20% of the Public Schools and among like-schools.

Numeracy

WA Public Schools	Year 3 Numeracy		Year 5 Numeracy	
	School	Like School	School	Like School
Top 20%	23%	25%	36%	25%
Middle 60%	63%	62%	54%	64%
Bottom 20%	14%	12%	10%	11%

Reading

WA Public Schools	Year 3 Reading		Year 5 Reading	
	School	Like School	School	Like School
Top 20%	19%	28%	29%	28%
Middle 60%	63%	61%	60%	61%
Bottom 20%	18%	12%	11%	11%

Writing

WA Public Schools	Year 3 Writing		Year 5 Writing	
	School	Like School	School	Like School
Top 20%	21%	28%	42%	30%
Middle 60%	72%	63%	51%	63%
Bottom 20%	7%	9%	7%	7%

Spelling

WA Public Schools	Year 3 Spelling		Year 5 Spelling	
	School	Like School	School	Like School
Top 20%	22%	26%	32%	25%
Middle 60%	70%	61%	61%	62%
Bottom 20%	8%	13%	7%	13%

Grammar and Punctuation

WA Public Schools	Year 3 Grammar and Punctuation		Year 5 Grammar and Punctuation	
	School	Like School	School	Like School
Top 20%	27%	36%	32%	25%
Middle 60%	49%	46%	58%	63%
Bottom 20%	23%	17%	10%	11%

- Year 5 achievement is better than like-schools in all tested areas. More of our students are achieving the top 20% and less are in the bottom 20%.
- Year 3 mean achievement is slightly below that of like schools, explained by slightly more of our students achieving in the bottom 20%.

Comparative Data

Comparative Performance data is a calculation based on ICSEA only. Calculations are based on WA Public school students, excluding students identified with an intellectual disability

ICSEA is calculated by the following factors – parents' occupation, parents' education, geographical location, and the proportion of indigenous students.

Comparative Data

Test Domain	Year 3		Year 5	
	Performance	#Students	Performance	#Students
Numeracy	-0.5	73	0.1	72
Reading	-1.1	73	0.0	72
Writing	-0.1	72	0.7	72
Spelling	-0.1	73	0.8	71
G&P	-0.4	73	0.4	71

- Achievement is as expected in all areas apart from Year 3 Reading where achievement is below expected. This is an area that will be monitored in 2025.

Data Understanding Key

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

Proficiency and Pathway Data: Numeracy

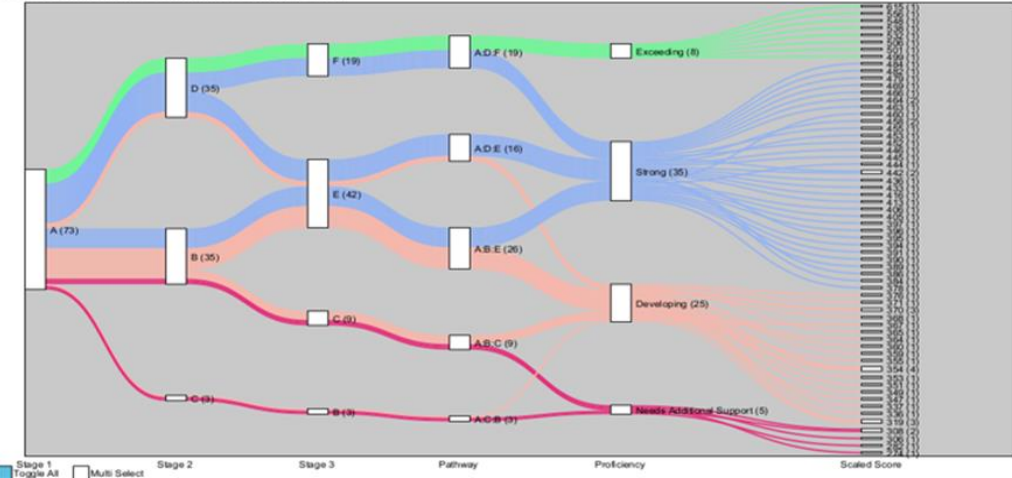
Provides a breakdown of the percentage of students in the proficiency levels. The pathway tables show the trajectory of students by number during the multi-adaptive test in its 3 stages.

Year 3 & 5 Numeracy Proficiency Levels – measured in percent

Year 3 Numeracy				Year 5 Numeracy			
Proficiency	NAPLAN Score Range	School	Like School	Proficiency	NAPLAN Score Range	School	Like School
Exceeding	493+	11%	13%	Exceeding	577+	19%	15%
Strong	378 - 492	48%	58%	Strong	451 – 576	62%	60%
Developing	311 – 377	34%	21%	Developing	386 – 450	14%	20%
NAS	Up to 311	7%	7%	NAS	Up to 386	4%	4%

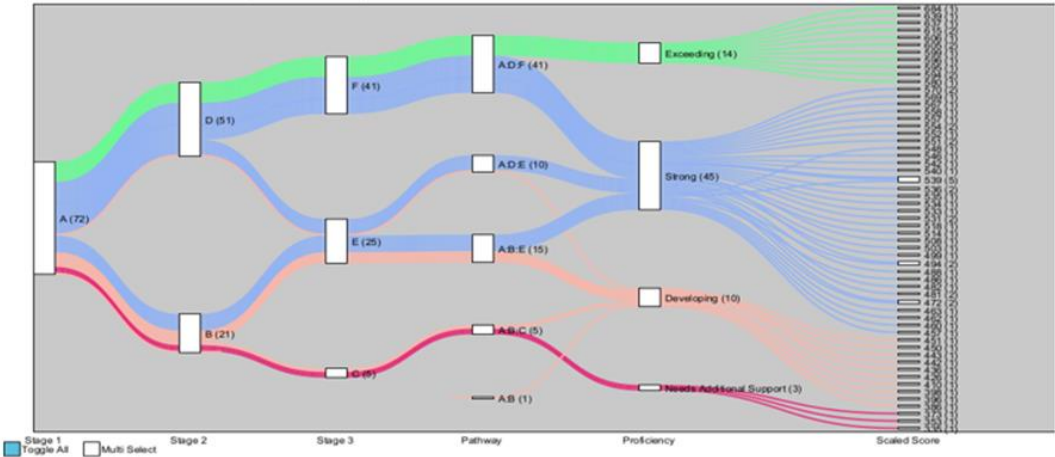
Year 3 Numeracy Pathway – measured in number of students

Cohort: Year 3 WEST BALCATTA PRIMARY SCHOOL Y03 2024 Reporting Period: 2024 Y03
Numeracy - Assessment Stage Dataflow
Filters : Unfiltered: 73 Students (73 with a score)



Year 5 Numeracy Pathway - measured in number of students

Cohort: Year 5 WEST BALCATTA PRIMARY SCHOOL Y05 2024 Reporting Period: 2024 Y05
Numeracy - Assessment Stage Dataflow
Filters : Unfiltered: 72 Students (72 with a score)



Proficiency and Pathway Data: Reading

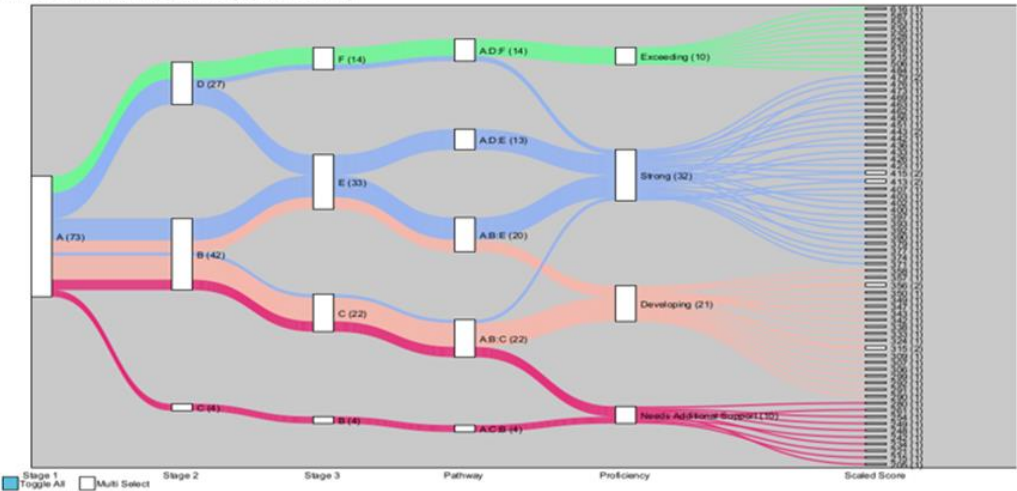
Provides a breakdown of the percentage of students in the proficiency levels. The pathway tables show the trajectory of students by number during the multi-adaptive test in its 3 stages.

Year 3 & 5 Reading Proficiency Levels - measured in percent

Year 3 Reading				Year 5 Reading			
Proficiency	NAPLAN Score Range	School	Like School	Proficiency	NAPLAN Score Range	School	Like School
Exceeding	481+	14%	24%	Exceeding	555+	28%	27%
Strong	368 – 480	44%	48%	Strong	448 – 554	49%	52%
Developing	282 – 367	29%	18%	Developing	377 – 447	6%	13%
NAS	Up to 282	14%	9%	NAS	Up to 377	6%	6%

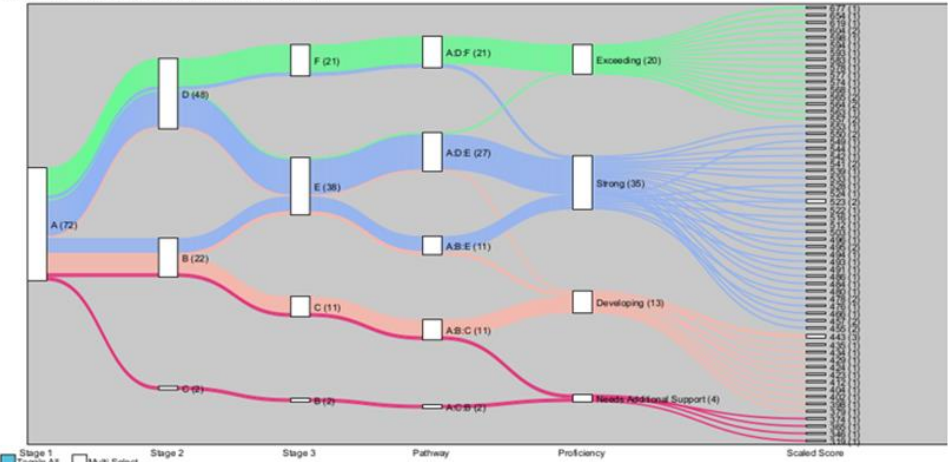
Year 3 Reading - measured in number of students

Cohort: Year 3 WEST BALCATTA PRIMARY SCHOOL Y03 2024 Reporting Period: 2024 Y03
Reading - Assessment Stage Dataflow
Filters : Unfiltered: 73 Students (73 with a score)



Year 5 Reading- measured in number of students

Cohort: Year 5 WEST BALCATTA PRIMARY SCHOOL Y05 2024 Reporting Period: 2024 Y05
Reading - Assessment Stage Dataflow
Filters : Unfiltered: 72 Students (72 with a score)



Proficiency and Pathway Data: Writing

Provides a breakdown of the percentage of students in the proficiency levels. The pathway tables show the trajectory of students by number during the multi-adaptive test in its 3 stages.

Year 3 & 5 Writing Proficiency Levels - measured in percent

Year 3 Writing				Year 5 Writing			
Proficiency	NAPLAN Score Range	School	Like School	Proficiency	NAPLAN Score Range	School	Like School
Exceeding	503+	7%	9%	Exceeding	570+	21%	14%
Strong	370 – 502	83%	77%	Strong	455 – 569	64%	63%
Developing	296 – 369	7%	8%	Developing	385 – 454	14%	17%
NAS	Up to 296	3%	4%	NAS	Up to 385	1%	5%

No pathway data present for writing due to it not being a multi-adaptive test

Proficiency and Pathway Data: Spelling

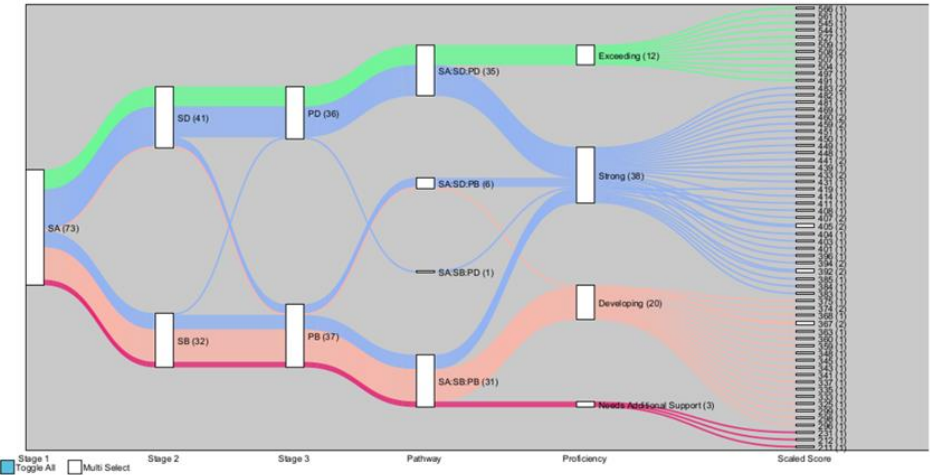
Provides a breakdown of the percentage of students in the proficiency levels. The pathway tables show the trajectory of students by number during the multi-adaptive test in its 3 stages.

Year 3 & 5 Spelling Proficiency Levels - measured in percent

Year 3 Spelling				Year 5 Spelling			
Proficiency	NAPLAN Score Range	School	Like School	Proficiency	NAPLAN Score Range	School	Like School
Exceeding	489+	30%	19%	Exceeding	553+	21%	29%
Strong	380 – 488	53%	52%	Strong	451 – 552	60%	53%
Developing	294 – 379	16%	22%	Developing	378 – 450	10%	14%
NAS	Up to 294	2%	7%	NAS	Up to 378	10%	5%

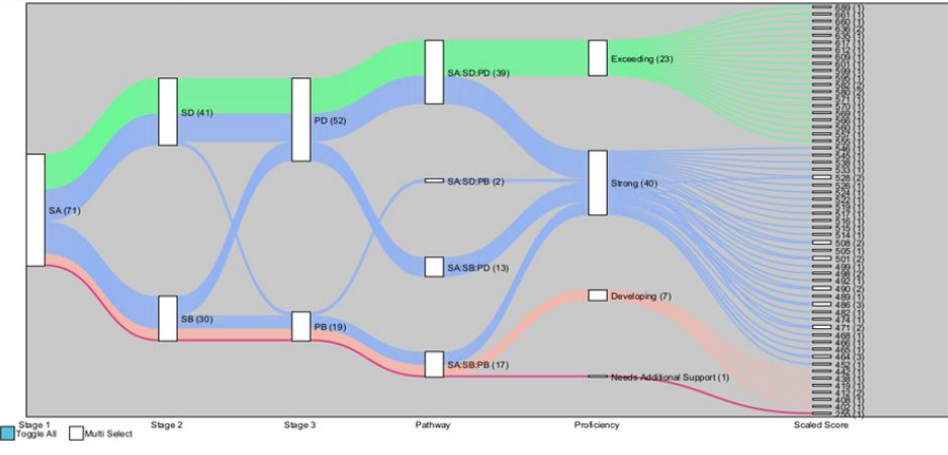
Year 3 Spelling Pathway - measured in number of students

Cohort: Year 3 WEST BALCATTa PRIMARY SCHOOL Y03 2024 Reporting Period: 2024 Y03
Spelling - Assessment Stage Dataflow
Filters : Unfiltered: 73 Students (73 with a score)



Year 5 Spelling Pathway - measured in number of students

Cohort: Year 5 WEST BALCATTa PRIMARY SCHOOL Y05 2024 Reporting Period: 2024 Y05
Spelling - Assessment Stage Dataflow
Filters : Unfiltered: 72 Students (71 with a score)



Proficiency and Pathway Data: Grammar & Punctuation

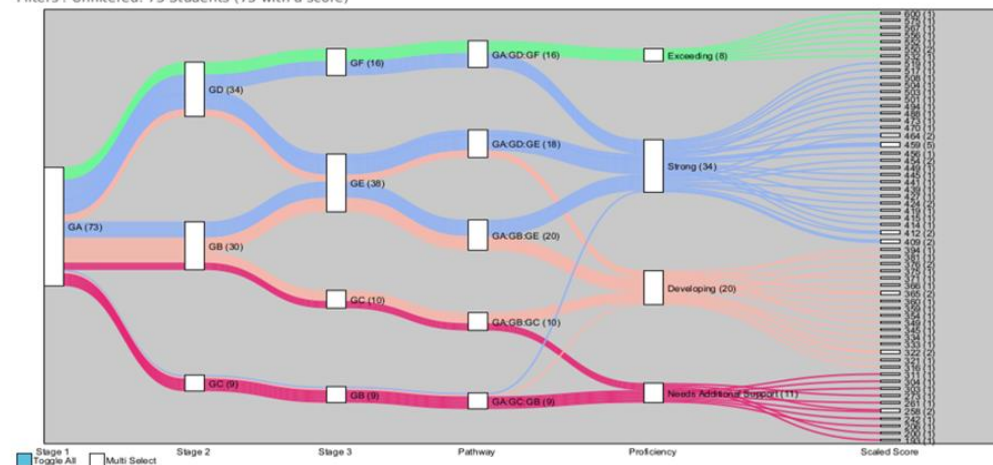
Provides a breakdown of the percentage of students in the proficiency levels. The pathway tables show the trajectory of students by number during the multi-adaptive test in its 3 stages.

Year 3 & 5 Grammar and Punctuation Proficiency Levels - measured in percent

Year 3 G&P				Year 5 G&P			
Proficiency	NAPLAN Score Range	School	Like School	Proficiency	NAPLAN Score Range	School	Like School
Exceeding	523+	11%	12%	Exceeding	582+	21%	17%
Strong	404 – 522	47%	50%	Strong	470 – 581	56%	54%
Developing	312 – 403	27%	24%	Developing	397 – 469	18%	21%
NAS	Up to 312	15%	13%	NAS	Up to 397	4%	7%

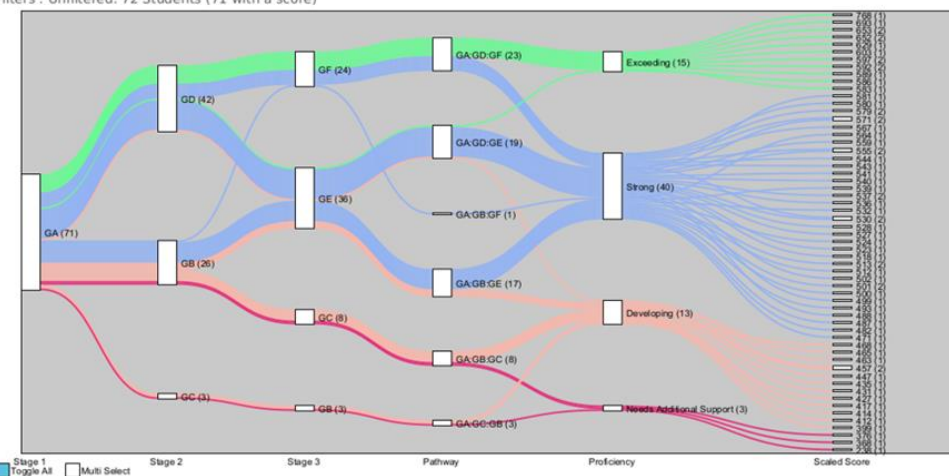
Year 3 Grammar and Punctuation Pathway - measured in number of students

Cohort: Year 3 WEST BALCATTa PRIMARY SCHOOL Y03 2024 Reporting Period: 2024 Y03
Grammar - Assessment Stage Dataflow
Filters : Unfiltered: 73 Students (73 with a score)



Year 5 Grammar and Punctuation Pathway - measured in number of students

Cohort: Year 5 WEST BALCATTa PRIMARY SCHOOL Y05 2024 Reporting Period: 2024 Y05
Grammar - Assessment Stage Dataflow
Filters : Unfiltered: 72 Students (71 with a score)



Longitudinal Summary: Mean test Score for Cohort (Numeracy)

Provides a trend line over time view to examine test score performance against Like Schools or WA Public Schools in the test domains.

Average Numeracy Score

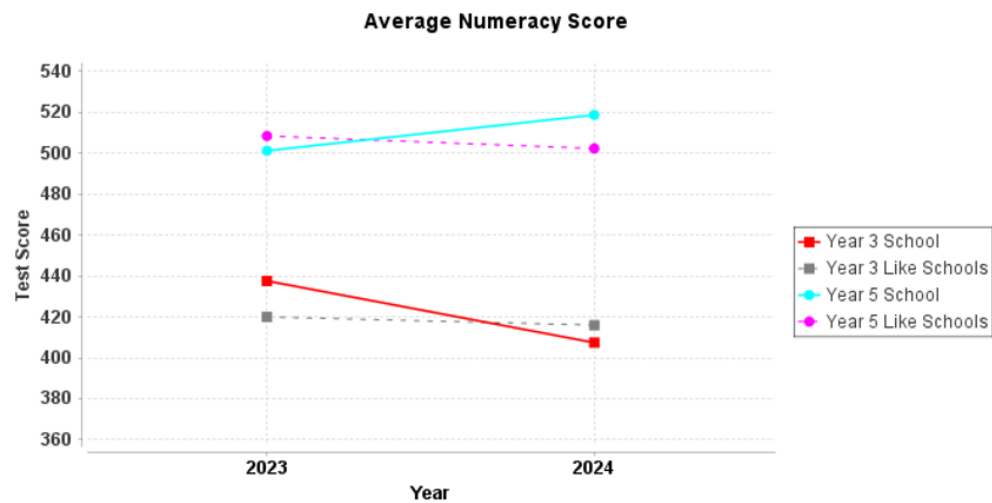
Year	Y3		Y5	
	School	Like Schools	School	Like Schools
2023	438	420	501	509
2024	407	416	519	502

Celebrate

- Year 5 results are above like-schools. This is an increase from 2023.

Investigate/monitor

- Year 3 results are below like-schools.
- We need to ensure whole school approaches are applied consistently in these areas.



Longitudinal Summary: Mean test Score for Cohort (Reading)

Provides a trend line over time view to examine test score performance against Like Schools or WA Public Schools in the test domains.

Average Reading Score

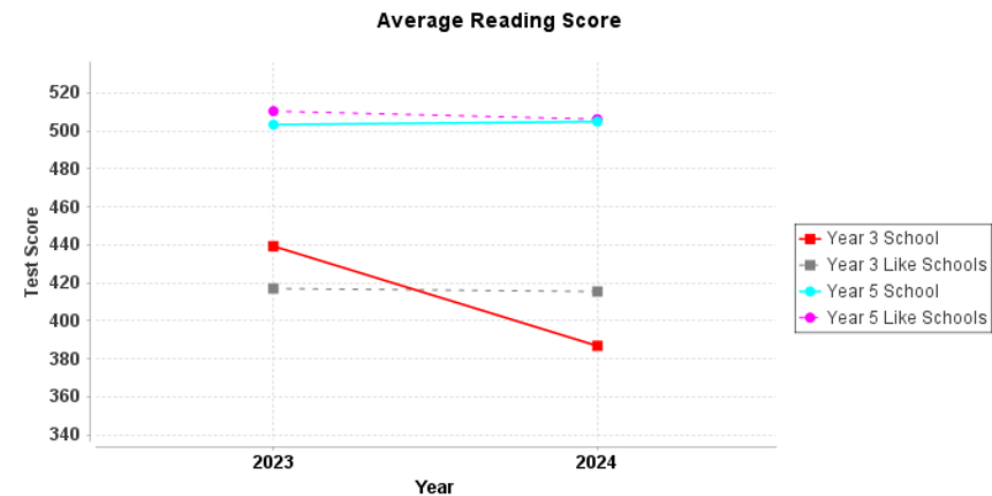
Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	439	417	503	510
2024	387	415	505	506

Celebrate

- Year 5 results are in-line with like-schools. In 2023, Year 5 results were below like-schools.

Investigate/monitor

- Year 3 results are below like-schools.
- We need to ensure whole school approaches are applied consistently in these areas.



Longitudinal Summary: Mean test Score for Cohort (Writing)

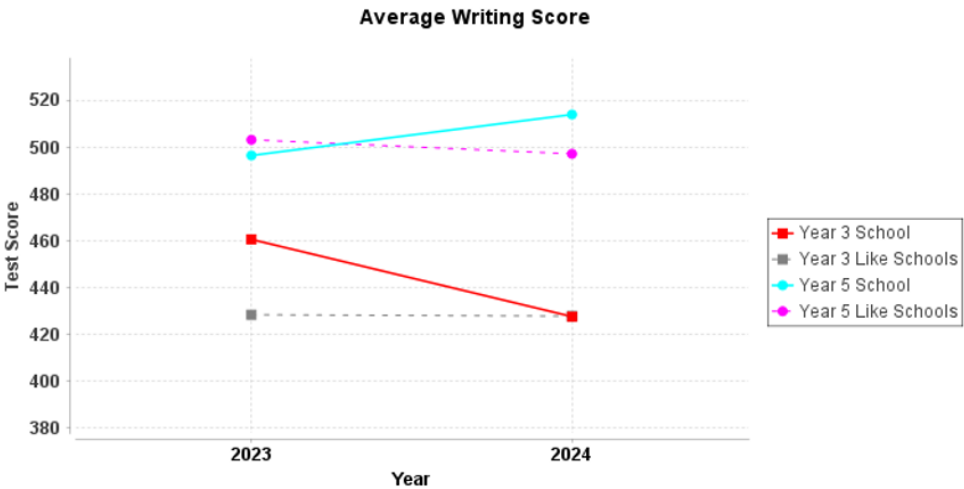
Provides a trend line over time view to examine test score performance against Like Schools or WA Public Schools in the test domains.

Average Writing Score

Year	Y3		Y5	
	School	Like Schools	School	Like Schools
2023	461	429	497	503
2024	428	428	514	497

Celebrate

- Achievement in writing is good. Year 5 are above like- schools and Year 3 results are in-line with like- schools.



Longitudinal Summary: Mean test Score for Cohort (Spelling)

Provides a trend line over time view to examine test score performance against Like Schools or WA Public Schools in the test domains.

Average Spelling Score

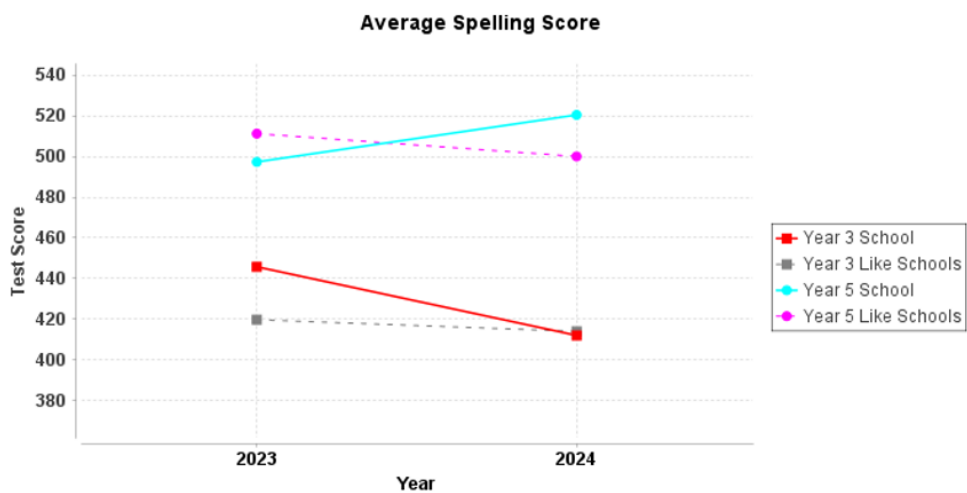
Year	Y3		Y5	
	School	Like Schools	School	Like Schools
2023	446	420	497	511
2024	412	414	520	500

Celebrate

- Year 5 results are above like-schools.

Investigate/monitor

- Year 3 results are below like-schools.
- We need to ensure whole school approaches are applied consistently in these areas.



Longitudinal Summary: Mean test Score for Cohort (Grammar & Punctuation)

Provides a trend line over time view to examine test score performance against Like Schools or WA Public Schools in the test domains.

Average Grammar & Punctuation Score

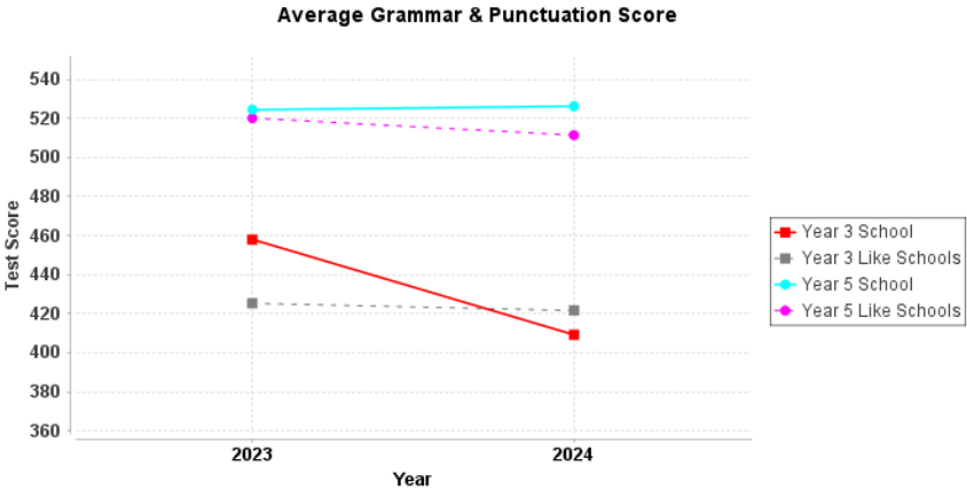
Year	Y3		Y5	
	School	Like Schools	School	Like Schools
2023	458	425	524	520
2024	409	422	526	511

Celebrate

- Year 5 results are above like-schools.

Investigate/monitor

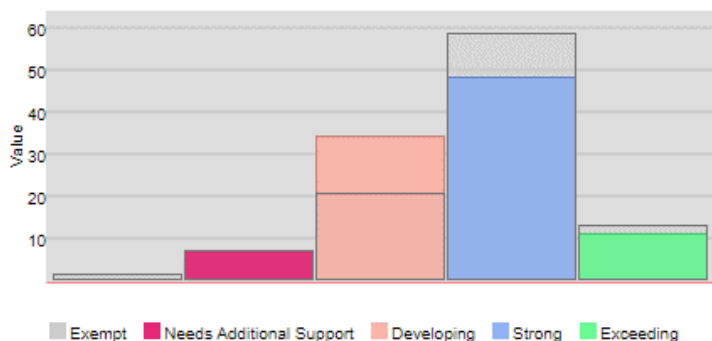
- Year 3 results are below like-schools
- We need to ensure whole school approaches are applied consistently in these areas.



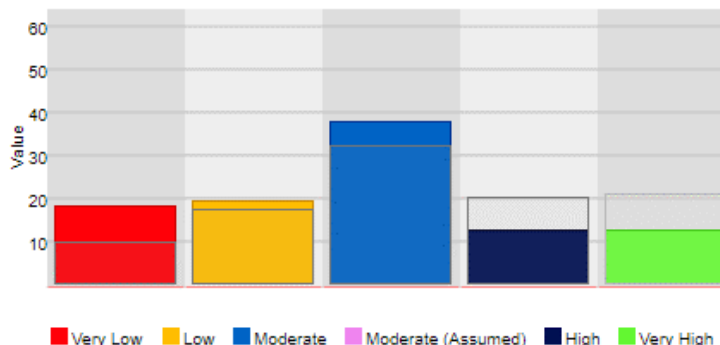
Achievement & Progress: Numeracy

- Year 3 and 5 achievement in each category is compared to like schools
- Progress from PP to Year 3 is compared to 'like-schools'

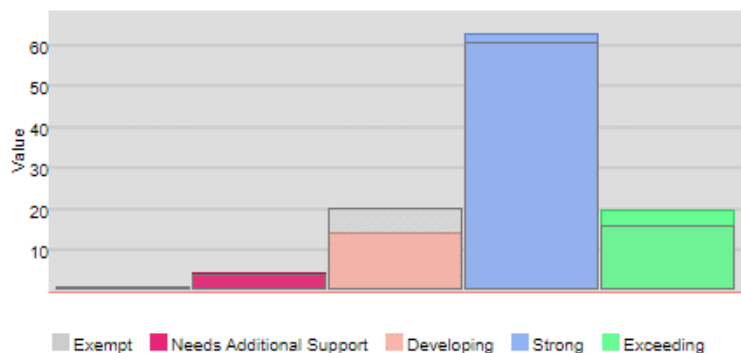
Year 3: Achievement



Year 3: Progress



Year 5: Achievement



No comparative data for like-schools
comparing progress from Year 3 to Year 5

What the data shows:

Year 3

- Compared to like-schools, we have more students in the developing category and less in the higher categories, strong and exceeding.
- We have more students making low or very low progress than like-schools and less making high or very high progress.

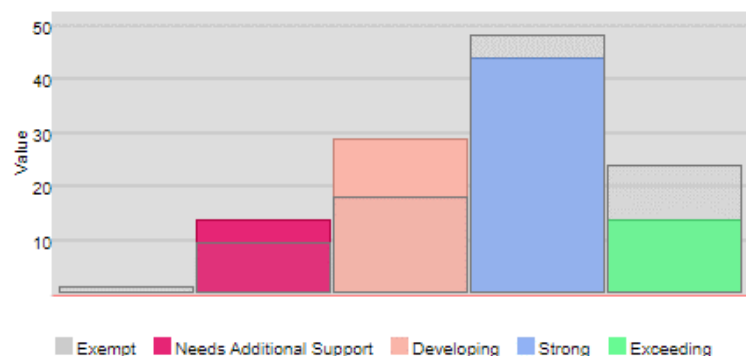
Year 5

- We have slightly more students in the strong and exceeding categories than like-schools. As a result, we have less in the developing category.

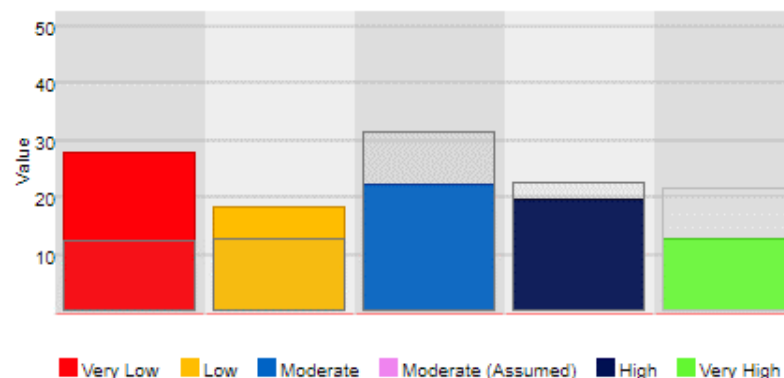
Achievement & Progress: Reading

- Year 3 and 5 achievement in each category is compared to like schools
- Progress from PP to Year 3 is compared to 'like-schools'

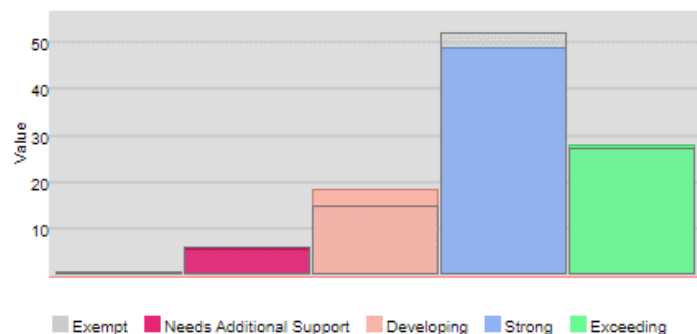
Year 3: Achievement



Year 3: Progress



Year 5: Achievement



No comparative data for like-schools
comparing progress from Year 3 to Year 5

What the data shows:

Year 3

- In comparison to like-schools, we have more students in the Needs Additional Support (NAS) and Developing categories. As a result, there are less students in the Strong and Exceeding categories.
- Almost half of our students made very low or low progress. Less made high or very high progress compared to like schools.

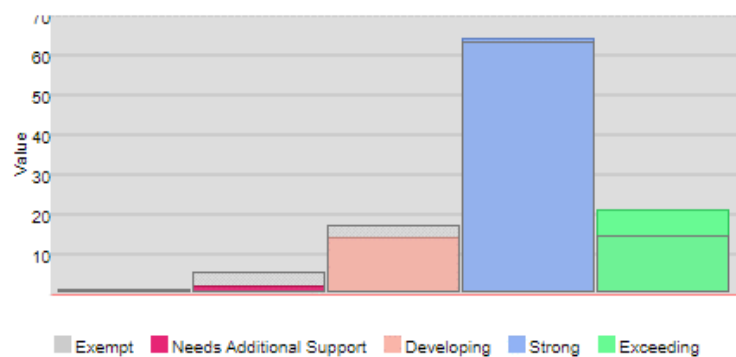
Year 5

- We have more students in the Developing category and less in the NAS category than like-schools. We have slightly less students in the strong category and slightly more in the exceeding category.

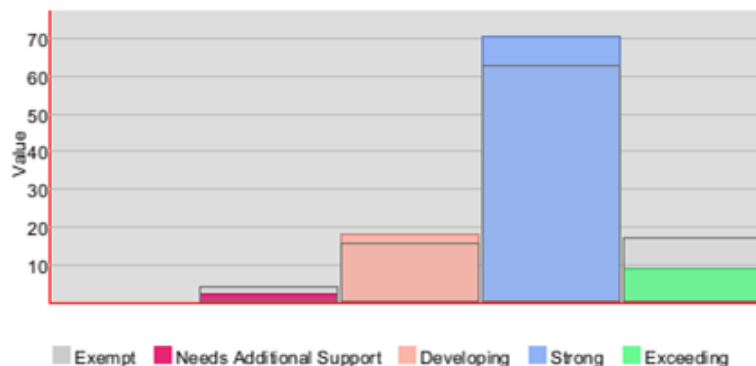
Achievement & Progress: Writing

- Year 3 and 5 achievement in each category is compared to like schools
- Progress from PP to Year 3 is compared to 'like-schools'

Year 3: Achievement



Year 5: Achievement



What the data shows:

Year 3

- Achievement is generally in line with like-schools. We have slightly more students in the strong and exceeding categories and slightly less in NAS and Developing.

Year 5

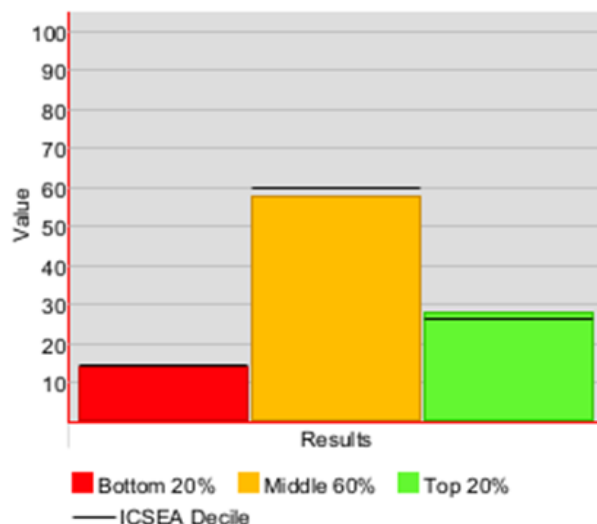
- Less students needing additional support is explained by slightly more in the developing category. Compared to like-schools we have more students in the strong category and less in Exceeding.

No comparative data for like-schools comparing progress from PP to Year 3 or Year 3 to Year 5

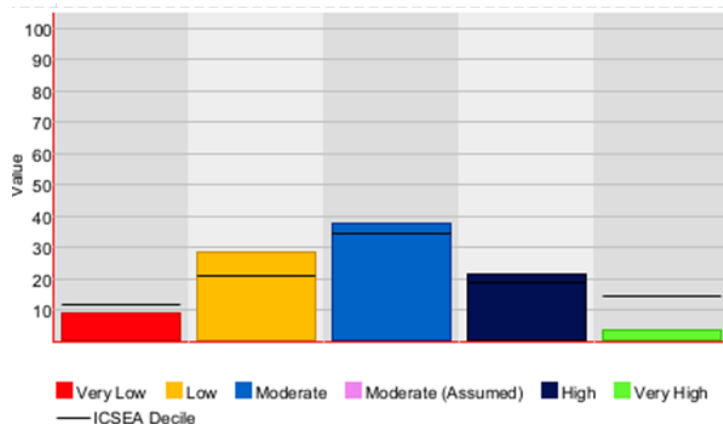
Achievement & Progress: Numeracy On-entry

Year 1: Achievement

Achievement	Number of Students	%	Like-Schools
Bottom 20%	8 students	14%	14%
Middle 60%	33 Students	58%	60%
Top 20%	16 students	28%	26%



PP- Year 1: Progress



Progress	WB	Like-Schools
Very Low	9%	12%
Low	29%	21%
Moderate	38%	34%
High	21%	19%
Very High	4%	14%

What the data shows:

Achievement

When compared to like-schools, our students' achievement is similar. We have slightly less students in the middle 60% and slightly more students in the top 20% compared to like schools.

Progress

When compared to like-schools, our students have made similar progress in numeracy across Pre-Primary to Year One. We have slightly less students making very low progress (9%) compared to like schools (12%). A higher percentage of students are making low progress when compared to like schools. A higher percentage of our students have made moderate to very high progress compared to like schools. Of the 56 students, 5 made very low progress and 2 made very high progress.

What do we need to do?

- Use diagnostic data to guide programmes
- Numeracy scope & Sequence including daily reviews & vocabulary
- Gradual Release of responsibility
- POLYA approach to problem solving

OUR TARGETS

TARGET	ACHIEVED
Annually, Year 3 achievement in NAPLAN will continue to be equal to or above like-schools in numeracy, reading, writing, spelling and Grammar and punctuation	Writing
Annually, Year 5 achievement in NAPLAN will continue to be equal to or above like-schools in numeracy, reading, writing, spelling and Grammar and punctuation	Numeracy, Writing, Spelling Grammar & Punctuation
Annually, average progress between Pre-primary on-entry and assessment and Year 3 NAPLAN will be equal to or above like-schools in Numeracy and Reading	No data
Annually, average progress between Year 3 and Year 5 NAPLAN will be equal to or above like-schools in Numeracy and Reading	No data
Annually, average progress of all year 1 students between on-entry testing Module 1 (pre-primary) and Module 2 in Numeracy will be equal to or above like-schools.	No

PAT Data 2024

Annually, a least 80% of students will improve on their PAT Reading performance – not **achieved**.

PAT READING		
Year Group	Percentage Students Improved	Target Achieved
3	69%	No
4	84%	Yes
5	79%	No
6	84%	Yes
Average	79%	No

Achievement was compared annually for each year group in October . Year 4 and 6 made 80% progress or more, with Year 5 close. Year 3 progress was lower than the target and reflects results in NAPLAN Reading.

What do we need to do?

- Implement Talk for Reading in all classes, K-Y6.
- Through Talk for Reading, explicitly teach comprehension skills, prioritising inferential skills, strategies to retrieve information spaced across texts and expose students to a range of multilayered texts, with rich vocabulary, challenging themes and figurative language.
- Identify students making insufficient progress and devise strategies to address this.
- Provide professional learning for staff and targeted support for reading.

Annually, a least 80% of students will improve on their PAT Maths performance - **achieved**.

PAT MATHS		
Year Group	Percentage Students Improved	Target Achieved
2	77%	No
3	82%	Yes
4	81%	Yes
5	72%	No
6	88%	Yes
Average	80%	Yes

Achievement was compared between testing in February and October for each year group. Although the target is achieved, the lower progress made by Year 5 students requires investigation as it does not reflect NAPLAN results.

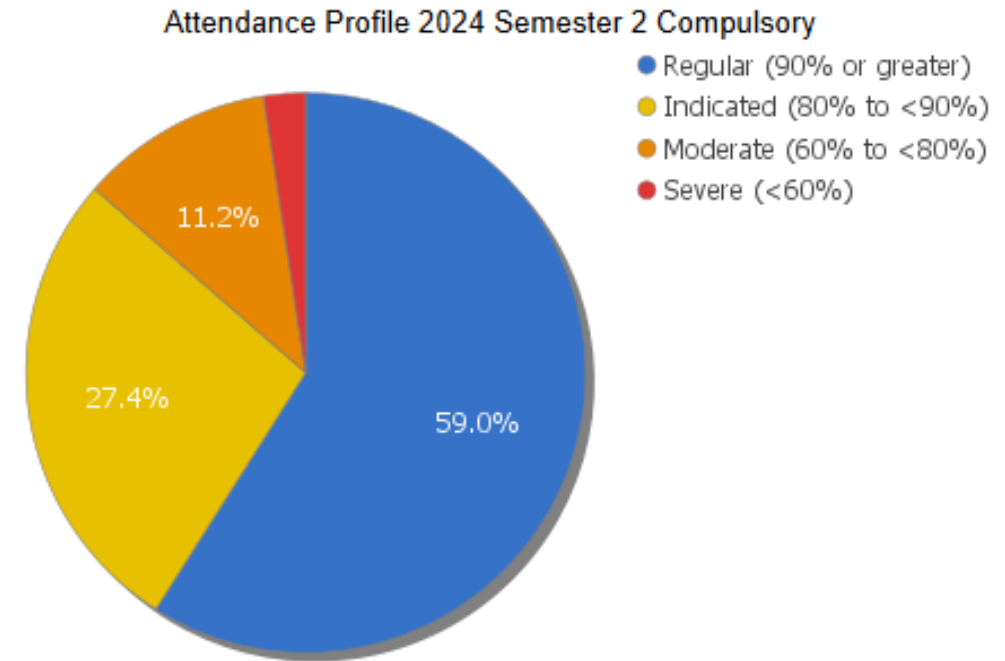
What do we need to do?

- Continue to focus on explicit teaching using the school scope and sequence and Gradual Release of Responsibility lesson structure.
- Implement daily reviews to link prior learning to new concepts.
- Explicitly teach mathematical vocabulary and the POLYA approach to problem solving. Give opportunities for students to independently apply skills.
- Identify individual students who are not making appropriate progress. Devise strategies to address this, monitor and review in Professional Learning Communities (PLCs).

Attendance

Whole-school student attendance will continue to be greater than 90% - **not achieved**.

The Whole school attendance rate for 2024 was 89.4%, just falling short of our target. Of the student absences, 77% were authorised (usually due illness or other reasonable explanation) which is an improvement on last year. 23% were unauthorised (usually due to family vacations or absences that are unreasonable or without explanation). We will continue to promote regular attendance, communication attendance concerns with families and provide support to restore student attendance where appropriate.



What Next? Priorities for 2025

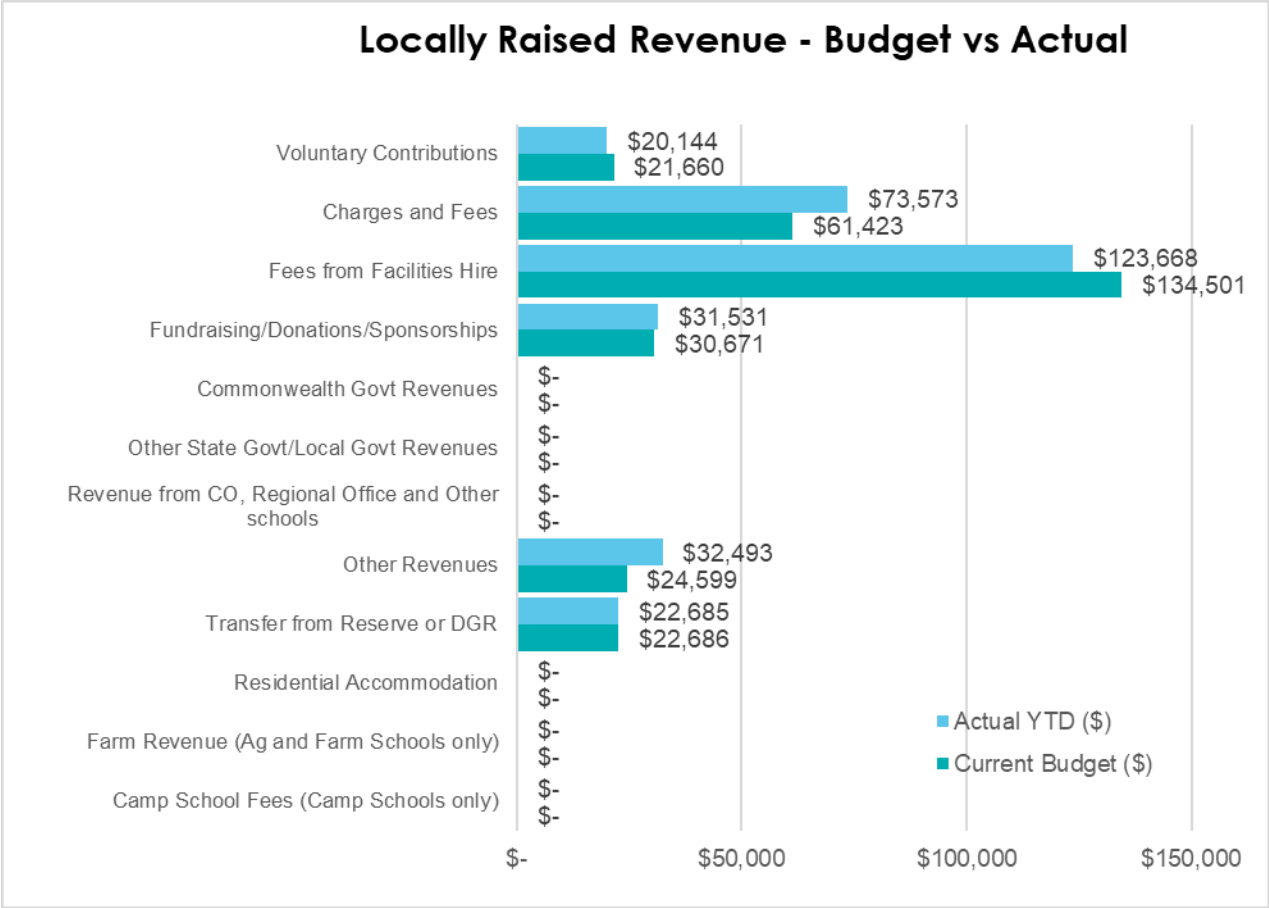
What we will do:	What you will see:	School Priority
Embed evidence-based teaching approaches in every classroom	<ul style="list-style-type: none"> West Balcatta Way (our instructional framework) implemented consistently. Specific feedback linked to learning intentions and success criteria, shared with students to scaffold and support learning. Play based learning balanced with explicit teaching incorporated K-Y2 Aboriginal perspectives integrated into whole school approaches 	<p>Literacy</p> <ul style="list-style-type: none"> Continued implementation of Talk 4 Writing (T4W) in all classrooms K-Y6. Support students to interpret and action feedback (pink & green) to reflect on and improve their writing. Broaden the ways in which texts are innovated by students - See <i>Culturally Responsive Pedagogy</i> priority. Implement Talk for Reading strategies in K-Y6. Continue spelling program consistently across Y3-6 using agreed strategies and lesson structure. Continue Phonics scope & sequence K-Y2 using agreed lesson structure. <p>Numeracy</p> <ul style="list-style-type: none"> Continued implementation the Numeracy Scope & Sequence PP-Y6. Implement Daily Reviews according to agreed protocols. Continue to explicitly teach problem solving using the POLYA approach. Use Gradual Release of Responsibility. <p>Early Childhood</p> <ul style="list-style-type: none"> Early childhood teachers implement Early Years Framework, Kindy Guidelines and Walker Learning Link to teaching programs.
Analyse data and incorporate student voice to ensure teaching is targeted and linked to high expectations.	<ul style="list-style-type: none"> Data guides classroom teaching and differentiation, ensuring teaching is targeted and builds on prior learning. Student achievement and progress is tracked. Students not making expected progress are identified. Strategies to address this are planned collaboratively progress is continually monitored Student Voice used as tool to monitor student progress and review impact of teaching 	<p>Data</p> <ul style="list-style-type: none"> Collaborative DOTT used to interrogate assessment data/information and develop appropriate programs for teaching and learning. Identify students (<i>names</i>) making insufficient progress and devise strategies to address this. Monitor these students through ongoing assessment and school tracking spreadsheet.—Mind the Gap Analyse data to diagnose student needs and evaluate impact of teaching. Expand information gained through Student Voice Surveys to adjust teaching.

What we will do:	What you will see:	School Priority
Engage students in learning	<ul style="list-style-type: none"> • Appropriate technologies selected to enhance student learning and progress. • Science, Technology, Engineering, Mathematics (STEM) implemented as a specialist subject. • Students applying knowledge and investigative skills to solve problems set in new contexts. 	<p>Information and Communication Technology (ICT)/ Digital Technologies</p> <ul style="list-style-type: none"> • Use updated scope and sequence to teach Digital Technologies. Link to STEM. • Devise activities that use ICT to support teaching and learning. Build a repertoire of lessons and experiences that integrate with other learning areas. • ICT committee provide leadership and support through PL, collaborative planning and in-class support. <p>Science, Technology, Engineering, Mathematics (STEM)</p> <ul style="list-style-type: none"> • Implement STEM as a specialist subject. Build units of work that explicitly teach the science curriculum and apply this knowledge to solve problems on Design Technology
<p>Sustain high quality Teaching and Learning</p> <p>Use distributed leadership to sustain whole-school pedagogy</p>	<ul style="list-style-type: none"> • Professional learning and Performance Development supports whole school priorities and the 'West Balcatta Way' 	<p>Professional Learning /Performance Development</p> <ul style="list-style-type: none"> • Continued application of coaching model to support implementation of whole school approaches, particularly with new members of staff and graduate teachers. Mentors trained in Growth Coaching. • Induction Program established for new members of staff • Aspirant leaders appointed as mentors, curriculum leaders and/or facilitators of cross school moderation.
Embed pre-conditions for positive learning	<ul style="list-style-type: none"> • High expectations of progress, achievement, behaviour and effort communicated to students. • Visible culture of restorative practices with a common language. • The Western Australian Values of School embedded into our school culture. • Culturally responsive practices implemented 	<p>Health and Well being</p> <ul style="list-style-type: none"> • Embed the WA Values of Schooling. • Teach protective behaviours consistently and effectively. • Teach social and emotional behaviours/skills consistently and effectively. • Use restorative practices for behaviour management—see <i>policy</i>. <p>Culturally Responsive Practices</p> <ul style="list-style-type: none"> • Integrate HASS First Peoples content authentically into T4W & Inquiry unit. • Reconciliation plan implemented

STRONG GOVERNANCE AND SUPPORT

Financial Summary 2024 - Revenue

REVENUE CASH AND SALARY ALLOCATIONS	BUDGET	ACTUAL
Voluntary Contributions	\$21,659.50	\$20,143.99
Charges and Fees	\$61,423.00	\$73,572.55
Fees from Facilities Hire	\$134,501.00	\$123,667.81
Fundraising/Donations/ Sponsorships	\$30,670.60	\$31,530.83
Commonwealth Govt Revenues	\$.00	\$.00
Other State Govt/Local Govt Revenues	\$.00	\$.00
Revenue from Co, Regional Office and Other Schools	\$.00	\$.00
Transfer from Reserve	\$24,598.66	\$32,493.46
Other Revenues	\$22,685.60	\$22,685.26
Total Locally Raised Funds	\$295,538.36	\$304,093.90
STUDENT CENTRED FUNDING	\$176,800.00	\$176,800.00
TOTAL CASH FUNDS AVAILABLE	\$5,790,283.04	\$5,798,838.62



STRONG GOVERNANCE AND SUPPORT

Financial Summary 2024 - Expenditure

EXPENDITURE CASH AND SALARY	BUDGET	ACTUAL
Administration	\$26,713.00	\$26,781.15
Lease Payments	\$0.00	\$0.00
Utilities, Facilities and Maintenance	\$162,218.00	\$145,720.59
Buildings Property and Equipment	\$35,733.46	\$44,593.36
Curriculum and Student Services	\$156,009.60	\$153,563.79
Professional Development	\$10,192.00	\$10,064.26
Transfer to Reserve	\$57,223.00	\$57,223.00
Other Expenditure	\$0.00	\$3.19
Payment to CO, Regional Office and other Schools	\$30,465.00	\$30,465.00
Total Goods and Servicer Expenditure	\$478,554.06	\$468,414.34
Cash Budget Variance		\$10,139.72

