

BREMER BAY PRIMARY SCHOOL

Annual Report 2022



Our context

WELCOME

It is our pleasure to bring you Bremer Bay Primary School's Annual Report for 2022.

This year has seen some movement of staff, farewelling several permanent staff members for adventures further afield, and welcoming new staff to join our team.

We have worked in this team to continue to progress the students in our school, both in the academic and social/emotional realms. This year, we have introduced a new Students At Educational Risk Policy, to ensure that all students are provided with the best support that our school has to offer, as well as updating many of our previously written policies, making them succinct and accessible.

Our students have enjoyed a year of rigorous education, with many memories made along the way. The Senior Room Camp was one such event, with a winter trip to Albany, which was thoroughly enjoyed by staff and students.

Our focus on Literacy and Numeracy have continued, with teachers using their many high impact teaching strategies to reinforce daily learning. The introduction of a support teacher, has increased student confidence and enabled students to progress further in their foundation Literacy and Numeracy skills, through small group work and individual challenges.

We thank you for your continued support of Bremer Bay Primary School.

Venessa Hendry
Principal

Bremer Bay Primary School is located in the isolated, coastal town of Bremer Bay, on the south coast of Western Australia. Nestled between the Fitzgerald National Park and the Bremer Marine Park, our small community enjoys all that these natural wonders have to offer. Students are treated to visits by the broader scientific community, who study in our area and are keen to share their knowledge of our local flora and fauna.

Our school comprises of two multi-aged group classrooms, catering for 24 students, from Kindergarten to Year 6. We are fortunate to enjoy the beautiful lawns and native gardens which envelop the tidy school buildings. The school offers a purpose-built, early childhood area, sporting an enclosed, air-conditioned verandah and a small playground. In addition, students also have the choice of another, onsite playground, a mud kitchen and the Community Garden for use during the day. Our Library is a place for all to enjoy, utilised by students for support sessions, meetings, library studies and Indonesian lessons, via the School of Isolated and Distance Education, (SIDE).

Dedicated to providing the best outcomes possible for our students, staff work to ensure that the children are supported in their educational needs. Regular visits from support services including school chaplain, psychologists, nurse and visiting teachers are essential in ensuring that students are best placed to learn successfully.

BBPS is part of the Fitzgerald Cluster, a group of schools who work together to ensure broader experiences for our small student numbers. Gatherings, such as our Interschool Athletics, provide students from each school with the opportunity to interact with others in the local area, building relationships to support ongoing school experiences. Building these relationships is an essential part of our work with students in small and isolated schools, giving them confidence in their ability to make friends and work with others.



2022 IN REVIEW

- Sporting Schools Grant for Surfing Lessons, football clinic, basketball clinic and sporting goods
- Senior Room Camp to Albany
- Community Resource Centre and Museum Cafe excursions
- Kanga Cricket with Fitzgerald Cluster schools
- Combined athletics practise day with Gairdner Primary School
- Lightning Carnival at Gairdner
- Great Southern Netball Carnival at Katanning
- Student led ANZAC service
- Noongar Kaartdigin incursion
- River to Bay Athletics with Gairdner P.S.
- Interschool Athletics at Borden with Fitzgerald Cluster schools
- Musica Viva at Jerramungup
- Scitech at Gairdner
- Quarterly assemblies




2023 – 2025 STRATEGIC PLAN

Over the course of the previous two years, staff, School Council and Principal have been involved in creating a new strategic planning document for the 2023 – 2025 timeframe.

Research and planning of a new style of document was carefully undertaken, with the intent of creating a simple and clear plan.

Staff and Council survey activities were employed to narrow the focus to three important areas of improvement: Teaching & Learning, Community Partnerships, and Culture.

Our new strategic plan continues us on our educational journey, working on high impact teaching and learning, aligning well with the Quality Teaching Strategy being launched by the Education Department in 2023.






Bremer Bay Primary School
Strategic Plan
2023 - 2025

With current, yearly student numbers sitting between 25 to 30 children, from Kindergarten to Year 6, Bremer Bay Primary School operates two classrooms. The Junior Room, caters for students from Kindy to Year 2, while the Senior Room focuses on the Year 3 to Year 5 cohort. Our student body and their families, combined with three full time staff, and seven part-time staff, create a wonderful, tight-knit, school community.

Staff and Council have combined their efforts to create this, our 2023 – 2025 Strategic Plan, in accordance with our vision, 'Every student. Every day'.

Our focus areas:

Teaching and Learning	Community Partnerships	Culture
 <ul style="list-style-type: none"> Literacy: Regularly reflect on student improvement goals, using On Entry, Letters and Sounds, PAT and NAPLAN as guides Numeracy: Staff will reflect on student progress using Maths Plus, PAT and NAPLAN. Aim: to have all students achieving in the top 50% of the Fitzgerald Cluster common testing, eg/ PAT and NAPLAN. SAER students: meeting IEP targets each semester. Provision: of a remedial teacher for SAER students who will use an explicit program tailored to the needs of the students. Maths Plus: text books used across all year levels with the support of online resources, and regular assessment. This serves as a guide to the explicit instruction occurring in class. Teacher books are detailed enough for support staff to use easily. Paul Swan: numeracy games and support resources are used within the school, particularly in the Senior Room. Letters and Sounds: is a phonics sequence used to support explicit literacy instruction, particularly with junior room students and students who require literacy support through SAER programs. 	 <ul style="list-style-type: none"> Local Business Links: Students visit local businesses where possible to support the school curriculum, such as the Museum, Telegraph Station, General Store and Post Office. Students are involved in seasonal excursions and incursions, including Whale Watch, Naturaliste Charters and various experts from the scientific research community. Plans are being developed to extend the school interactions with other businesses, including the abalone farm, fish factory and local shearing team. Broader Community: Students participate in events throughout the broader community, such as sporting carnivals and academic competitions. Indigenous Links: Students traditionally have travelled to Jerramungup to participate in NAIDOC Week activities with local elders. Noongar Kaartdijin has been involved in helping make connections between the school and local, <u>Menang</u> people living in Bremer Bay. 	 <ul style="list-style-type: none"> Students: <ul style="list-style-type: none"> Wear their red and black uniform with pride School traditions include: Celebrating achievements with merit certificates and end of year awards; Every year level donates a book to the library at the end of each year; Leaders shirts for Year 6 students are designed by the students; There is an annual Senior Room Camp; Swimming lessons are held at the beach; students run an ANZAC Ceremony and term assemblies; There is an end-of-year Christmas Concert. Staff: <ul style="list-style-type: none"> Enjoy term wind ups together and a Christmas party. Support Senior Room students in running events. Communicate daily about students, achievements and issues. Celebrate each others' achievements. Use our amazing natural environment as much as possible to support student learning, particularly about our local community and conservation. Encourage the local Science community to be involved in the school, flexibly adjusting scheduled learning whenever needed. Encourage active students, through morning fitness, outdoor pursuits and excursions. Welcome the community into the school by meeting and farewelling students at the gate, holding special events and maintaining close contact with parents through Seesaw. School Community: <ul style="list-style-type: none"> Community Garden is a wonderful joint venture between community and school Amazing P&C Supportive, enthusiastic and involved parents and grandparents



Success with Integrity

Public Schools Strategic directions: Every student, every classroom, every day.

Improvement drivers for public schools 2020 – 2024:

- 1) Provide every student with a pathway to a successful future.
- 2) Strengthen support for teaching and learning excellence in every classroom.
- 3) Build the capability of our principals, our teachers and our allied professionals.
- 4) Support increased school autonomy within a connected and unified public school system.
- 5) Partner with families, communities and agencies to support the educational engagement of every student.
- 6) Use evidence to drive decision-making at all levels of the system.

Integral Programs

Literacy	Numeracy	ICT	Wellbeing	SAER	Community
<ul style="list-style-type: none"> Letters and Sounds synthetic phonics Daily Review Explicit instruction High-impact strategies Providing meaningful writing experiences 	<ul style="list-style-type: none"> Maths Plus Daily Review Explicit instruction High-impact strategies 	<ul style="list-style-type: none"> An iPad for every student Updated computer lab. New Interactive Display Panels in classrooms IWBs in the Library and Multipurpose Room Utilising Webex for online incursions and LOTE 	<ul style="list-style-type: none"> Chaplaincy Program School Psychologist Staff social events Student needs Whole school experiences Regular communications 	<ul style="list-style-type: none"> SAER planning and meetings SEN planning and reporting Upskilling of EAs and teachers Explicit instruction intervention PEAC promotion GATE program promotion 	<ul style="list-style-type: none"> Engage with local businesses Local Bulletin exposure Host P&C for 'Stay and Play' afternoons Host playgroup Participate in community events Work with cluster schools to access extra-curricular learning








POSITIVE BEHAVIOUR SUPPORT

- THE BREMER BAY WAY -

Every day we follow the Bremer Bay Way. This means that we are:

Successful	Responsible	Kind
<ul style="list-style-type: none">• Set goals• Reflect on learning• Actively participate• Stay on task• Take risks• Ask for help• Accept mistakes as a part of learning• Follow directions• Solve problems• Celebrate successes	<ul style="list-style-type: none">• Know how to be a good sport• Apologise• Be organised• Use good manners• Show gratitude• Take ownership• Be accountable• Take care of ourselves• Recognise our own feelings	<ul style="list-style-type: none">• Celebrate differences• Take turns• Share• Help others• Co-operate with others• Respect peoples' personal space• Encourage others• Appreciate others• Think 'win-win' when negotiating• Show empathy• Be kind to ourselves

The overarching values for BBPS encourage students to be Successful, Responsible and Kind. Within each of those areas, there are expectations that help achieve the values. Students are given mini-lessons on each of these expectations, throughout the year, to keep them focussed on developing their skills in the Bremer Bay Way.

In 2022, staff have worked diligently to begin creating a year's worth of PBS lessons for use across all school levels. These lessons are created by teachers and stored in the staff shared drive, available to all staff for future use.

All year levels learn about The Bremer Bay Way, so that we have a whole school vocabulary and understanding of the values that are important in our community.

2022 SCHOOL PRIORITIES

Developing an evidence-based approach to Early Years learning:

- ✓ Providing an explicit, synthetic phonics program to all Junior Room students.
- ✓ Providing Daily Review and explicit instruction in Literacy and Numeracy.
- ✓ Broadening student vocabulary through explicit instruction, adult interaction and a range of experiences.

Staff developing an extensive repertoire of planning, teaching, and assessment strategies:

- ✓ Our Senior Room teacher continues to develop explicit Multi-Age Group planning, based on the training received from the Teach Well Masterclass course.
- ✓ Our Junior Room teacher developed planning using explicit instruction knowledge, to teach across a broad range of ages and abilities in the Multi-Age Group classroom.
- ✓ Teaching staff attended Fitzgerald Cluster Network Meetings and other Professional Learning groups to access new skills and knowledge to better support students.

Building positive community partnerships that enhance learning:

- ✓ Interacted with many local, scientific specialists to ensure a rich and varied curriculum that is unique to our area.
- ✓ Connected with families regularly through P&C organised events, such as Stay and Play afternoons each term.
- ✓ Continued traditional partnerships with local businesses, such as the General Store, Sports Club, The Telegraph, The Museum Cafe, the Post Office, Mini-golf, Community Resource Centre, Pelican Op Shop, Naturaliste Charters and the Bremer Bay Resort.

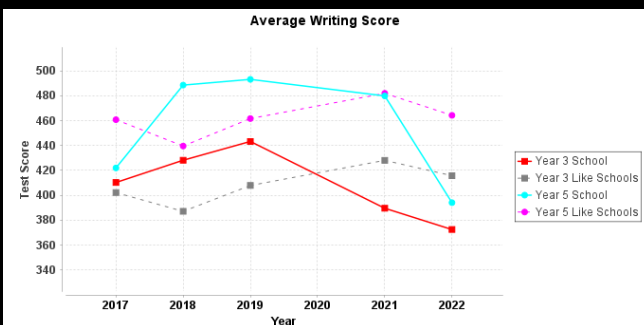
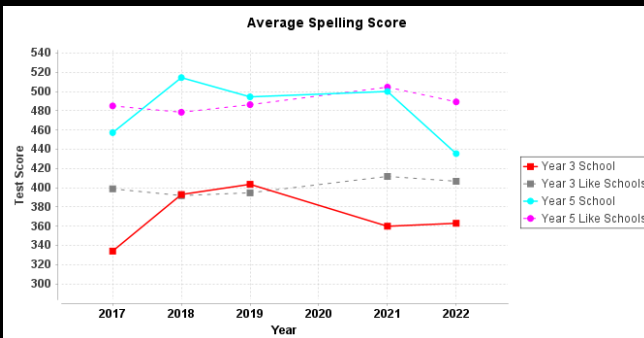
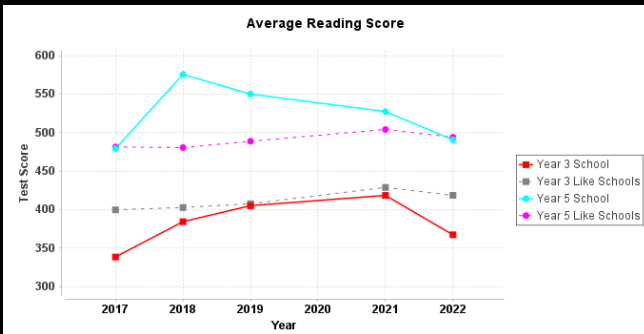
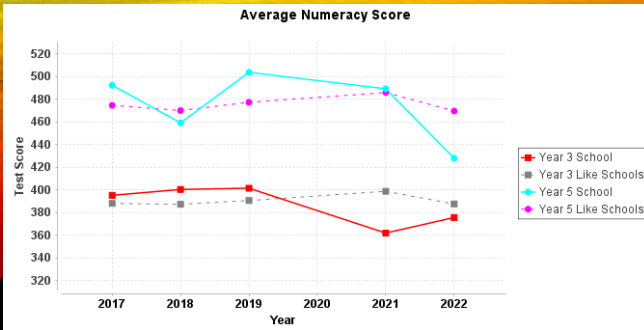
Improve whole-school student achievement:

- ✓ Striving to obtain and retain teachers who are trained and skilled in high impact instructional strategies.
- ✓ Exposing staff to current, research-based pedagogy, through research and support groups, such as Reading Science in Schools, Learning Difficulties Australia, and DSF.
- ✓ Employed a part time, support teacher to help boost foundation mathematics and literacy skills.

Develop whole-school, effective, multi-age group planning in Literacy and Numeracy:

- ✓ Staff use their knowledge of explicit instruction to develop MAG planning, with reference to, and incorporating with, school programs and texts.

STUDENT PERFORMANCE



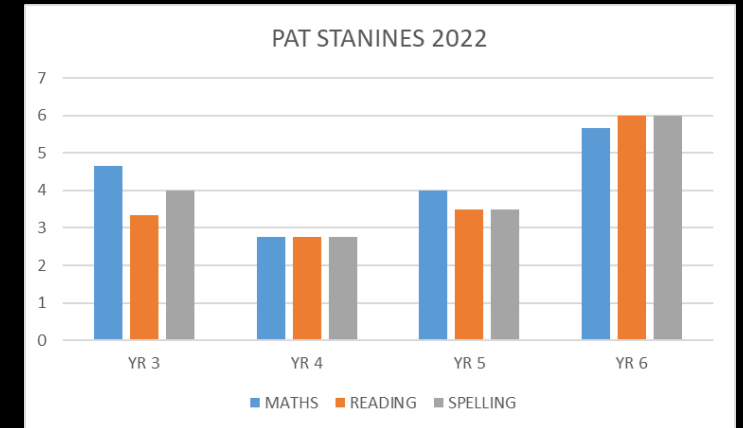
NAPLAN was run in 2022, with downward trends in all areas, besides Year 5 Spelling and Numeracy, which have both been focus areas this year. It is important to note that low students numbers, paired with high transience rates has impacted NAPLAN averages considerably. That aside, we will continue to focus on our Literacy and Numeracy, particularly spelling and mental mathematics fluency, in 2023.

PAT testing was a more accurate representation of our students' abilities, with data showing that BBPS is tracking average to high within our local cluster of schools. Students at BBPS continue to show impressive growth over their time in the Year 3 – 6 timeframe.

This year, we implemented the Westwood Minute Maths Assessment, to ensure that there is an ongoing focus on mental maths fundamentals in all four operations.

All Junior Room students, from Pre-Primary to Year 2, completed the On Entry testing. This was decided amongst the staff as a means of keeping an annual standard of testing in the early years room, giving more longitudinal data about student development in Literacy and Numeracy, before their transition to the Senior Room and PAT testing.

Maths Plus testing each term also provided data to staff around the teaching and learning requirements of each student from Year 1 to Year 6. It is expected that this will be maintained to provide longitudinal mathematics data.



Student attendance was excellent in Semester One, with most students attending regularly, however illness and families taking holidays during term, during Semester Two, drew yearly attendance averages down. BBPS is working hard to ensure that students are in school as much as reasonably possible, by focussing on population health and communicating the requirements of compulsory education in Australia.

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2020	88.8%	93.3%	93.2%	%	%	%	88.8%	93%	91.9%
2021	85.1%	92.2%	92.4%	%	%	%	85.1%	91.9%	91%
2022	86.6%	87.4%	88.3%	78.2%	79.7%	69.5%	86.4%	87%	86.6%

FOCUS FOR IMPROVEMENT

Areas for focus	Actions taken 2020	Actions taken 2021	Actions taken 2022
Increased parent representation on Council, and ensuring that all Council members complete School Council training modules.	<ul style="list-style-type: none"> Current members actively advertised and sought out new members. One member was obtained, with several others investigating the possibility for 2021. 	<ul style="list-style-type: none"> All Council members took part in online training. 	<ul style="list-style-type: none"> Actively seeking new members for 2023. New secretary appointed. Training for all members, including any new ones, early 2023. Members are asked to obtain their National Police Clearance, as per Department requirements.
Seek strategies to improve and monitor student attendance.	<ul style="list-style-type: none"> The introduction of Attendance Certificates to celebrate students who were achieving high attendance rates. The new, substantive principal registered as an Attendance Officer. 	<ul style="list-style-type: none"> Regular articles/discussion in the Newsletter regarding compulsory student attendance. More informal conversation opportunities provided for parents with staff, eg/ morning greetings by the principal at the gate. 	<ul style="list-style-type: none"> Continued advertisement/discussion of compulsory attendance in the Newsletter. Continued 'front gate' discussions. Absences followed up promptly by staff.
Review the school's vision and ensure alignment with school planning.	<ul style="list-style-type: none"> Discussion through staff meeting forums have begun as to the impending change of the school's vision and its alignment with the school plan. 	<ul style="list-style-type: none"> Discussions with Council and staff ongoing. Investigation of the most important values of staff and council. 	<ul style="list-style-type: none"> School vision announced and embedded, 'Every student. Every day.' School planning focuses on Literacy and Numeracy improvement for students, as well as ensuring curriculum support for Students At Educational Risk.
Develop whole-school practices for longitudinal student data collection and retention.	<ul style="list-style-type: none"> Interrogation of the current assessment schedule with staff members through meetings. Ongoing discussions with Fitzgerald Cluster members regarding in school assessments. 	<ul style="list-style-type: none"> Assessment schedule re-written with changes. New Maths text with bi-term assessment to be submitted and interrogated across the school. Ongoing discussion with cluster schools about useful data collection 	<ul style="list-style-type: none"> Assessment schedule reviewed further. Maths Plus term reviews stored on shared drive for ongoing reference and interrogation. Westwood Minute Maths assessment introduced and tracked in shared drive for ongoing reference and interrogation of foundation operations skills. PAT testing and NAPLAN in the Senior Room On Entry testing for PP – Year 2 in the Junior Room
Continue to implement performance management and development processes, including peer observations and feedback in the next iteration.	<ul style="list-style-type: none"> Develop a bi-annual performance management schedule. Discuss peer observation and feedback. 	<ul style="list-style-type: none"> Bia-annual performance management attempted – while we aimed for two performance management meetings, we only managed one for most staff. This will be an ongoing focus for 2022, with PM meetings scheduled for March and September. 	<ul style="list-style-type: none"> Most staff completed their bi-annual performance management meetings. Professional Learning reflected both the needs of students and the requests of staff. Peer observation and feedback are the focus for 2023.
Develop continuity in agreed pedagogy and programs for teaching the English curriculum from Kindergarten to Year 6.	<ul style="list-style-type: none"> Discussion around best practice in Literacy with the addition of current, research-based knowledge. Honest interrogation of teacher knowledge and the programs or approaches used currently. Identification of a need, particularly in the Junior Room for a program that provides training, support and a whole-program approach to Literacy that can be followed with fidelity. Two, Fitzgerald Cluster leaders took part in a Train-the-trainer workshop series for the Letters and Sounds Program, to be implemented in 2021. 	<ul style="list-style-type: none"> Letters and Sounds implemented in the Junior Room. Explicit lessons were implemented with success. Senior Room teacher using Teach Well strategies for reinvigorated instruction in Literacy. Showing positive results. New Junior Room teacher is already trained in Teach Well to bring structured, explicit instruction to Literacy in the Early Childhood area. 	<ul style="list-style-type: none"> Letters and Sounds remains the schedule of choice for phonics, in both the Senior and Junior Rooms. High impact teaching strategies and daily reviews are implemented in both rooms, by regular classroom teachers. PBS values were reviewed and re-drafted with student and staff input. A lesson bank for weekly lessons was begun, with the aim to complete a full set of lessons in 2023.
As a staff, interrogate the value of current programs and assessments with the intention of refining the suite of information collected.	<ul style="list-style-type: none"> Teachers introduced to Reading Science in Schools group to interrogate their current practices using research-based information and discussion. The Senior Room teacher completed the Teach Well program on explicit instruction strategies to refine skills in delivering quality teaching. 	<ul style="list-style-type: none"> Assessment schedule was interrogated and reduced, with particular attention to what was included and why. iMaths is to be replaced by Maths Plus in 2022. Staff were not finding enough detail in both student and teacher books to appropriately support students in the MAG environment. 	<ul style="list-style-type: none"> Maths Plus was trialled and found to be preferable to iMaths for ease of use, however it does not closely align from year to year, which makes MAG planning difficult. Teachers have made progress in remapping content to help align for MAG teaching. Letters and Sounds schedule of learning is used to support the order of explicit teaching.

2022 FINANCES

In 2022, the school continued to receive donations from both the Pelican Op Shop and the P&C, towards the Senior Room Camp. This generous funding enabled all students to access camp, by reducing the amount of money that families are required to pay for each child, to only \$50 for a five-day camp.

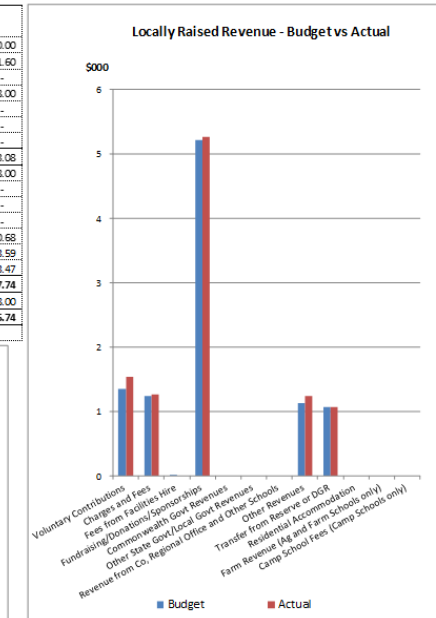
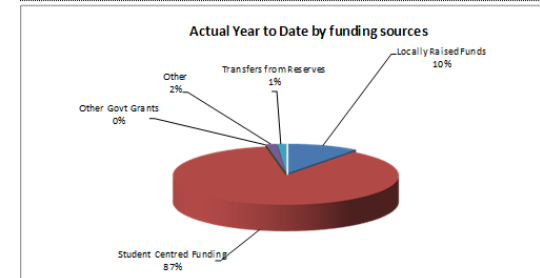
The P&C and the school continue to fundraise and save for the eventual replacement of the synthetic turf, including the flooring in the undercover area. Other joint initiatives included camp, excursions, Leaver's shirts and celebrations, Stay and Play, End of Year Concert, and the students' Community Garden.

New interactive touch screens were also installed in both classrooms this year, significantly improving the teaching and learning experiences across the school.

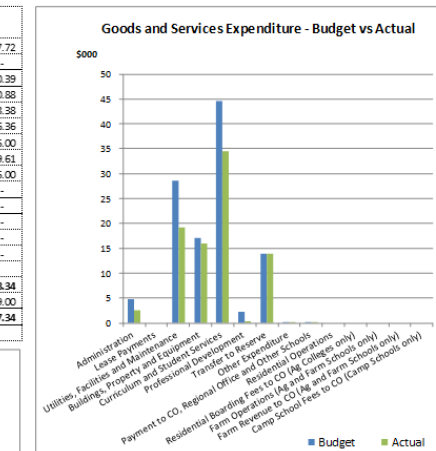
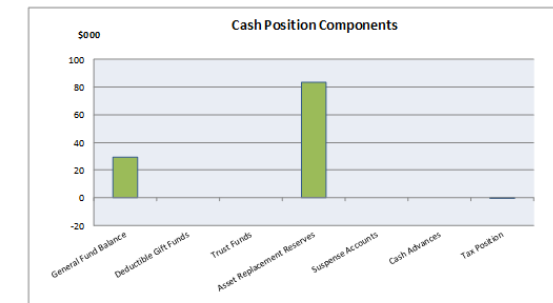
Excitingly, the school was able to achieve its goal and collect 100% of Voluntary Contributions by the end of this year.

Professional Learning for staff was again a target area, with money utilised for upskilling the majority of staff, including Education Assistants, relief staff, cleaner and gardener.

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 1,350.00	\$ 1,530.00
2 Charges and Fees	\$ 1,238.00	\$ 1,261.60
3 Fees from Facilities Hire	\$ 1.00	\$ -
4 Fundraising/Donations/Sponsorships	\$ 5,218.00	\$ 5,268.00
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 1,122.00	\$ 1,233.08
9 Transfer from Reserve or DGR	\$ 1,068.00	\$ 1,068.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 9,997.00	\$ 10,360.68
Opening Balance	\$ 37,594.00	\$ 37,593.59
Student Centred Funding	\$ 68,363.00	\$ 68,363.47
Total Cash Funds Available	\$ 115,954.00	\$ 116,317.74
Total Salary Allocation	\$ 736,948.00	\$ 736,948.00
Total Funds Available	\$ 852,902.00	\$ 853,265.74



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 4,733.00	\$ 2,587.72
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 28,577.00	\$ 19,200.39
4 Buildings, Property and Equipment	\$ 17,074.00	\$ 15,920.88
5 Curriculum and Student Services	\$ 44,509.00	\$ 34,453.38
6 Professional Development	\$ 2,300.00	\$ 336.36
7 Transfer to Reserve	\$ 13,955.00	\$ 13,955.00
8 Other Expenditure	\$ 15.00	\$ 9.61
9 Payment to CO, Regional Office and Other Schools	\$ 125.00	\$ 115.00
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	\$ 111,288.00	\$ 86,578.34
Total Forecast Salary Expenditure	\$ 639,969.00	\$ 639,969.00
Total Expenditure	\$ 751,257.00	\$ 726,547.34
Cash Budget Variance	\$ 4,666.00	



Cash Position Components	
Bank Balance	\$ 112,571.53
Made up of:	
1 General Fund Balance	\$ 29,739.40
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 83,177.13
5 Suspense Accounts	\$ -
6 Cash Advances	\$ -
7 Tax Position	\$ (345.00)
Total Bank Balance	\$ 112,571.53