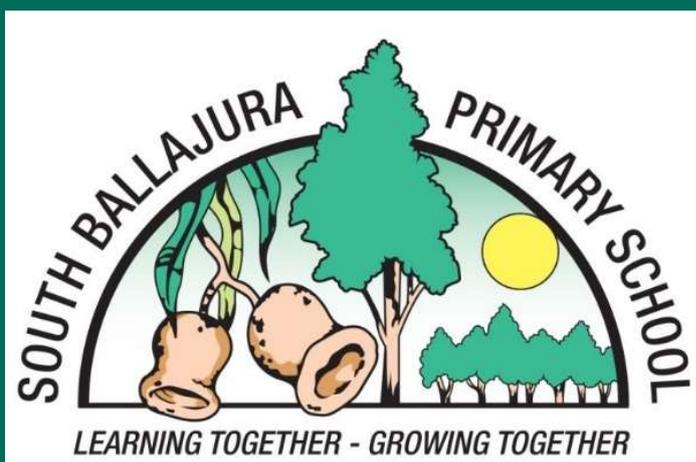




SOUTH BALLAJURA PRIMARY SCHOOL

Annual Report
2021

The Annual Report provides parents and carers, the wider school community and the Department of Education with a summarised account of all aspects of school operations in 2021.



Annual Report 2021

Welcome to the 2021 South Ballajura Primary School Annual Report. This report provides information on school performance to the South Ballajura Primary School community.

This report is a summative document. If further detail is sought the Principal can expand on, and in detail, show a full breakdown of all data and information.

Our Motto

Learning Together - Growing Together

Our Community

The partnerships within our school community are extremely strong. The staff, students, parents and wider community work very well together and are continually growing. Both the School Council and P&C are valuable contributors, and drivers, in the continual growth and development of our school.

Our School Profile

South Ballajura Primary School is a level 5 primary school and is located at the southern end of Ballajura with a total enrolment of 400 students from Kindergarten to Year 6. Our specialised team of early childhood teachers and education assistants provide younger students with an excellent introduction to education. The school has a strong focus on literacy and numeracy; and sets high expectations for all students.

Students come from diverse cultural backgrounds; with 41% of students having a language background other than English. Students are supported by a team of specialised teachers and education assistants.

Our positive and challenging learning and teaching programs ensure that all students develop the skills they need to be confident and independent learners; in a rapidly changing world. We have excellent specialist programs in Indonesian, Physical Education, Music and the Visual Arts. We have interactive whiteboards or plasma televisions in all classrooms.

South Ballajura is co-located with the South Ballajura Education Support Centre; this provides many opportunities for integration between classes and students. We have a strong ethos of caring and each child is welcomed as making a unique contribution to our school community.

We have a whole-campus focus of 'You Can Do It' and actively teach, practise and recognise the five keys to school success - Getting along, Organisation, Persistence, Resilience and Confidence. Positive behaviour is modelled and rewarded. There are consistent and clear consequences for students who breach our code of conduct.

2011 saw the opening of a new early childhood block and a new arts and teaching cluster block. This has directly enhanced the quality of the programs we are able to offer and deliver. Other facilities include a well-resourced library and computer laboratory.

Our grounds are spacious and well-laid out. Our Kindergarten and Pre-primary students have designated and purpose-built play areas. There are junior and upper playgrounds; as well as a large oval, paved areas, basketball and tennis courts; and areas just to sit in the shade.

Strategic Plan 2021-2023

In 2021 we developed our new Strategic Plan. The 2021 -2023 Strategic Plan is aligned with the Department of Education's Strategic Plan.

Planning Framework

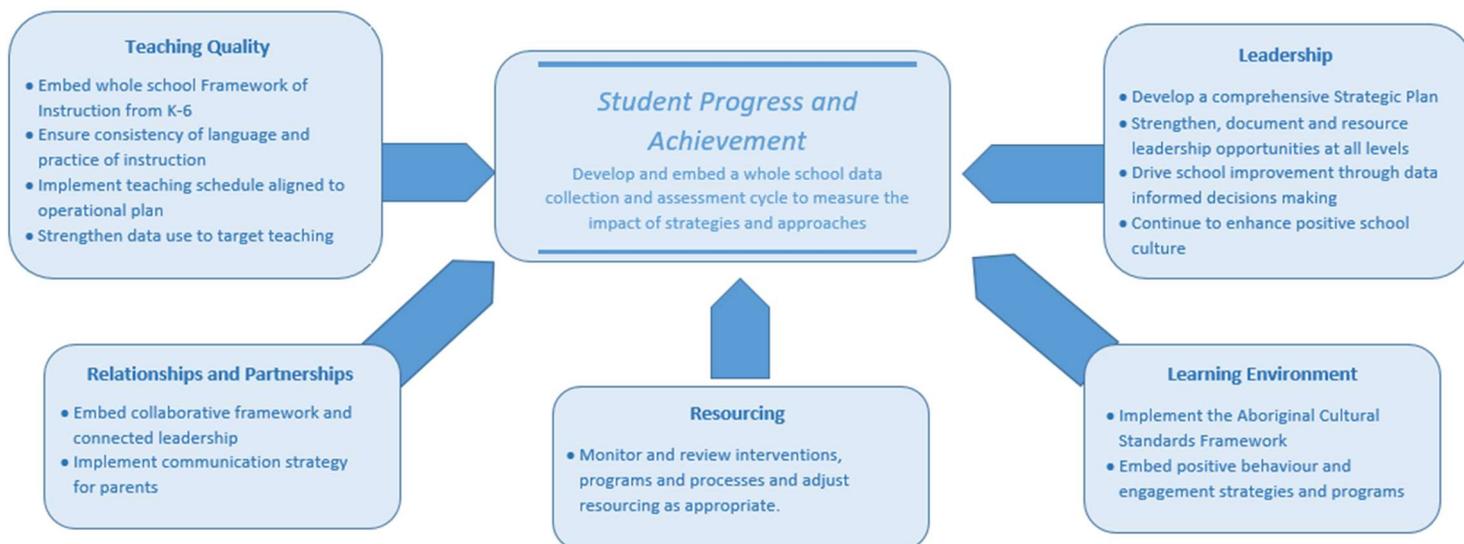
Our planning framework reflects and responds to the Australian Institute for Teaching and School Leaderships' (AITSL) National School Improvement Tool (NSIT). The NSIT assists schools to review and reflect on their efforts to improve the quality of the classroom teaching and learning.

It supports school-wide conversations - including with parents, families, school governing bodies, local communities and students themselves - about aspects of current practice, areas for improvement and evidence that progress is being made.

Judgement: How are we going?

Evidence: How do we know?

Planning: What are we doing to improve?



Public School Review

After collaboration with our school community, we submitted documents for the Public School Review and hosted two external reviewers onsite for a day in Term 1. We celebrated both the process and the result of the review and keenly move forward in the evolution of our school. The following extract is from the summary of our validation.

From the Deputy Director General

I acknowledge the efforts of you and your staff in endeavouring to create the conditions for successful students. The areas your school and the review team validated for commendation and those for which there are recommendations for ongoing improvement are noted.

I commend the school's focus on student engagement, wellbeing and academic excellence through the implementation of whole-school approaches. Additionally, I would like to acknowledge your commitment to leading an improvement journey at South Ballajura Primary School, which has included significant steps to build a collaborative and positive school culture and set the conditions for student achievement."

Findings

Relationships and Partnerships

Staff value professional relationships and collaborative practices that enable the supportive, inclusive and friendly school culture to thrive.

Commendation

Collaborative and Phase of Learning meetings enable and support professional dialogue, coaching and sharing of practice. There has been a reported significant and positive change in professional collaboration between staff.

Parent, staff and student opinion is regularly sought and valued. Trends in the survey data indicate positive and increasing levels of satisfaction with the school.

There are clear communication processes in place for staff, including norms and expectations. The school regularly reviews the impact of their communication platforms and seeks meaningful ways to engage families

The School Council is supportive and advocates positively for the direction of the school. An annual schedule provides direction for meetings, with clear governance and oversight of the school's performance.

Recommendation

Continue to embed consistency in collaboration across the school through the Collaborative Framework and targeted leadership.

Implement clear communication processes and the use of consistent platforms to support the engagement of all families through the provision of relevant and timely information.

Learning Environment

There is an unwavering focus on engagement, wellbeing and belonging. Whole-school programs and strategies lay the foundation that provide a safe and supportive environment.

Commendation

Processes and procedures to monitor and support high levels of attendance are sound and underpinned by contextually relevant supports.

Implementation of the Be You framework supports planning to address the health and wellbeing needs of students and staff. Social-emotional learning is prioritised through school-wide implementation of the You Can Do It education program

Indoor and outdoor learning environments are well maintained, inclusive and engaging, maximising learning opportunities for students.

A comprehensive SAER policy guides shared and consistent processes and procedures, to ensure student needs are identified and addressed

Student behaviour and engagement guidelines are comprehensive and clear. Whole-school processes and a common language drive consistency across the campus.

Recommendation

Continue to implement the strategies as outlined in the school's ACSF plan

Leadership

The leadership team are committed to an ongoing improvement journey and acknowledge the need to carefully drive change in order to improve outcomes. A documented approach to leading change is underpinned by a focus on school culture, learning environment, teaching quality and the use of data.

Commendation

Sound planning, consistent practice and effective collaboration is evidence of strong leadership in ECE. With clear direction, focus and accountability measures in place, the National Quality Standard (NQS) drives improvements in ECE.

A distributed leadership model is emerging. Identified leaders support their colleagues through collaborative planning and moderation processes.

EAL/D students are explicitly supported by targeted leadership and support.

Performance management processes are documented and valued as opportunities for staff to demonstrate achievements, and examine areas for development and support.

Recommendation

Develop a school plan that outlines and drives the school's planned intentions aligned to the School Improvement and Accountability Framework. Overtly and strategically align the school plan to operational planning and data collection.

Continue to drive a school improvement journey underpinned by a positive culture and supported by clear processes with an unwavering focus on data-informed decision making

Document EAL/D guidelines to facilitate shared understanding of support and expectations

Strengthen distributed leadership by overtly articulating, documenting and resourcing leadership roles and responsibilities.

Use of Resources

Resources are deployed to best support outcomes for students. There is alignment between the school budget and planned intentions for raising standards and outcomes for students

Commendation

Workforce planning considers school needs and context, with identified strategies in place

Evidence-based intervention approaches are prioritised for students in Years 3 to 6.

Allocation of resourcing supports the accessibility and provision of technologies for students and support for teaching staff.

There is sound financial management of the one-line budget. Processes are in place for the planning for, and management of, reserves and to ensure expenditure does not exceed budgeted revenue.

Student characteristics funding supports a range of initiatives. The leadership team is aware of the need to ensure that plans to support student achievement are appropriately resourced

Recommendation

Continue to monitor interventions and programs for impact and adjust evidence-based approaches as required.

Teaching Quality

Staff are committed to making a difference by ensuring students achieve their potential. The school has developed shared beliefs and practices that highlight a growing staff capacity and commitment to embrace consistency of practice.

Commendation

Staff make evidence-based decisions as part of the teaching cycle, using class-based data and year level moderated assessments

Consistency of practice is evidenced through the implementation of Letters and Sounds in Kindergarten to Year 2. Collaboration, use of the tracker booklet and professional learning are viewed by staff as being valuable.

There are clear expectations outlined to support consistency in reporting to parents

Moderation practices are in place across the school, with the use of the SCSA Judging Standards and appropriate resources in place to support staff

Professional learning is determined and prioritised with alignment to the NQS, school and staff areas of focus

Recommendation

Embed a whole-school pedagogical framework from Kindergarten to Year 6 that encompasses the implemented framework of instruction and pedagogical expectations.

Consistently embed a focus on language and practice from Year 3 to 6.

Continue to develop and implement a teaching schedule that aligns to the operational plans and strengthens full curriculum coverage, resourcing, moderation and alignment.

Continue to build teacher capacity around the use of data to implement and drive targeted teaching. Build on existing approaches by using Brightpath to support writing moderation

Student Achievement and Progress

The school understands its level of student achievement and is developing a strong collective responsibility for the analysis of school-wide data. In addition to system level data, the school administers assessments designed to measure performance and progress across key areas.

Commendation

Analysis of Year 2 to Year 6 MultiLit data indicates positive individual student progress.

On-entry Assessment Program data analysis informs intervention approaches and supports teachers to plan in targeted areas.

Review and analysis of 2019 NAPLAN resulted in the wider implementation of Letters and Sounds from Pre-primary to Year 3.

Year 5 stable cohort data, NAPLAN (2017-2019), indicate high achievement and progress in all assessed areas, except for writing

The EAL/D Progress Map is used to explicitly support teacher planning, interventions required and levels of student achievement and progress

Recommendation

Develop and embed a whole-school data collection cycle, with a clear purpose to support more sophisticated levels of analysis by staff.

Key

Develop

Is not in place, has not begun or there is no/ little evidence available

Embed, Continue, Strengthen, Document

Evidence that work has begun on this area.

Commendations

In place, continue the work in these areas

I would like to acknowledge and thank our staff, students, parents and community for their contributions to our Public School Review.

The full report was distributed to our community via Schools Online. Our next Public School Review in the domains of Teacher Quality and Leadership is scheduled for 2022.

Student Achievement and Progress

The gathering of information on student performance follows a cyclical programme with data being collected annually in English and Mathematics and across all other learning areas on a two-year cycle. This information is reported back to parents via the Semester One and Semester Two reports.

NAPLAN

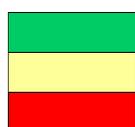
Each year in May, students in Years 3 and 5 participate in the National Assessment Programme in Literacy and Numeracy (NAPLAN). These tests allow comparison with other schools within the state and across Australia in a range of learning area contexts. Furthermore, data collected by these assessments is used by the school to longitudinally track whole school, cohort and individual student progress and achievement over time. This is, with the exception of Year 3 Writing, completed online.

Comparative Performance

The table below shows the progress of our students over the last four years. Our aim is to have each year level in each curriculum area with green cells. This year we have predominantly green cells in Year 5 which is an overall improvement from 2019. The Year 3's have all yellow cells. This is a small decline from our 2019 results.

Comparative Performance Summary

	Year 3			Year 5		
	2018	2019	2021	2018	2019	2021
Numeracy	1.5	0.0	1.0	1.1	1.2	0.9
Reading	0.5	-0.1	1.1	-0.2	0.5	-0.5
Writing	1.9	1.4	0.8	-0.3	-0.3	-0.3
Spelling	1.6	1.0	1.4	0.3	0.4	-0.4
Grammar & Punctuation	1.5	0.1	1.2	1.3	-0.5	0.4

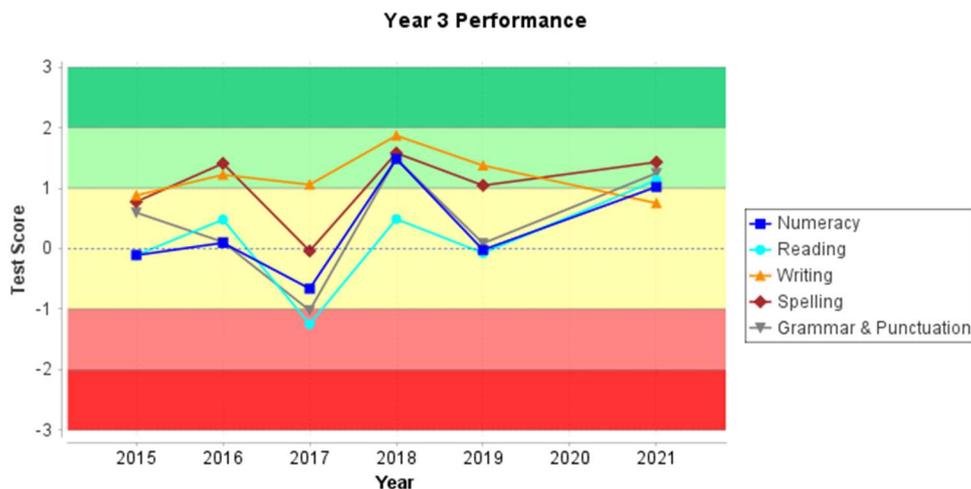


Above Expected – more than one standard deviation of the predicted school mean

Expected - within one standard deviation of the predicted school mean

Below Expected - more than one standard deviation below the predicted school mean

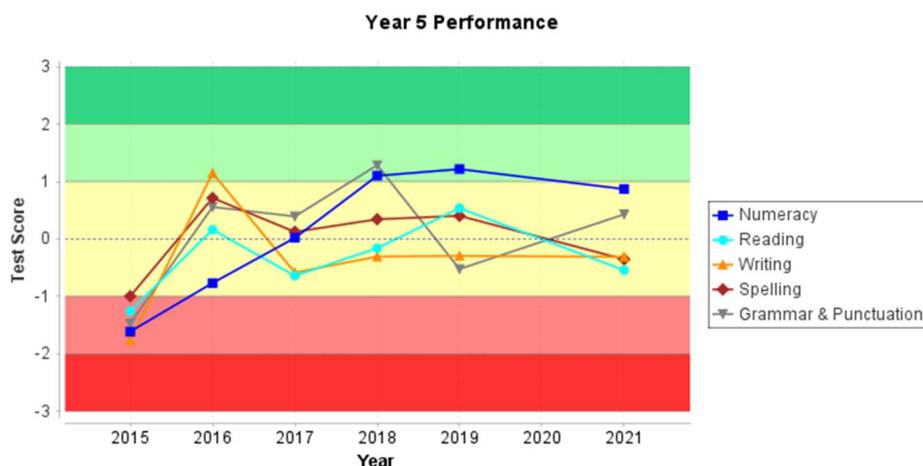
Year Three Performance Over Time



With the exception of Writing our Year 3 results have increased over time.

Whole school planning and protocols around early identification of students with learning difficulties will support progress for students going forward.

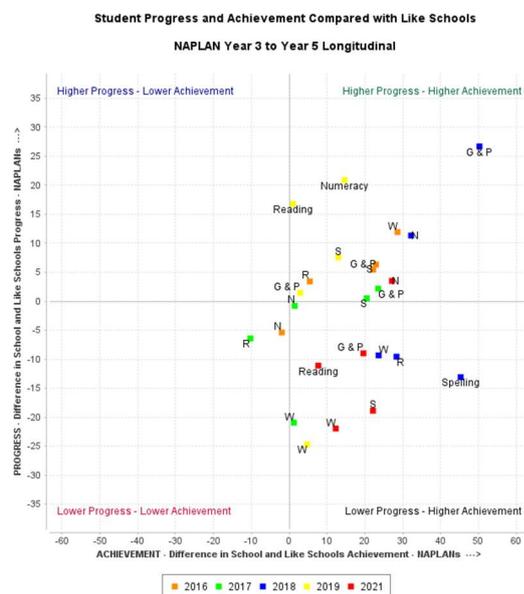
Year Five Performance Over Time



With the exception of Grammar & Punctuation our Year 5 results have decreased over time. Whole school planning and additional professional learning will enable us to implement strategies and procedures to reverse this trend, it will however take time to do this.

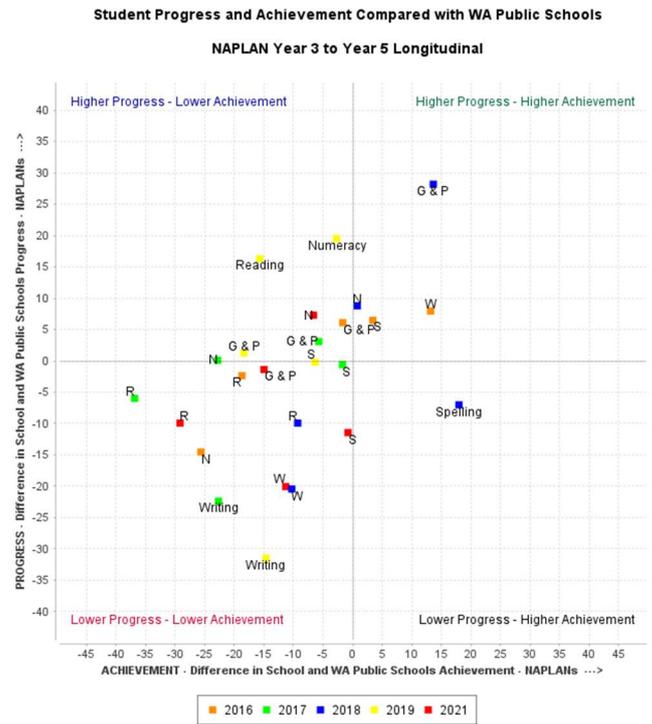
Student Progress and Achievement Compared with Like Schools

In comparison with "Like Schools" we have made lower progress with this year's cohort than we did with the previous years. The whole school processes that are being developed and implemented will enable us to make improvements in this area.

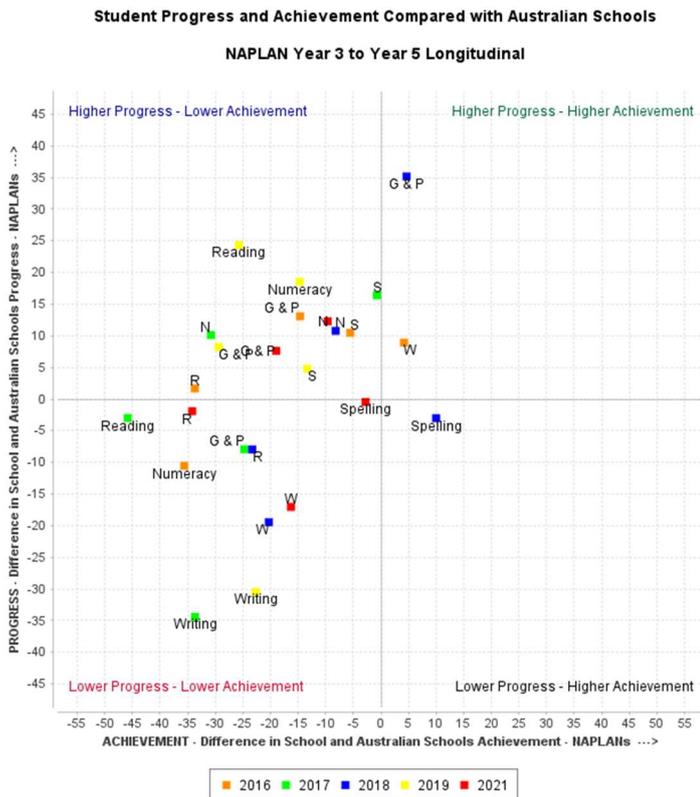


Student Progress and Achievement Compared with WA Public Schools

In comparison with "WA Public Schools" we have shown lower progress against "Like Schools" than we did in 2019. The whole school processes that are being developed and implemented will enable us to make improvements in this area.



Student Progress and Achievement Compared with Australian Schools



In comparison with "Australian Schools" we have made lower progress with this year's cohort than we did with our 2019 cohort. The whole school processes that are being developed and implemented will enable us to make improvements in this area.

Home Learning

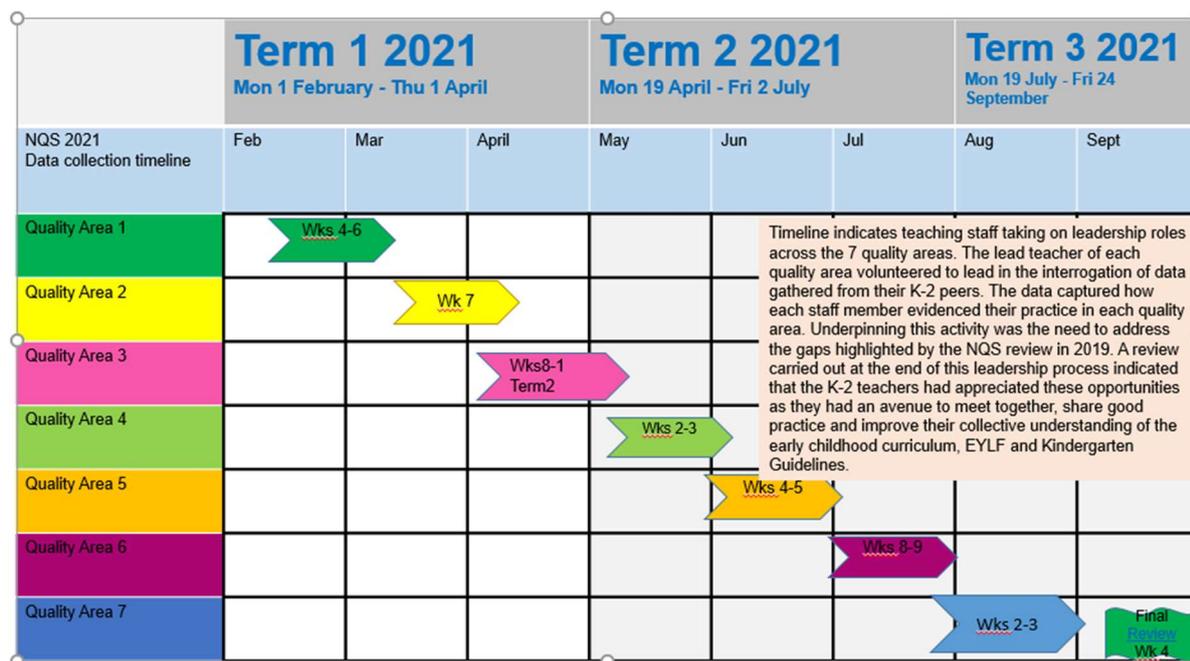
School staff worked together to ensure the continuity of learning for our students during the times they were required to learn from home. Together with families we ensured that wellbeing and academic progress was supported.

Our staff utilised Class Dojo as an online platform, as well as work packages to support the learning program.

Staff stayed in touch with their students and families through regular communication via Class Dojo and email.

National Quality Standards (NQS)

Every year the K-2 staff work together to ensure that they are improving and reviewing the learning experiences they provide to the students across this phase of learning. The year 2021, saw the teachers' step-up in their practice and ownership of the key quality areas that have been identified as requiring extra attention i.e. areas 1,3,4,5 and 7 as shown in the timeline below



A summary overview of areas met in 2021, indicate a slow yet steady progress towards meeting the quality areas not yet met. The current focus areas for improvement will eventuate with the K-2 students and their families becoming more involved in the creation of learning spaces that reflect the individual children's input through the resources and information available to each family. The Year 2021 saw a big shift to incorporate play across the learning programs offered daily across this phase of learning, as well as the offering spaces and opportunities for students' to share their creativity beyond their classroom walls. It is also anticipated that the K-2 teachers' willingness to adopt best practice models and their development of a shared early childhood pedagogical approach will allow them to establish positive long lasting changes for the students of South Ballajura.

The table below outlines our NQS audit status.

School	SOUTH BALLAJURA PRIMARY SCHOOL												
Audit Status	In progress												
Audit Year	2021												
Quality Areas													
QA1	QA2		QA3		QA4		QA5		QA6		QA7		
WT	M		WT		WT		WT		M		WT		
Standards													
QA1	QA2		QA3		QA4		QA5		QA6		QA7		
1.1	WT	2.1	M	3.1	M	4.1	M	5.1	WT	6.1	M	7.1	M
1.2	M	2.2	M	3.2	WT	4.2	WT	5.2	WT	6.2	M	7.2	WT
1.3	WT												

Key: M - Meeting

WT - Working Towards

Student Pastoral Care

The Deputy Principals work in consultation with the principal to provide teachers, students and their families with strategies and resources to improve the students' academic goals and wellbeing status within the school. To ensure that those students identified as requiring additional support received it, the SAER guidelines were reviewed with the input of staff and the school psychologist teams. The SAER review also saw the staff engaged in in-house workshops to improve teacher's referral processes to the school psychologists and external support services.

In 2021, there was a decline in the number of students receiving disability resource funding, this resulted in a review of how the special needs education assistants were utilised across the school. The redistribution of the education assistants led to some EA's opting to reduce their time, in addition there was 1 EA who opted for early retirement from the department. Nevertheless, the EA's were timetabled to support teachers during their English and Mathematics teaching blocks with the feedback at the mid-year point indicating the students were benefitting from the additional support.

The use of SAIS data and teacher modelling of students imputed learning difficulties also indicated that a significant number of students required additional intervention in English, particularly in the areas of Phonics and reading. To support these students in their development of decoding and reading skills, the MultiLit program and a before school reading program were made available to the students. The results from the 2021 MultiLit program, indicate that a significant number of students (N=39) improved their word attack and sight-word recognition skills as well as demonstrating significant gains in their reading fluency. The before school reading program saw an initial uptake of 35 students, however, due to the uncertainties brought about by COVID 19 attendance was sporadic, and this led to the program being scaled back towards the end of Term 3 to better cater for those students (N=12) who showed up regularly.

Teachers were also supported in their adoption on the Letters and Sounds program through the engagement of the SSEND support services. This service allowed the teachers to receive professional learning, coaching and mentoring within the school and in their classrooms to allow them to effectively differentiate their teaching of the students using a K-3 whole school approach. To provide ongoing support a senior teacher was also identified and provided with professional learning as well as additional time to facilitate the continued embedding of the Letters and sounds program across the K-3 classes. The end of Year assessments indicates that there were some positive gains made in decoding skills in the P-2 years.

Across the school the use of IEP's, GEP's and IBMP's continued to be actioned and supported through case conferencing, use of the visiting teacher support system, as well as accessing the services of the school Psych. External agencies such as the Lockridge Child Development Services, Koondoola Language Development Centre, and the North Metro Education Regional Office were also utilised to support students and their families.

Student's presenting with emotional and mental health needs were also supported through referrals to the chaplain and consultations with the family by the Deputy principal SAER. The data analysis at the end of 2021 indicate that (N=16) students benefitted from ongoing chaplaincy support.

Due to the complexities of the social economic backgrounds of the majority of the students attending South Ballajura Primary it is anticipated the SAER profile of the school will continue to adapt and be agile in responding to and meeting the learning and social emotional needs of the students in the coming year.

South Ballajura Australian Early Development Census (AEDC) School Summary (2018 vs 2021)

Areas considered: Physical health and wellbeing, Social competence, Emotional maturity, Language and cognitive skills (school based) and Communication skills& general Knowledge

Developmentally on Track as a No & %				Developmentally at risk as a No& %			Developmentally vulnerable as a No& %		
Comparison Years	2018	2021	Change type	2018	2021	Change type	2018	2021	Change type
Physical health and wellbeing	48 (92.3)	43(91.5)	No significant change	3 (5.8)	0(0)	No significant change	1 (1.9)	4(8.5)	No significant change
Social competence	48 (92.3)	43 (91.5)	Marginal increase	3 (5.8)	3(6.4)	No significant change	1 (1.9)	1(2.1)	No significant change
Emotional maturity	43 (82.7)	41(87.2)	Marginal increase	6 (11.5)	4(8.5)	No significant change	3 (5.8)	2 (4.3)	No significant change
Language and cognitive skills(School based)	47 (90.4)	37 (78.7)	Marginal increase	2 (3.8)	4 (8.5)	Marginal decrease	3 (5.8)	6 (12.8)	Marginal increase
Communication skills& general Knowledge	49 (94.2)	40 (85.1)	Marginal increase	1 (1.9)	4(8.5)	No significant change	2 (3.8)	3 (6.4)	No significant change

The 2021 AEDC data, indicates that 2021 Pre-primary cohort now in Year 1 displayed less developmental risks across the five domains when compared to the 2018 cohort.

The domains of social competence and emotional maturity that had been flagged in 2018 as being a concern at a school level have shown progress with percentages of concern now sitting at 1% and 2% respectively. The lens will now shift to explore the emerging concerns around developmentally vulnerable students in the language and cognitive skills domains as well as the communication skills and general knowledge domains.

Strategies adopted at school level

Kindy

- Dedicated health and well-being programs for K-6 students (WA curriculum resources as well as the whole school focus on the You-Can Do It Program)
- Kindy: provide students with plenty of oral language experiences as well as immerse them in daily shared reading activities

Pre-Primary

- Focus on early literacy intervention strategies using best practice approaches
- Have a greater focus on oral language and the language experiences offered to the early year's classes

Support for Parents

- Information sessions to provide parents with the strategies to ensure their children thrive
- Teachers meet with parents at the earliest to discuss concerns and invite parents to do the same

EAL/D

Nearly a third of students at SBPS speak a language other than English at home. Many of these students require extra support in class with English language learning. The school promotes and supports the unique cultural and linguistic resources EAL/D the students bring to school.

To enable the most appropriate teaching and learning strategies are used, staff undertook professional learning about English language and additional language development and appropriate EAL/D pedagogy to enhance oral language and writing. An EAL/D specialist teacher worked collaboratively with teachers to ensure the learning needs of EAL/D students are considered. They provided various in class language experiences for oral interaction, allowing students to explore and clarify their understanding of concepts through classroom talk. The EAL/D specialist guided and supported teachers to analyse EAL/D student assessment evidence using the EAL/D Progress Map to level and report on EAL/D students' achievement. Data from this will be used to inform future classroom teaching and whole school programs.

Ms Penny James
EAL/D Coordinator

Student Information

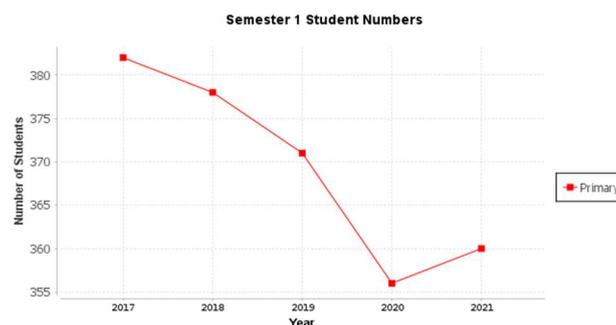
High School Destinations of Year 6 Students

As outlined in the table below, of our 2021 Year 6 cohort, 48 students were retained in the public school system and 4 students enrolled in the private system.

Destination Schools	Male	Female	Total
4158 Ballajura Community College	20	23	43
1221 Mercy College	3		3
4038 Mount Lawley Senior High School	1	1	2
4209 Aveley Secondary College	1		1
4052 Central Midlands Snr High Sch		1	1
4177 Ellenbrook Secondary College		1	1
1374 St Andrew's Grammar	1		1

Enrolment Trends

As evident in the graph (which doesn't include Kindergarten students), the overall numbers during the last few years have declined, with a slight increase for the start of 2021.



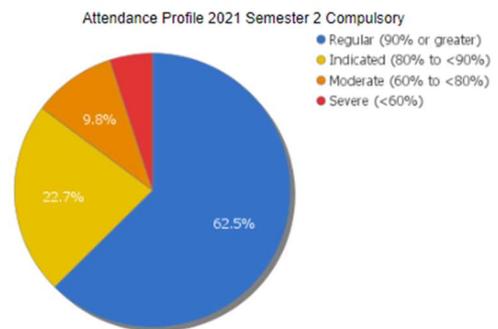
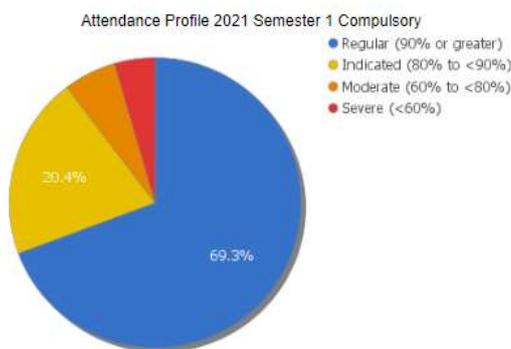
Attendance

At South Ballajura Primary, student attendance is generally good. As shown in the table below our 2021 attendance rates in each compulsory year level are close to those of WA Public Schools.

% Student Attendance 2021

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2019	90%	92%	92%	94%	91%	89%	91%
2020	89%	94%	93%	91%	92%	90%	92%
2021	87%	88%	92%	92%	90%	92%	89%
WA Public Schools 2021	90%	91%	91%	92%	91%	91%	90%

Due to the impact of Covid-19 our attendance declined slightly in Semester 2



Staff

The South Ballajura Primary staff are committed to providing a quality education for all students. They work collaboratively to ensure that the learning programmed is innovative and student centred. Staff use flexible approaches that motivate, engage, challenge and respond to the needs of all students. Individual expertise is recognised and shared.

2021 proved to be a very busy and productive year for the school. Staff continued working on a systematic review of our school planning. The main planning focus for 2021 the preparation for our Public School Review. We continued the assessment and monitoring of our progress towards achieving the targets set in our Strategic Plan.

All school procedures are under review through this process which will take place over the next couple of years. A strong focus on phased implementation of the Western Australian Curriculum will continue as will whole staff planning and support in phases of schooling and increased collegiate support.

The staff and the school community should be proud of the partnerships and connections that have been established in the South Ballajura community. Together we practice values that are applied appropriately in a variety of situations.

Our Commitment for Improvement

A continued focus, comprehensive data analysis and a review of procedures in 2022 is expected to maintain this trend of improved progress. Staff, through an improved data collection cycle, will monitor individual student progress and use this information to drive their planning to improve student outcomes.

South Ballajura Primary School P&C President's Report - Reflections of 2021

2021 was another unusual year, with a few things being cancelled but I feel it was overall successful for the P&C. At the beginning of the year we held an "understand the P&C" event - a games afternoon, which was great fun for those that came along and an opportunity for the Year 6s to raise some funds with their sausage sizzle. We are grateful to the City of Swan for the loan of their "large games". It was a good community building opportunity & a good chance to talk about what the P&C is and to look through some pictures of the events from over the years.

We held our AGM towards the end of term 1 and the committee was elected in with office bearers continuing on - Annette Hopkinson as President, Danielle Wroblewskis as Vice President, Bree McDougall as Secretary, Kylie Mason as Treasurer and Brendan & Tasma Dodd as executive members. We welcomed our new executive member, Alice Huyhn. Brendan took on the job of Fundraising co-ordinator with Kylie helping out as well. We very much appreciated Kylie's continued involvement as a community member as her son finished up at South Ballajura PS in 2019. Her many years of service to the school as treasurer and fundraising committee member/co-ordinator over the years has been amazing.



We were very pleased to be able to run school discos in June and September. A space theme for the first one to tie in with the school STEM project topics and Superheroes as the second one. DJ Donegan was great fun! A disco procedures document was written to assist in the running of future disco events.

In March we were asked by the City of Swan to run the food pavilion for the Community Movie night. We sold burgers, sausage sizzles and chips along with other snack food and drinks. We had glow sticks and light up toys for sale as well. This was a very successful event for the canteen, and the City of Swan was very happy with how we ran it, so they offered to let us apply for a grant to run it ourselves later on in the year. We were successful in this application and ran a Christmas movie night to see the Grinch. This event was very well supported by the community. We have won a grant to run another one of these movie events in March 2022.



The Mothers' and Fathers' day stalls were both very successful and well supported along with other canteen special days. We assisted with the Open night and Sports Carnival events and we appreciate the donation of a bike to raffle by the Hon Rita Saffioti MLA. The containers for change recycling bins have been successful in raising funds

The year 5 parents booked in a Bunnings Sausage sizzle to raise funds for the Year 6 camp and graduation events, but this was cancelled due to a lack of parent volunteers.

We planned and prepared for the rescheduled Colour run in term 4, with obstacle course sections and water sprayers in case of hot weather, and to add to the fun of it all, but ended up cancelling it due to lack of support. I suggest using an online fundraising option for future events of this type as I feel this would get more support from the wider community. Many local businesses had donated prizes for this event, so these were used in a Christmas raffle as many of them had a "used by" or voucher expiry date and couldn't be carried over to the following year.

I attended to WACSSO conference weekend which I found to be a very valuable experience. I met lots of people from many other P&Cs and saw lots of great ideas of things we could do. I developed a much better understanding of what WACSSO is all about. It was fun and the food at the Crown was great too! I highly recommend that other P&C members attend future conferences.

For P&C Day we decided to have a night out with all of the P&C members and regular volunteers invited along. We had a lovely dinner at the Atrium and some of us partied on after. It was a lovely night to celebrate being a part of the South Ballajura P&C community.

Funds were donated to the school for Graduation prizes, sandpit toys in a trolley for the Year 1/2 playground, other playground equipment such as steering wheels and a boat, bus costs for the choir to go to Choir fest and subsidising other excursion expenses.

In term 4 Bronwyn McElroy handed in her resignation as the Canteen Manager effective from the beginning of 2022. We ran a job selection process and Bree McDougall won the position. As P&C executive members are not allowed to be employees of the P&C she had to resign as secretary. We held a Special General meeting to elect a new secretary, and Kylie Mason took the opportunity to resign as Treasurer. Danielle Wroblewskis took on this position leaving the Vice President position vacant. I am very grateful to Alice Huynh taking on the interim Secretary role and Kerryn Mills taking on the interim Vice President role at this meeting. I would like to say an especially big thank you to Danielle for taking all the time to learn the treasurer's role, with all of the legislation and tax rules that is involved as we have canteen staff to pay. You have done an amazing job of getting on top of this Danielle!

I would like to thank everyone for your contributions to the P&C this past year, and wish the 2022 P&C committee every success.

Our Commitment for Improvement

We have handed on the reins to a new committee, and they are happy to continue with the projects that we had started. They are committed to improvement and this could be another great year.

Annette Hopkinson
P&C President

Student Programs

Boonderu

The Boonderu program set up by Qynn and his team believe that music should be accessible and available to all school aged children and play an integral role in their personal and academic journey.

The Boonderu program at South Ballajura Primary School in 2021.



Boonderu runs every Thursday with a carefully selected group of students. Each student is paired up with a partner and interacts with Qynn in a 20-minute session.

Boonderu encourages students to think outside the box and realise the different ways to reach their full potential. The program was implemented to enhance student's self-esteem and to help encourage low attending students to attend school. The program also played a vital role in re-engaging our disengaged students back into the classroom.



20 students were selected. These students were selected on the following criteria:

- Do they exhibit low self-esteem?
- Low attendance
- Need support with social and emotional skills.

After a year of participating in the Boonderu program, the students have shown great enthusiasm and a strong passion for music. Students have demonstrated potential to work with other students and carry out a simple piece of music. Most students who were often quiet have started to contribute and share stories. Boonderu has also provided several students with musical opportunities outside of school. We have seen slight improvements in our attendance data and an overall shift in positive attitude across the school.



Pizza with the Principal

Pizza with the Principal was initiated by a teacher. Pizza with the Principal was designed to encourage students to engage in a positive environment. Teachers nominate up to four students who have demonstrated outstanding citizenship qualities to share a pizza with the Principal and fellow students. The program was aimed at targeting students on the key values relating to getting along, organisation, confidence, persistence and their resilience skills.

Pizza with the Principal happens on weeks 5 and 10 of every term.

Teachers have observed students demonstrating qualities throughout the classroom that reflect these values. During Pizza with the Principal we have also experienced the students interacting with other students, demonstrating a great level of confidence.

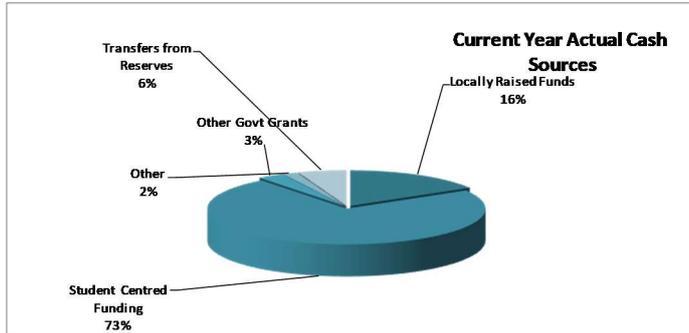
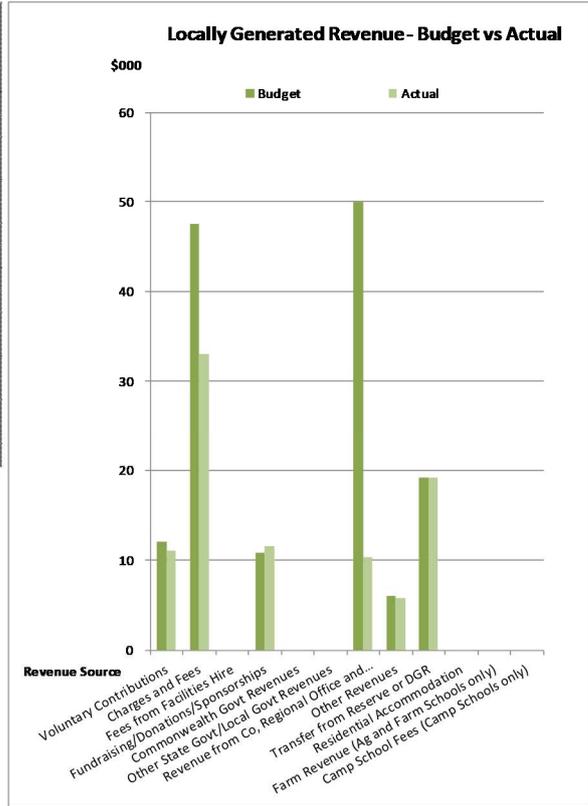
This initiative has proven to be very positive across the school and we now have over 90 students a term interacting with the Campus Principals and other recipients of this award.



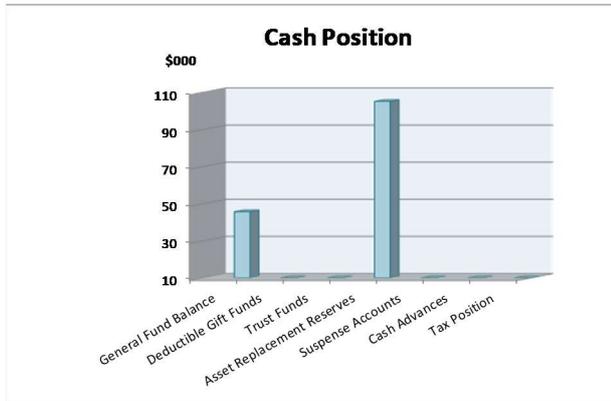
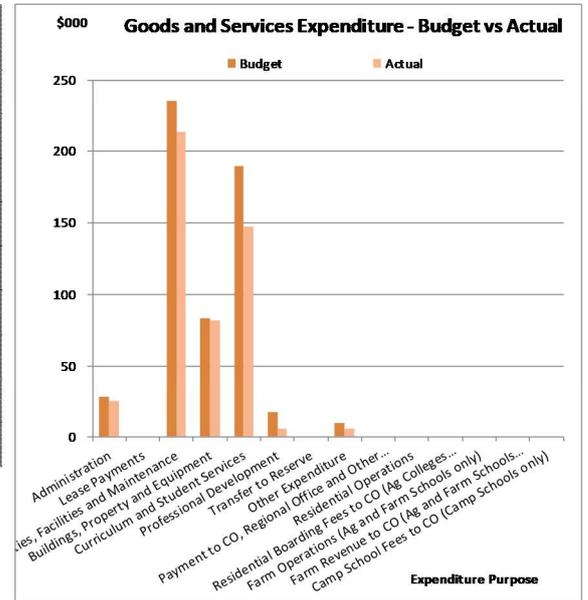


South Ballajura Primary School
Financial Summary as at
Dec.2021

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 12,062.00	\$ 11,100.00
2 Charges and Fees	\$ 47,547.60	\$ 32,994.57
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 10,820.00	\$ 11,559.60
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ 50,000.00	\$ 10,372.90
8 Other Revenues	\$ 6,058.36	\$ 5,777.11
9 Transfer from Reserve or DGR	\$ 19,156.00	\$ 19,156.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 145,643.96	\$ 90,960.18
Opening Balance	\$ 185,769.20	\$ 185,769.20
Student Centred Funding	\$ 246,519.13	\$ 246,519.13
Total Cash Funds Available	\$ 577,932.29	\$ 523,248.51
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 577,932.29	\$ 523,248.51



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 28,000.00	\$ 24,859.08
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 235,300.00	\$ 212,746.41
4 Buildings, Property and Equipment	\$ 82,756.00	\$ 81,518.18
5 Curriculum and Student Services	\$ 188,902.26	\$ 147,185.68
6 Professional Development	\$ 17,000.00	\$ 5,581.45
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 9,509.00	\$ 5,693.74
9 Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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	\$ 561,467.26	\$ 477,584.54
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 561,467.26	\$ 477,584.54
Cash Budget Variance	\$ 16,465.03	



Cash Position as at:	
Bank Balance	\$ 141,864.10
Made up of:	\$ -
1 General Fund Balance	\$ 45,663.97
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 105,130.34
5 Suspense Accounts	\$ (1,476.21)
6 Cash Advances	\$ (200.00)
7 Tax Position	\$ (7,254.00)
Total Bank Balance	\$ 141,864.10

Our Commitment for Improvement

Ongoing financial training for Administration, Office and Teaching and Non-teaching staff will ensure that sound financial practices are embedded throughout the school.

2022 Focus

The focus for 2022 will be Literacy, Numeracy, STEM, Teacher Quality and Leadership, as well as Wellbeing (students and staff) as these areas are seen as critical for success in all others.

In Conclusion

During 2021 South Ballajura Primary School continued its journey as our local education facility. The strength of our school is evident by the strong foundations that exist, particularly the links between the school and the community. I have no doubt that South Ballajura Primary School will go from strength to strength in the years to come.

The strength and commitment of both the P&C and School Council are a credit to the parents and staff involved. The P&C has made significant contributions to the school, particularly in regards to fundraising. Thank you to everyone involved.

Thank you to the staff and parent / community members who contributed to our Annual Report, your input is invaluable.

While we had thought that 2020 would be unique in making its mark in our school's history, the continuation of the pandemic meant 2021 was equally unusual. The start to the school year was delayed by a week and a number of lockdowns impacted the community through first semester. Our school prepared again for home learning and adopted numerous health protocols including capacity limits on events.

As a community we again met the challenges of the year together to ensure the wellbeing of our members as well as the continuity and quality of learning for our students. As the year progressed, we were able to hold some special events. Student achievement and progress remained central to our work.

I remain grateful for the wonderful students, the staff that make up the team at South Ballajura Primary School who do their best for every student, every day; and our entire community.

Michael Kovalevs

Principal (Term 2 2022)

Azman Adelaide

Council Chair

