



Bramfield Park Primary School



# Annual Report 2018





# Overview

The School Improvement and Accountability policy requires schools publish an annual School Report of the school's performance.

It was a big start to 2018 at Bramfield Park Primary School with a visit from the Premier and Minister for Education. A press conference was held to roll out election commitments, where Bramfield Park was fortunate to receive extra funds to employ an extra 3 Education Assistants. Our media exposure continued with ABC news and 6PR radio stories about our Homework Policy which encourages students to: read or be read to every night; play outside (reduce screen time); and get a good night's sleep. This is at odds with a long held belief that extra work every night leads to improved learning. There is no evidence supporting this, so our staff and School Board have opted for this different approach.



The new Business Plan 2018 – 2020 was developed in consultation with school staff, the School Board and the Parents and Citizen's Association. We used the feedback from our Independent Public School review in 2017 to guide the discussion around targets and priority areas and analysed data to set a focus on writing in English and word problem solving in Maths. Staff engaged in professional learning in these focus areas and have begun teaching using the associated strategies. We also strengthened our student wellbeing focus and the social emotional *Promoting Alternative Thinking Strategies* curriculum, PAThS, to introduce Mindfulness into our school. Strategies to focus our attention and make the shift from automatic reactive thought to conscious directed thought were

introduced with staff and students, and incorporated into our Business Plan through PATHway to Mindfulness.



Early in the year we were informed that the school will receive an Administration upgrade. This was very exciting as our front reception and offices were small and not conducive to accommodating our growing enrolments. Work didn't begin until late in the year but we are very much looking forward to the completion of this Capital Works project in the middle of 2019. Work on our playground upgrades in the Early Childhood continued with the completion of some landscaping and a new soft fall covered tunnel.



Bramfield Park students were also fortunate to have an opportunity to work with Aboriginal artists Michelle Kickett and Dennis Kickett to create some amazing Noongar seasons murals and a Wargul - Rainbow Serpent Mural. Students worked alongside the artists to discuss the characteristics of the seasons and represent these pictorially on a mural for each of the six seasons. The finished products add a vibrant, cultural art work next to our undercover areas. To unveil the art works the school had an assembly with special guests from the Department of Education, state and local government and members of the local Aboriginal community. It was such an amazing event with a performance from the Aboriginal dance group Baljamoort which was so engaging for our students and special guests.



Bramfield Park had a very successful year on the sporting field with students engaged in many school and interschool sports. Teams competed at the summer carnival in softball and cricket with our cricket team defending their win the previous year and all other teams achieving great results throughout the day. Students then competed at the winter carnival in netball, hockey and soccer. Our netball and hockey teams were both successful in winning their divisions and soccer was a very credible runner up. At the interschool Cross Country, Bramfield Park won the handicap shield as we compete against many larger schools. Finally, we were overall winners at the interschool carnival. This was a very exciting result. It was rewarding to see our students compete hard, with great sportsmanship.



Last year also saw the introduction of our three new factions named using Aboriginal words for the elements: Karla (fire – yellow); Kep (water – green) and Wirli Wirli (wind – blue). All students are in Karla, Kep or Wirli Wirli, to compete in sporting events and earn faction points as a reward for making good choices in the classroom or playground.



# School performance

The development of the School's Business Plan 2018 – 2020 sets out targets to measure the school's performance. The school staff and Board analysed data collected against targets to make a judgement about our performance.

## Student Achievement

Student achievement on NAPLAN provides clear evidence our students are performing well against like schools, and increasingly against Public school averages.

The table at the top right shows Bramfield Park students achieved excellent results compared with like schools:

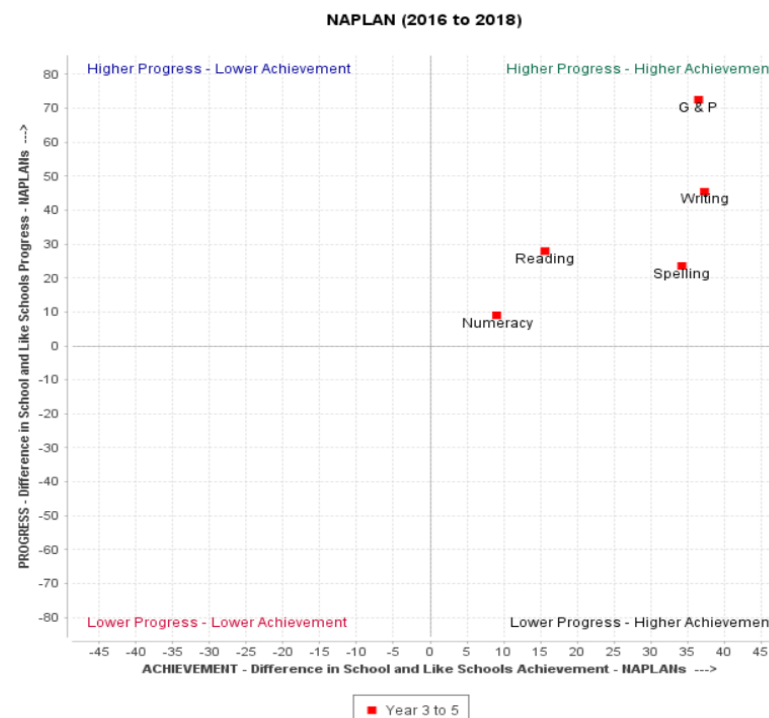
- ✓ Year 3 performances in NAPLAN Numeracy, Reading, Spelling and Grammar and Punctuation to be above expected and Writing to be at expected performance
- ✓ Year 5 performances in NAPLAN literacy tests: Reading; Writing; Spelling and Grammar and Punctuation to be above expected and Numeracy to be at expected

We measure and analyse student progress and achievement compared to like schools. This information is representative of the students who sit NAPLAN in Year 3 at our school and then sit NAPLAN again in Year 5 at our school. We can directly track our students' progress in terms of high progress and high achievement. The quadrant graph shows all results in the high progress – high achievement quadrant for all NAPLAN tests.

	Year 3			Year 5		
	2016	2017	2018	2016	2017	2018
Numeracy	0.2	0.9	1.4	1.5	-0.6	0.0
Reading	0.1	0.8	1.0	2.3	-0.4	1.2
Writing	0.0	-0.3	-0.4	2.2	-0.2	1.9
Spelling	0.7	0.5	1.1	2.4	0.1	2.1
Grammar & Punctuation	-0.9	-0.8	1.0	2.1	0.7	2.6



Above Expected - more than one standard deviation above the predicted school  
 Expected - within one standard deviation of the predicted school mean  
 Below Expected - more than one standard deviation below the predicted school mean  
 If blank, then no data available or number of students is less than 6





## 2018 Literacy and Numeracy Targets

The following tables show the seven achievement targets set and how we performed against each. Whilst it pleasing that we out-performed like schools, we have also set a much higher challenge of having our students perform at state-standard (see Targets 3 and 7).

**Target 1:** Achieve a school mean at or greater than like schools in Writing, Spelling, Grammar & Punctuation and Reading in Year 3 and 5 NAPLAN.

	Year 3		Year 5	
Writing	(347 – 358)	11↓	(451 – 427)	24↑
Spelling	(397 – 374)	23↑	(501 – 475)	27↑
Grammar & Punc.	(401 – 374)	27↑	(491 – 462)	29↑
Reading	(400 – 371)	29↑	(474 – 456)	18↑

**Target 1 achieved in seven out of eight assessments.**

**Target 2:** Have 50% of Year 3 students improve 3 bands when tested again in Year 5 in NAPLAN Reading and Writing.

Reading		Writing	
Bands gained	% Achieved	Bands gained	% Achieved
0	10	0	19
1	16	1	26
2	45	2	29
3+	29	3+	26

**Target 2 not achieved. The expected improvement between Year 3 and 5 NAPLAN is 1 ½ bands.**

**Target 3:** Close the NAPLAN literacy achievement gap by 1% between Bramfield Park PS and all WA Public Schools.

	Last 5-year average		2018 Outcome			
	Year 3	Year 5	Year 3		Year 5	
Writing	92%	93%	87%	5%↓	99%	6%↑
Spelling	96%	96%	97%	1%↑	101%	5%↑
Grammar & Punctuation	89%	94%	96%	7%↑	99%	5%↑
Reading	91%	93%	96%	5%↑	95%	2%↑

**Target 3 achieved in achieved in seven out of eight assessments.**

**Target 4:** Move 85% of EAL/D students at least 1 level on the EAL/D Progress

Percentage EAL/D students who increased at least one band			
Speaking 84.5%		Reading 84.8%	
Listening 81%		Writing 84.8%	

**Target 4 Although very close, target not achieved.**

**Target 5:** Achieve a school mean at or greater than like schools in Numeracy in Year 3 and 5 NAPLAN.

	Year 3		Year 5	
Numeracy	(398 – 367)	31↑	(452 – 451)	1↑

**Target 5 achieved in Year 3 and Year 5.**

**Target 6:** Have 50% of Year 3 students improve 3 bands when tested again in Year 5 in NAPLAN Numeracy.

Bands gained	% Achieved
0	6
1	26
2	44
3+	24

**Target 2 not achieved. The expected improvement between Year 3 and 5 NAPLAN is 1 ½ bands.**

**Target 7:** Close the NAPLAN Numeracy achievement gap by 1% between Bramfield Park PS and all WA Public Schools.

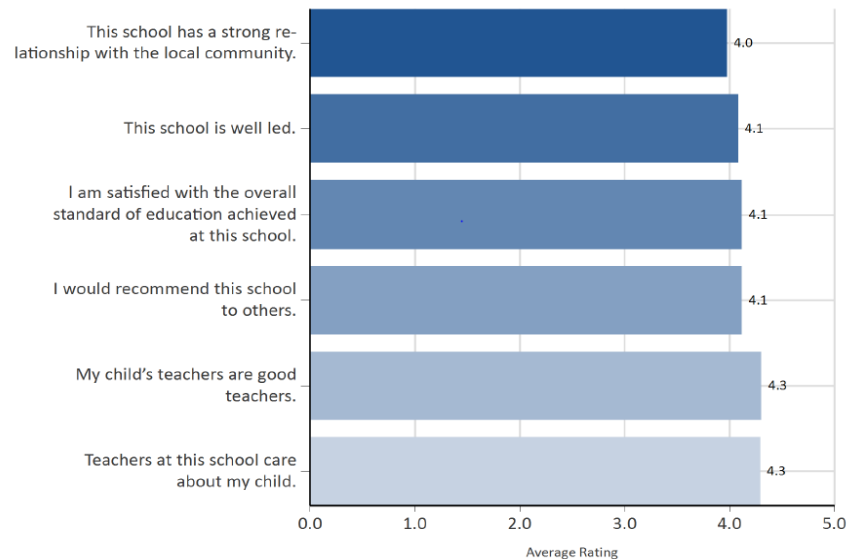
	Last 5-year average		2018 Outcome			
	Year 3	Year 5	Year 3		Year 5	
Numeracy	95%	94%	99%	4%↑	93%	1%↓

**Target 7 achieved in achieved in Year 3 but not Year 5.**

## Parent NSOS Survey Feedback

Every two years public schools conduct the *National School Opinion Survey* with parents, staff and students. Pleasingly, in 2018 we had more responses than in previous years, with 86 online parent responses. Parents of Kindy to Year 6 students completed the survey. Parents were asked to provide responses on a five-point scale, where 1 represents strongly disagree and 5 represents strongly agree.

The average of all responses was 4.15 out of 5, with responses in the

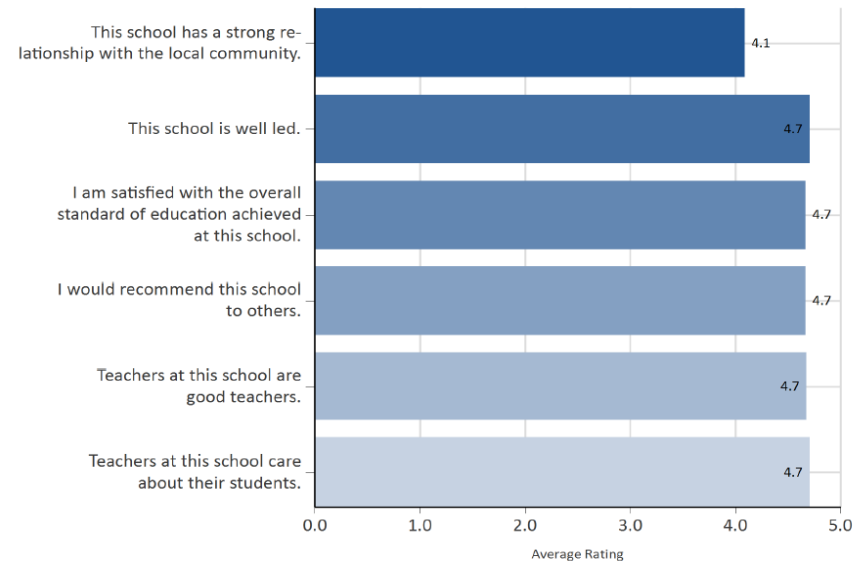


range 4.0 to 4.3. The two most positive responses areas were: *My child's teachers are good teachers* (4.3) and *Teachers at this school care about my child* (4.3). The least positive response was: *The school has a strong relationship with the local community* (4.0).

Overall, this feedback is very positive and affirms the strong relationship with our parents and caregivers.

## Staff NSOS Survey Feedback

The average of all answers to the questions was 4.6 out of 5, with five of the six areas scoring 4.7. This is an extremely strong, positive response. The lowest area was: *The school has a strong relationship with the local community* (4.1), suggesting that this could be an area of discussion with the School Board and P&C to explore ways of strengthening this relationship.



## Staff School Climate Survey Feedback

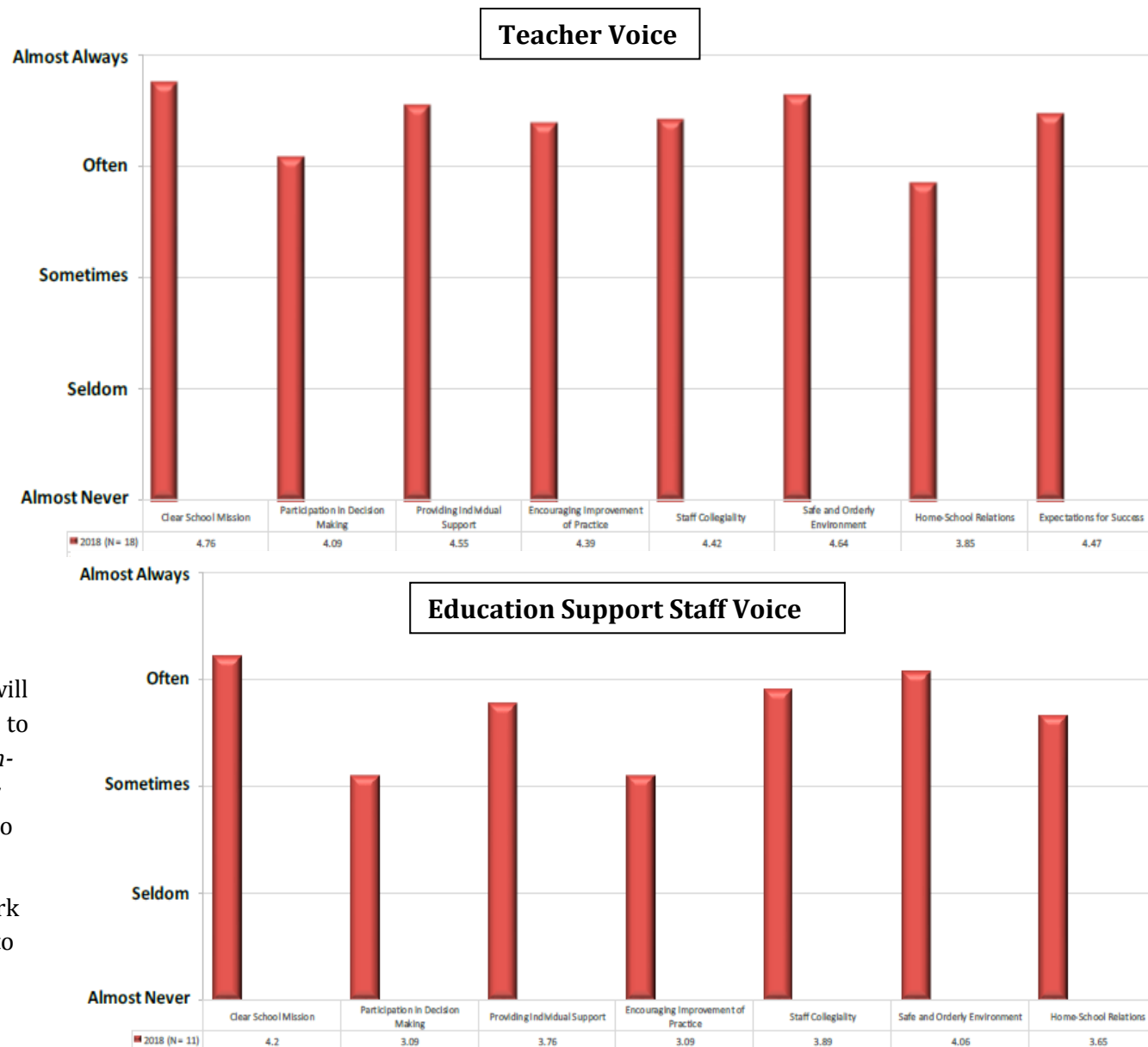
In addition to the NSOS Survey, the Leadership Team conducted a staff School Climate Survey through National School Improvement Partnerships. Eighteen (18) teachers and 11 support staff were surveyed and the two graphs on the following page show the average score for each scale out of 5.

The school climate is made up of the behaviour patterns, attitudes and feelings that persist and characterise the school. Research shows that a school's climate positively influences a range of student outcomes, including: self-concept; social emotional learning; absenteeism; personal attitudes and achievement. The school climate also influences a range of teacher outcomes, including: job satisfaction; occupational stress, morale and organisational commitment.

Feedback on six of the eight teacher survey scales was extremely positive. The leadership team is introducing a number of initiatives to support teachers in their quest to be the best they can possibly be, including increasing their participation in decision-making.

The responses from the support staff were less positive than for teachers. The leadership team will work with the support staff to develop strategies to ensure they have greater *participation in decision-making* (3.09), *encouraging improvement in their practice* (3.09) and *providing individual support* to them (3.76).

As indicated earlier, the leadership team will work with the School Board and P&C to explore ways to strengthen home-school relations.



## Student NSOS Survey Feedback

The average of all responses was 4.18. The two lowest areas were: *Student behaviour is well managed at my school* (3.7); and *My school takes students' opinions seriously* (3.0), while the highest area was: *My teachers expect me to do my best* (4.7). As with the parent and staff NSOS responses, most student responses were positive, scoring 4 or above.

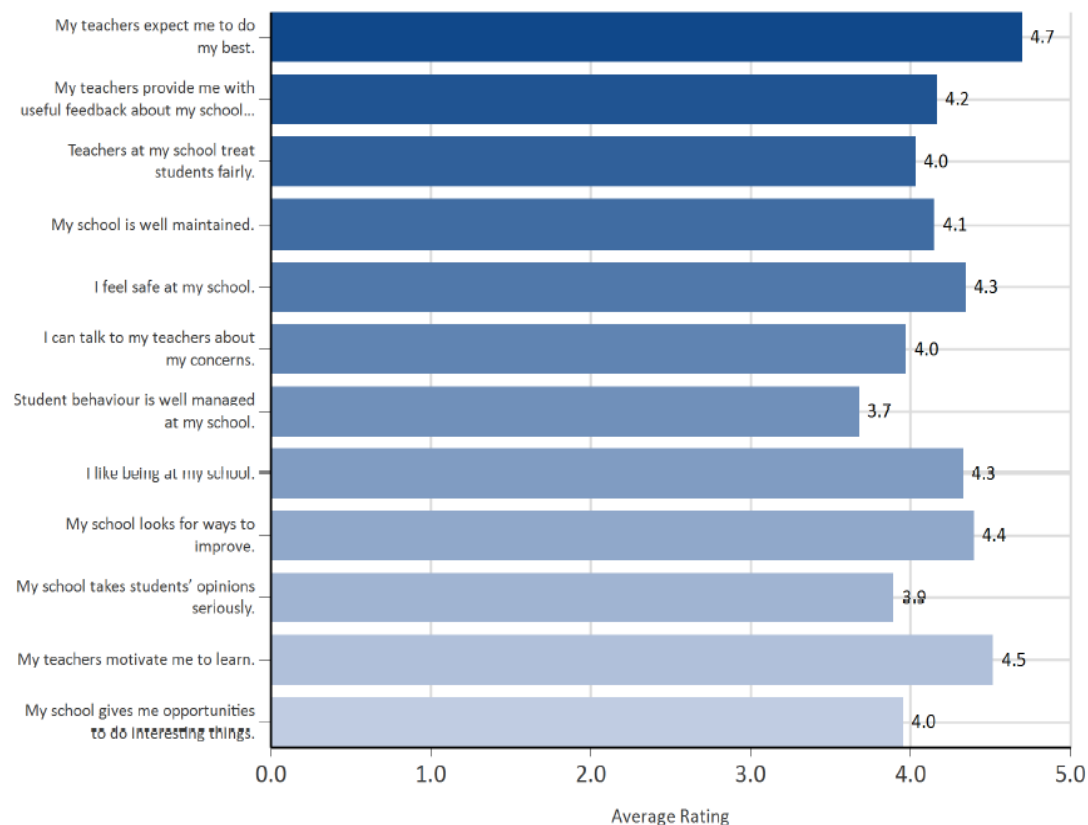
Response to the question: *Student behaviour is well managed at this school* scored the lowest at 3.7. To explore reasons behind this response, a discussion was held with Year 5 and 6 students to gain an insight as to why they answered the way they did. Some of the responses received are outlined below:

Things we do well:

- Teachers talk to students – not yell give them a chance to make things right;
- Teachers give good feedback to improve on what we are doing right;
- Teachers explain things we don't understand;
- Teachers ask what's wrong and try and sort out the problem; and
- Teachers step in to resolve problems.

Things we could do better:

- Not ignore the behaviours;
- Teachers don't know what is happening;
- Students are not honest when we are trying to solve a problem and teachers believe them – don't find out missing information;
- Relief teachers – students tend to muck up;
- Some students on a blue dot don't change behaviour; and
- Students don't like the teacher after they have got into trouble.



## Conclusion

In the National School Opinion Surveys there was an overwhelming response of Agree or Strongly Agree which shows the whole school community is satisfied with how the school is tracking at the moment against items surveyed.

The Year 5 and 6 student suggestions for improvement in behaviour provide some useful starting points to work on to improve the behaviour of students.



## Funding accountability

The Principal must meet accountability expectations in relation to the funding provided to the school. Resources should be applied in a targeted manner to meet the learning and wellbeing needs of all students in the school.

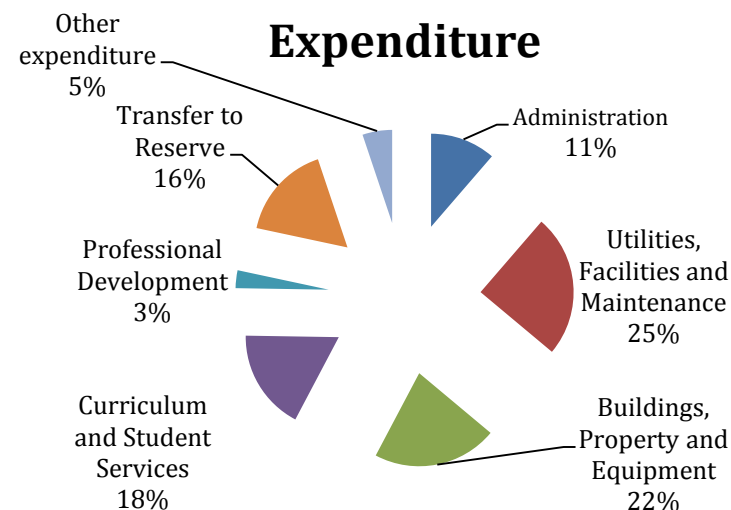
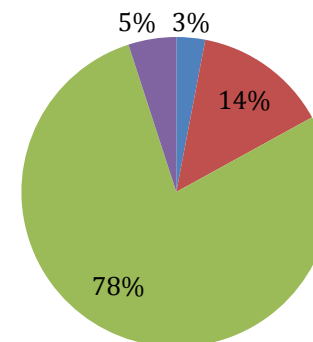
The financial summary as at 31<sup>st</sup> December 2018 is outlined below:

Revenue – cash and salary allocation	Budget	Actual
Voluntary Contributions	\$10 135.00	\$9 560.70
Charges and Fees	\$52 142.00	\$49 042.81
Fees from facilities hire	\$ 0	\$ 0
Fundraising/Donations/Sponsorships	\$6 900.00	\$12 711.74
Other State Govt/Local Govt Revenues	\$2 300.00	\$1 100.00
Other Revenues	\$21 400.00	\$24 887.83
Transfer from Reserve	\$17 034.00	\$17 034.00
<b>Totally Locally Raised Funds</b>	<b>\$109 911.00</b>	<b>\$114 337.08</b>
<b>Opening Balance</b>	<b>\$83 162.00</b>	<b>\$83 162.55</b>
<b>Student Centred Funding</b>	<b>\$391 883.00</b>	<b>\$393 083.50</b>
<b>Total Cash Funds available</b>	<b>\$584 956.00</b>	<b>\$590 583.13</b>

Expenditure – cash and salary	Budget	Actual
Administration	\$63 150.00	\$52 477.22
Utilities, Facilities and Maintenance	\$181 841.00	\$121 548.80
Buildings, Property and Equipment	\$108 602.00	\$105 878.23
Curriculum and Student Services	\$105 313.00	\$85 831.19
Professional Development	\$13 000.00	\$14 996.27
Transfer to Reserve	\$82 740.00	\$82 740.00
Other expenditure	\$30 310.00	\$26 398.13
<b>Total goods and services expend.</b>	<b>\$584 956.00</b>	<b>\$489 869.84</b>

## Current Year Actual Cash Sources

■ Transfer from reserves
 ■ Locally raised funds
 ■ Student Centred Funding
 ■ Other



## **BPPS School Board Annual Report 2018.**

Bramfield Park School Board has had a busy 2018.

We said thank you and goodbye to outgoing board members and welcomed our new board members. On our first meeting for the year the board made the decision to offer our existing community members to stay on the board to which they agreed. We met twice a term and had all our regular updates on Finance, Professional Learning Days and P&C reports.

This year also saw furthered discussions on the application for a crossing guard and on the construction of the new administration upgrade. The board hosted a parent forum and decided we would do this again and host two a year.

The board endorsed the new Business Plan and continue to monitor and be updated on school learning targets and strategies.

We look forward to 2019 as construction of the new building will provide the school with facilities to continue supporting the growth, learning and wellbeing of the Bramfield Park school community.

Rachael Muhafidin  
Board Chairperson

## **School Creed**

This is our school  
Let peace dwell here  
Let the rooms be full of contentment

Let love abide here  
Love of one another  
Love of mankind  
Love of life itself  
And love of God

Let us remember  
As many hands build a house  
So many hearts make a school

