



Annual Report 2021



‘Learning Together’

THE 2021 SCHOOL YEAR **IN REVIEW**

Dear Parents, Carers and School Community Members,

2021 was a year of reinvigoration and reorganisation to support the development of a new strategic plan from term 2.

The staff and School Council engaged eagerly to create a plan that underpinned the school's values and foci for the next cycle.

Our strategic plan is divided into six focus areas, which outline our commitment to ongoing self-reflection and school improvement.

- We value productive partnerships and relationships with the community and outside agencies.
- We create a learning environment that caters for the 'whole child' that is inclusive, collaborative and utilises technology.
- We develop student leaders, staff leaders and community leaders who are empowered and supported to achieve their goals, aspirations and objectives.
- Our resources are used strategically to support students, staff and community needs through committee reviews and planning.
- Teacher quality is paramount in our strategic plan to ensure students are given the opportunity to reach their potential and staff are supported with professional learning and ongoing performance management.
- Student progress and achievement is monitored regularly using our Managing Information System and data analysis is a whole school responsibility that allows our school to set targets against 'like schools', select appropriate evidence-based learning programs and focus on quality teaching and learning.

Last year we celebrated our 30th Anniversary with a family fun night with past and present staff and families. It was a special night, with many memories cherished.

2021 was a year of planning, which we are looking forward to implementing in 2022.

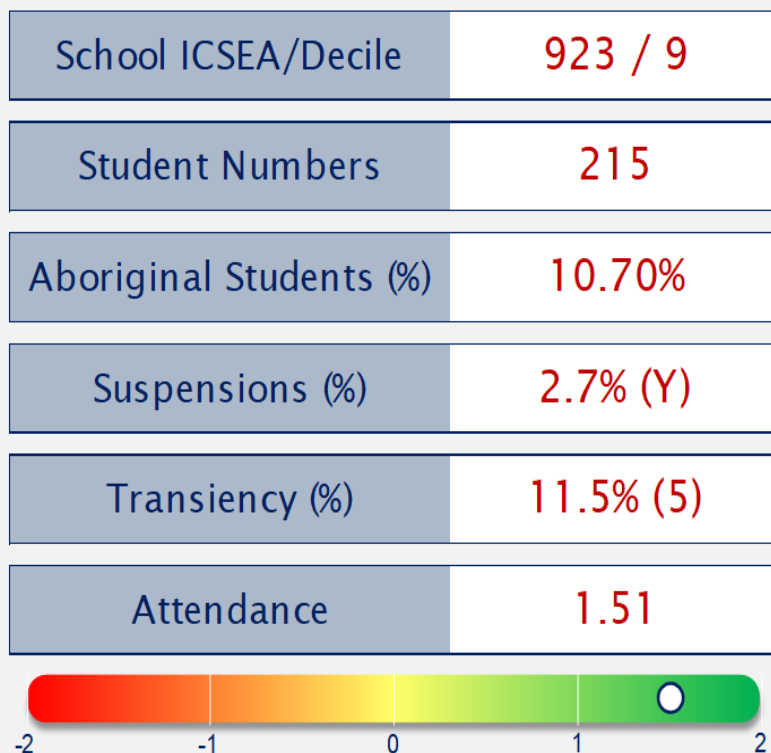


It is with pride that I present the 2021 annual report.

Nicole Anderson
Principal

School Performance Monitoring

Student Non-Academic



Our school performance monitoring indicates key information:

- ⇒ Our ICSEA/Decile: which our like schools are based from.
- ⇒ Our student numbers, which have declined since 2017.
- ⇒ Our Aboriginal student percentage.
- ⇒ Our suspension rate indicates that we are in the 'yellow range' —expected range.
- ⇒ Our transiency rate is comparative to a Decile 5 school's transiency.
- ⇒ Our attendance is in the 'green range', which we are proud of.

THE 2021 SCHOOL YEAR **IN REVIEW**

OUR STRATEGIC PLAN REVIEW

Achieved in 2021

Focus for 2022

FOCUS AREA 1

Relationships and Partnerships

Boyare Primary School provides a diverse range of partnerships to enhance our student's learning opportunities. Our staff pride themselves on creating and maintaining professional relationships that are respectful, collaborative and inclusive of all opinions. Parents as partners is a strong focus for us and we always involve parents in case conferences, the development of Individual Education Plans and a supportive environment to ensure all students are successful and can reach their potential. Productive partnerships and relationships are fostered through positive, collaborative and open, clear communication between school, home and external agencies for the benefit of the child.

Strategies for improvement

- ⇒ Create a website that is easily accessible and relevant to the needs of the community, as well as showcasing our school to prospective new families and the wider community.
- ⇒ Implement 'CONNECT' as a communication strategy for parents and School Council communication.

Measuring success

- ⇒ Website completed and online.
- ⇒ Parent survey/feedback.
- ⇒ Connect operational.
- ⇒ Parents attending 'CONNECT' training on school site.
- ⇒ School council communicating via platform.
- ⇒ Parent / staff survey/feedback.



THE 2021 SCHOOL YEAR **IN REVIEW**

OUR STRATEGIC PLAN REVIEW

Achieved in 2021

Focus for 2022

FOCUS AREA 2

Learning Environment

Our school staff all diligently share the responsibility of pastoral care for all our students and are committed to ensuring that the learning environment is appropriate, inclusive and represents and is responsive to our multicultural community. We pride ourselves on our inclusivity and utilise an Ethnic Education Assistant to liaise, support in the classroom, translate and communicate with our diverse community. Our positive learning environments are enriched through student voice, collaboration, innovation and technology. Boyare is a place where student wellbeing and student engagement is maximised and enriched.

Strategies for improvement

- ⇒ **Review and refinement of the school's behaviour management policy which is implemented within a framework of restorative practice.**

- ⇒ **Create a 'Student at Educational Risk' database that identifies, supports and monitors student improvement.**

- ⇒ **Begin the planning and implementation of a technology learning space.**

Measuring success

- ⇒ New behaviour management policy is implemented consistently across the school.
- ⇒ Staff/student/parent survey.
- ⇒ National Quality Annual Self-assessment.
- ⇒ External National Quality Standards Verification.
- ⇒ National Schools Improvement Tool Reflection by staff.
- ⇒ Good standing database.
- ⇒ Staff have access to a 'working document' that they can update, utilise and inform their practise.
- ⇒ Staff survey.
- ⇒ National Schools Improvement Tool Reflection by staff.

- ⇒ A completed learning space where the learning area of 'Technologies' can thrive and support learning.



OUR STRATEGIC PLAN REVIEW

Achieved in 2021

Focus for 2022

FOCUS AREA 3

Leadership

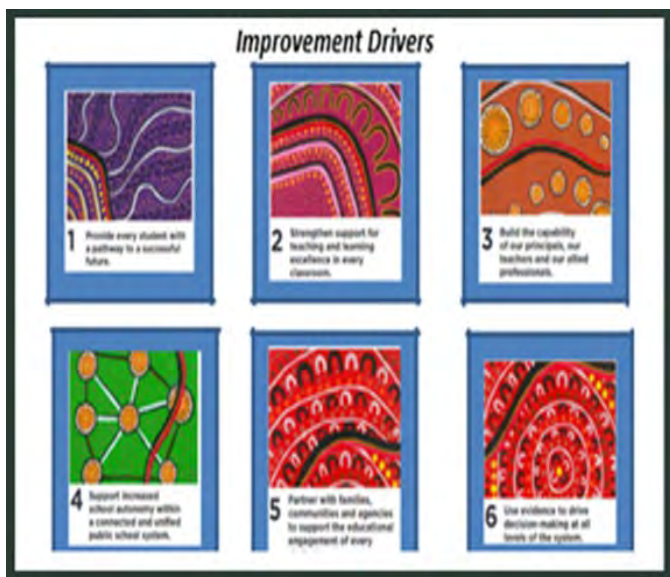
Boyare PS has a distributive and collaborative leadership approach, which empowers all staff to collaboratively plan, review and determine school direction. Staff are provided with opportunities to lead and are supported, guided and developed through Performance Management processes that aim to build capacity and the capability of our workforce. Staff continue to strengthen their knowledge and understanding of the Department's expectations and accept the core values expected and required through strategic planning opportunities, staff meetings and professional learning. We are determined to deliver a high quality education for our students through the development of a workforce plan that seeks to attract and retain high quality staff who are leaders in and out of the school context. Student leadership and voice is embedded in all strategic actions.

Strategies for improvement

- ⇒ To develop staff understanding of strategic and operational planning that guides classroom practice.
- ⇒ To empower curriculum leaders by providing training and support to fulfil their roles.
- ⇒ To utilise the WA Future Leaders framework in conjunction with the School's Performance Management Policy to identify, develop and support potential school and system leaders.

Measuring success

- ⇒ Staff feedback before, during and after Professional Development.
- ⇒ Staff induction meetings completed when taking on a leadership role.
- ⇒ Review meetings with leaders.
- ⇒ Identification of leaders, via the School's Performance Management Policy and WA Future Leaders Framework
- ⇒ More staff opting for leadership opportunities.



OUR STRATEGIC PLAN REVIEW

Achieved in 2021

Focus for 2022

FOCUS AREA 5

Teacher Quality

Boyare Primary School are focused on quality teaching to provide every child with opportunities to learn. We will continue to strengthen and fine-tune our monitoring of student progress through collaborative planning, moderation and data analysis, which then informs our differentiated classroom practices that ensure all students have the opportunity to reach their potential. Boyare Primary School is focused on developing teacher quality through professional learning that links to school priorities and the growth of all teaching and support staff. Performance management is a key tool that we use to support staff to ensure teaching quality is proficient.

Strategies for improvement

- ⇒ Refine and review Performance Management processes.
- ⇒ Develop a clearer understanding of the purpose of data collection and how to use data.
- ⇒ Empower teachers to be proficient in the use of data (data literate) to determine areas of focus for teaching and learning.
- ⇒ Staff collaborate in Cluster, Phase of Learning, Committees, School Development Days and Staff meetings to plan for, act on and assess student learning.
- ⇒ Continue professional learning and support in whole-school programs, including PLD and Talk4writing and Brightpath.
- ⇒ Consolidation of guided reading as a whole school strategy for developing reading skills.
- ⇒ To develop an understanding of the Aboriginal Cultural Standards Framework and begin integrating it into teaching and learning programs.
- ⇒ Support teachers with the development of oral language in classrooms.

Measuring success

- ⇒ Performance Management Cycle completed annually, which includes reflection against the AITSL Standards, smart goals, action tracking and observation.
- ⇒ Celebrating teachers achieving PM goals.
- ⇒ An annual MIS Schedule that is clear, timely and provides rich data for analysis.
- ⇒ EdCompanion is utilised in each classroom by all teaching and allied support staff for recording data, individual student tracking and analysis of student data.
- ⇒ Meeting norms established with staff led agendas, minutes and allocated time for rich collaboration, which will be reflected in minutes.
- ⇒ Whole school program implementation reviews via committee meetings and Phase of learning to determine effectiveness.
- ⇒ Collaborative committee self-assessment and whole school reviews—WWW (What's working well) EBI (Even Better If).
- ⇒ Collaborative committee self-assessment and whole school reviews—WWW (What's working well) EBI (Even Better If).
- ⇒ Speech Pathologist onsite to support staff and students.

OUR STRATEGIC PLAN REVIEW

Achieved in 2021

Focus for 2022

FOCUS AREA 6

Student achievement and progress

At Boyare Primary School we are determined to provide our early years students with the best possible start with access to high quality, evidence-based learning opportunities that align with the National Quality Standards. We are building our understanding, that data analysis is a whole school responsibility and allows our school to set targets, select appropriate evidence-based learning programs and informs rich collegial conversations around teaching and learning. We use 'like' schools to compare our student achievement and progress, this informs our target setting and our moderation practices ensure that our student achievement aligns with WA grade allocations. Aboriginal student progress and achievement is a focus for our school and learning is differentiated to ensure all Aboriginal students can be successful and reach their potential.

Strategies for improvement	Measuring success
⇒ Staff utilise operational planning targets and strategies in their own planning to improve student achievement and progress.	⇒ Performance management cycle.
⇒ Set targets in English and Mathematics against like schools.	⇒ Operational plans ratified in committee meetings which include targets aligned with Strategic Plan. ⇒ MIS Schedule monitoring. ⇒ Withdrawal for intervention/TaGS
⇒ All staff to utilise EdCompanion for gap analysis to create differentiated teaching and learning plans, which will target gaps.	⇒ Student plans saved in the shared drive. ⇒ Staff feedback/ survey
⇒ Develop whole school numeracy and literacy practices using an explicit teaching framework.	⇒ Agreed and displayed literacy and numeracy block outlines. ⇒ An agreed explicit teaching framework.
⇒ Collaborative moderation sessions are scheduled on the MIS Schedule to ensure student achievement aligns with grade allocation.	⇒ Moderation sessions scheduled. ⇒ Staff attendance recorded at sessions. ⇒ Reporting to parent grades align with achievement.
⇒ Collect and measure the value addition of staff year to year.	⇒ EdCompanion ⇒ MIS data analysis

STUDENT SERVICES IN REVIEW

Student wellbeing continues to be a strong focus in the school and includes social, emotional, physical and cognitive domains. The student services team, consists of deputy principals, the school psychologist, the chaplain and the AIEO, and in 2021 has increased to include our ethnic education assistant and special needs education assistants who meet fortnightly to discuss student wellbeing. Students are referred to the team by teachers using an established process. Information from parents and outside agencies also comes to the student services team. Through collaborative problem solving, a plan of action to address concerns is formulated. Students continue to be monitored and adjustments made accordingly. Teachers are informed of the minutes relative to their students through confidential email.

Cognitive Domain - Teachers develop documented plans to address the learning needs of individuals and groups of students. All differentiations are discussed with parents to inform and request their support. The school psychologist is an important member of the team as her insight into student behaviour and learning is valuable for teachers when documenting plans. Documented Plans are stored on the Shared Drive to ensure access by all staff and used to complete our Nationally Consistent Collection Data. The school psychologist may complete observations and/or cognitive assessments on identified students to assist in identifying areas of need. The school psychologist also acts as an important liaison with Health professionals. In 2021, the Smith Family ran an after school Learning Club for Year 2 students focusing on Literacy. During Term Three and Four, it was noted that there was a stable cohort who attended regularly. Attendance statistics are also discussed and the Department action plan is followed. Early Childhood continues to be a focus for early identification, particularly in speech and referrals made to the Child Development Centre or Parent and Child Centre, and when appropriate, the Language Development Centre.

Social/ Emotional Domain – Our values program ‘Six Kinds of Best’ is promoted throughout the school. Individual Behaviour Support Plans (IBSP) and Risk Management Plans (RMP) are developed in collaboration with teachers, School Psychologist and the leadership Team. Clubs such as Games, Lego, Chess and Glee promote self-esteem and positive assertiveness. The School Psychologist and Chaplain carry out discussions with individual or groups of students to promote social skills and discuss social issues. We continue to use PATHS as our whole school program promoting emotional and social competencies and reducing aggression and behaviour problems. In 2022, we will investigate alternative whole school programs that target social/emotional wellbeing. In 2021 we accessed SSEN:BE to help develop a plan for a student with challenging behaviours.

Physical Domain- In 2021 all staff completed Epilepsy training which was provided by Epilepsy WA and Basic First Aid, which was presented by St Johns. In 2022, the school will complete re-accreditation to continue to be an Asthma Friendly school.

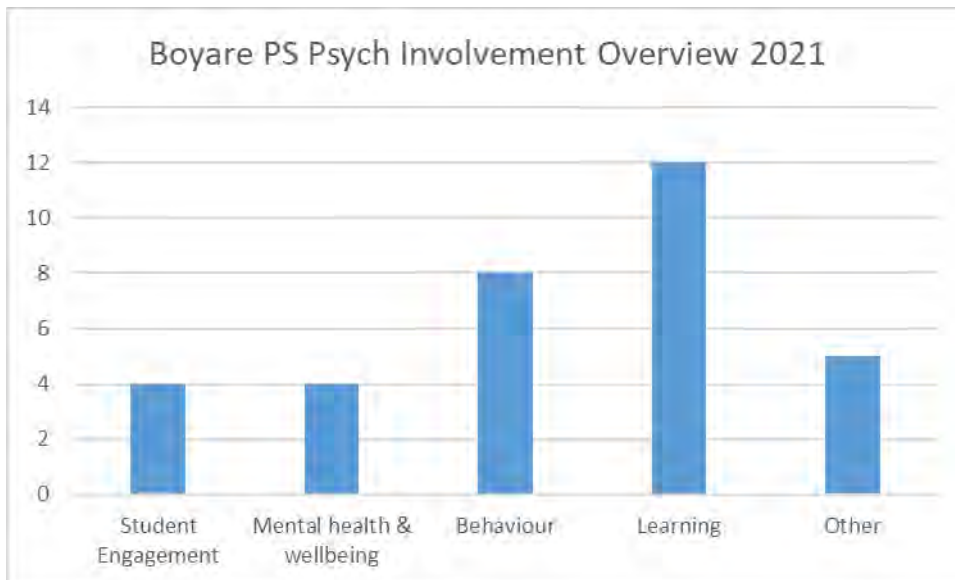
We have a close working relationship with SSEN:S, SSEN:BE, Therapy Focus, CDC, Rocky Bay, ISAAD and Abilities to support our students with disabilities. We work with parents and Allied Health Professionals to support NDIS planning. We hold regular case conferences with all stakeholders to review and update documented plans.

When parent meetings are held, home issues may be raised and possible assistance for the families discussed. The Chaplain may be of support or we may make referrals to services such as, Family Support – MercyCare, Wanslea or the Parent and Child Centre. ASeTTS (Association for Services to Torture and Trauma Survivors) who continue to support families. We receive assistance from Mercy Connect volunteers who mentor and support refugee students in the classroom.

In 2021, we have embedded our ‘Good Standing’ Policy. Students understand the benefits of maintaining their good standing and the consequences of losing it. In 2021, two students were unable to participate in our Harmony Day celebration, which made the importance of maintaining ‘Good Standing’ very visible to the students.



STUDENT SERVICES IN REVIEW CONTINUES



Other includes some of the following:

- Service planning
- Consults with admin/teachers
- Presentations
- Student services meetings
- Kindy orientation
- Psych file audits
- Liaison with external agencies

In addition to this, the School Psychologist ran 'Fearless' Triple P program.

In 2022, she will deliver Teen Seminar Triple P Program to Year 6 parents.



12 Buckets is a highly regarded and formally recognised children's charity. 12 Buckets delivers its first-class one-to-one mentoring program to four primary schools in Perth's northern suburbs. The program targets students with challenging behaviours and social/ emotional support.

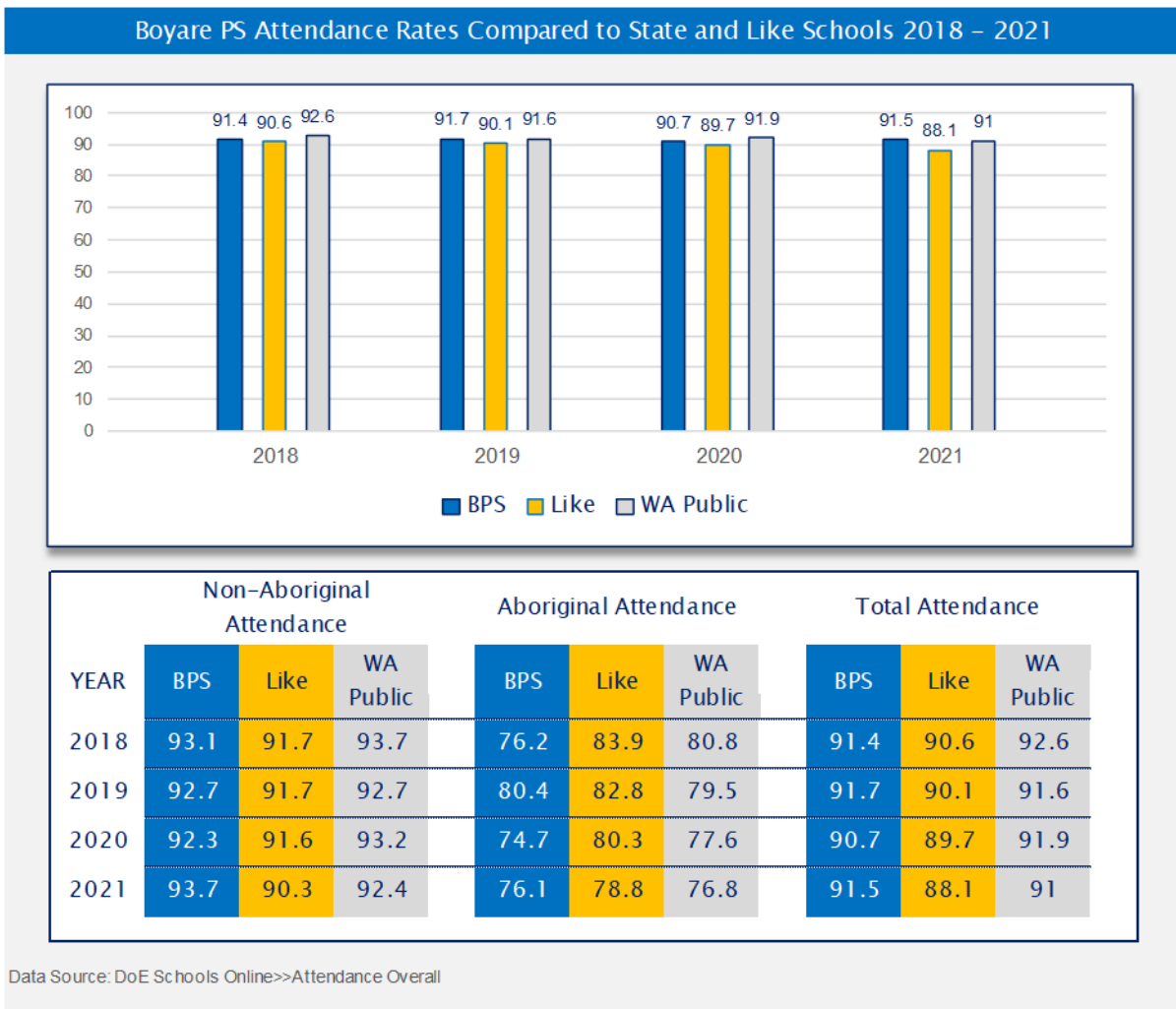
In 2021, 20 students were mentored. In 2022, the organisation will include a year six program. The objective of this program is to take the students as group and prepare them for high school socially. This will also help to transition them into the Big Buckets Program.

We acknowledge the fantastic work done by 12 Buckets and the amazing mentors who volunteer their time to work with our students. We also acknowledge our liaison who works alongside the student services team to identify students to participate in the program.

ATTENDANCE IN REVIEW

At Boyare Primary School, we have high expectations for all our students across all areas, including attendance. Our attendance motto is “**Every day counts**”. Student learning is a long staircase; a day missed is not as simple as missing the learning of that day but affects the quality of learning for many days after, as the student tries to catch-up on what they have missed.

Our aspirational target for attendance in 2021 was **92%**, as we recognise that there are legitimate reasons for students to miss school.

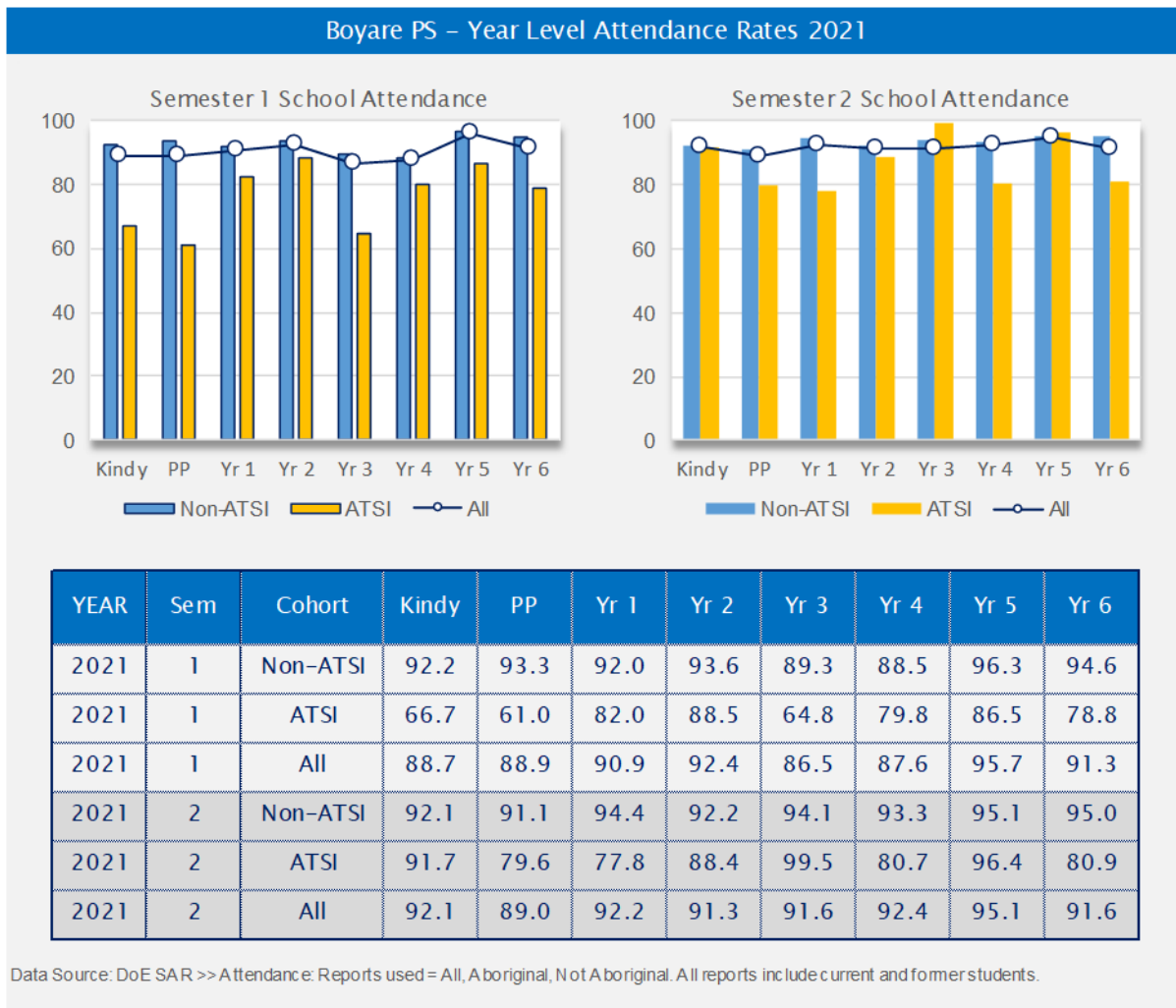


It was pleasing to note that we surpassed ‘like schools’ by 3.4% and WA schools by 0.5%.

Our Non-Aboriginal attendance surpassed ‘like schools’ by 3.4% and WA schools by 1.3%.

Our Aboriginal attendance was below ‘like schools’ and WA schools and will be a focus for 2022 alongside our AIEO.

ATTENDANCE IN REVIEW CONTINUES



The attendance graphics displayed above shows:

Semester 1 and Semester 2 attendance for each year group, and then delves deeper to identify the cohort of students e.g. Non-ATSI (Aboriginal and Torres Strait Islander), ATSI and All.

Overall, Semester 2 attendance was higher in Kindy, Pre- Primary, Year 1, Year 3, Year 4 and Year 6 compared to Semester 1 for 'All' cohorts.

Our ATSI cohorts made vast improvements in attendance in Semester 2 compared to Semester 1. An increase of 'home visits' and a 'walking bus' has largely contributed to the improvements. 'Home visits' will continue to be a strategy we in employ in 2022 and a 'Walking Bus' if desired.

The Year 2 'All' cohort attendance shows a decline in Semester 2; therefore the Year 3's in 2022 will be a focus group, to ensure attendance continues to improve.



STUDENT ENGAGEMENT IN REVIEW

It is articulated in our Strategic Plan that all staff share responsibility of pastoral care for all of our students. This contributes to creating a safe environment.

Key strategies used to support this are:

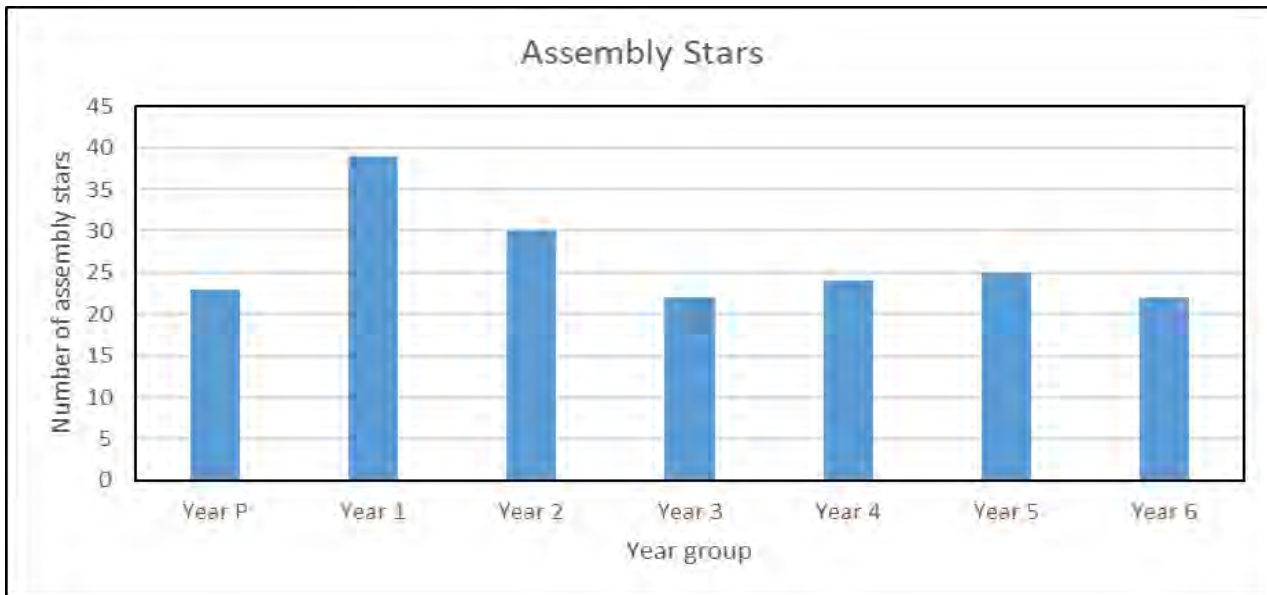
Acknowledgement for positive behaviour:

Students receive classroom rewards that include: verbal praise, stickers and certificates.

At a school level, students receive Merit awards, which are presented at assemblies.

On the playground, students earn tokens, which they place in their faction jar. Year 6 leaders tally these and 10 minutes extra play is given to the winning faction each term.

Assembly stars are given by all staff and acknowledge students being 'Six Kinds of Best'.



Most Assembly stars have been awarded to the Year 1 students, which is our largest cohort. Kindergarten are not represented in these figures as the movement for such little students who are learning the routine of school is very difficult. Our Year 3 cohort was the smallest in 2021. The total number of assembly stars awarded this year is 1026.

Our ratio of good to unsatisfactory behaviour was 1:11 ratio

Next year we aspire to improve our ratio to 1:15 ratio.



STUDENT ENGAGEMENT IN REVIEW CONTINUES

Boyare PS Suspensions 2018 – 2021

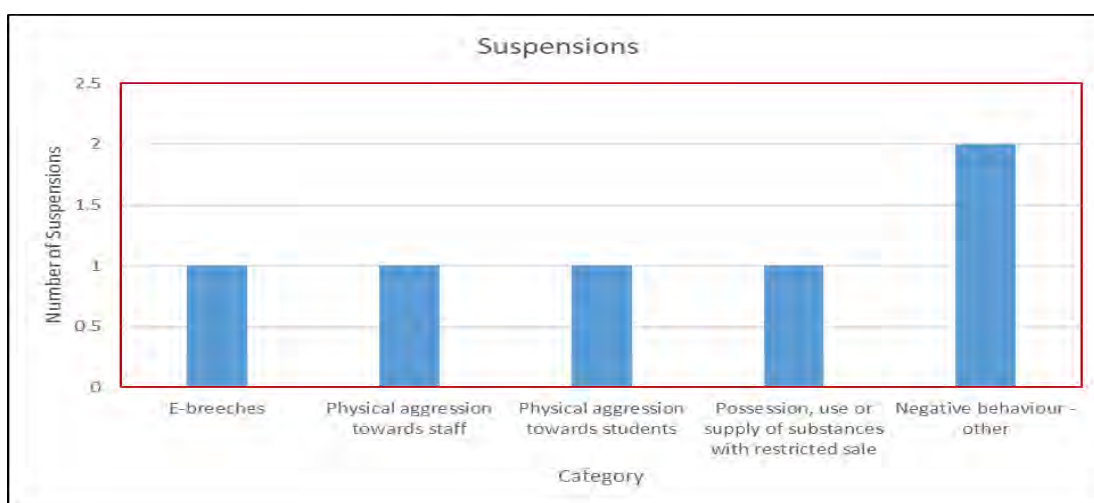
Year	Semester	Enrolments	% Susp	Girls	Boys	ATSI	Suspensions	Total Days
2018	1	304	2.6	0	8	1	11	13.5
	2	292	1.4	0	4	1	6	8.5
2019	1	305	1.0	0	3	1	3	5.5
	2	302	2.2	0	5	0	11	12
2020	1	295	1.9	0	3	1	5	6
	2	282	2.7	0	6	1	18	38
2021	1	235	2.5	0	2	0	3	7
	2	223	1.8	0	4	1	4	4

Data Source: DoE Student Attendance Reporting

Monitoring negative behaviour incidents is important to make decisions about our policy and procedures. In 2021, the staff reviewed our Behaviour Management Policy and collaborated on the development of a new policy.

17% of students have recorded a negative behaviour. Approximately 30% of incidents have been around physical aggression towards students, fourteen of these were recorded by Year 5 students and the same seven students. Violation of code of conduct and school/class rules make up 37% of recorded incidents.

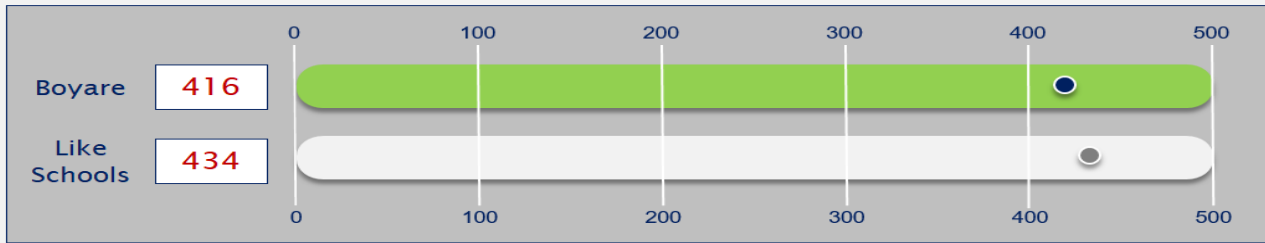
Two of the incidents were recorded as negative behaviour and one of incidents is in each of the other categories. Five students have incurred a suspension in 2021.



PRE-PRIMARY ON ENTRY **IN REVIEW**

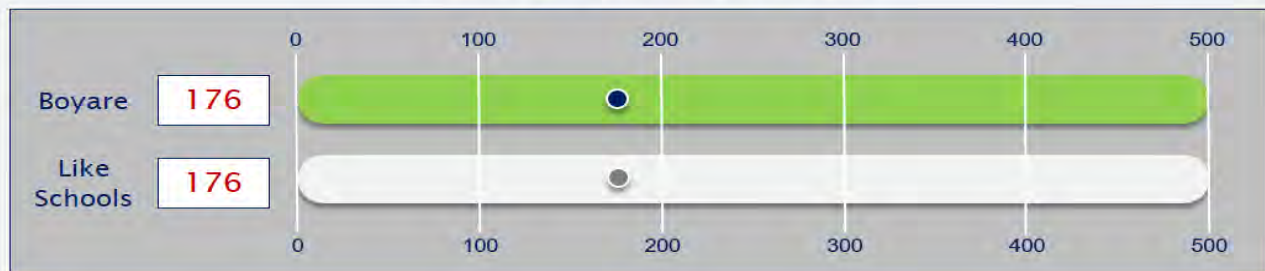
Achievement: PP - 2021 (On-Entry)

Reading - Median Scores



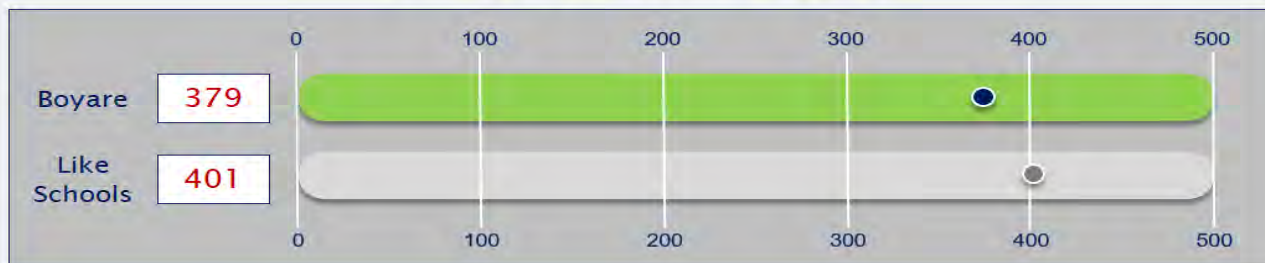
Achievement: PP - 2021 (On-Entry)

Writing - Median Scores



Achievement: PP - 2021 (On-Entry)

Numeracy - Median Scores



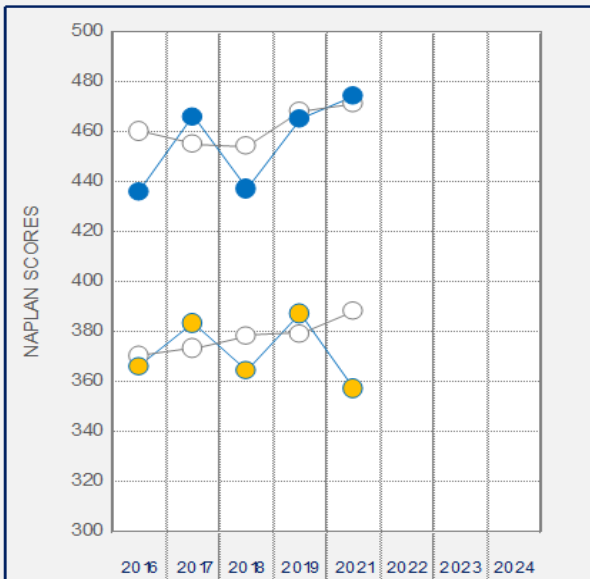
On-Entry scores indicate that Boyare Primary School is close to 'like schools' for Reading and Numeracy. BPS is 18 points below 'like schools' for Reading and 22 points below for Numeracy.

However, BPS shares 176 as a median score for writing with 'like schools'.



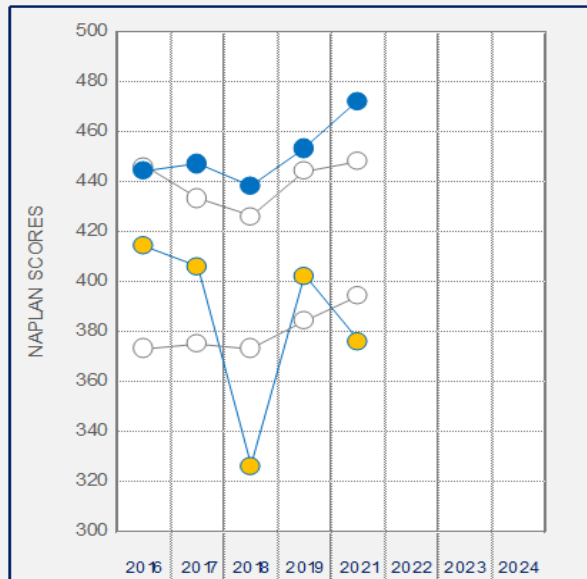
STUDENT ACHIEVEMENT & PROGRESS **IN REVIEW**

Average NAPLAN Reading Scores (Yr 3 & Yr 5)



Y5 BPS	436	466	437	465	474				
Y5 LIKE	460	455	454	468	471				
Y3 BPS	366	383	364	387	357				
Y3 LIKE	370	373	378	379	388				

Average NAPLAN Writing Scores (Yr 3 & Yr 5)



Y5 BPS	444	447	438	453	472				
Y5 LIKE	446	433	426	444	448				
Y3 BPS	414	406	326	402	376				
Y3 LIKE	373	375	373	384	394				

Blue—BOYARE PS YEAR 5

Yellow —BOYARE PS Year 3

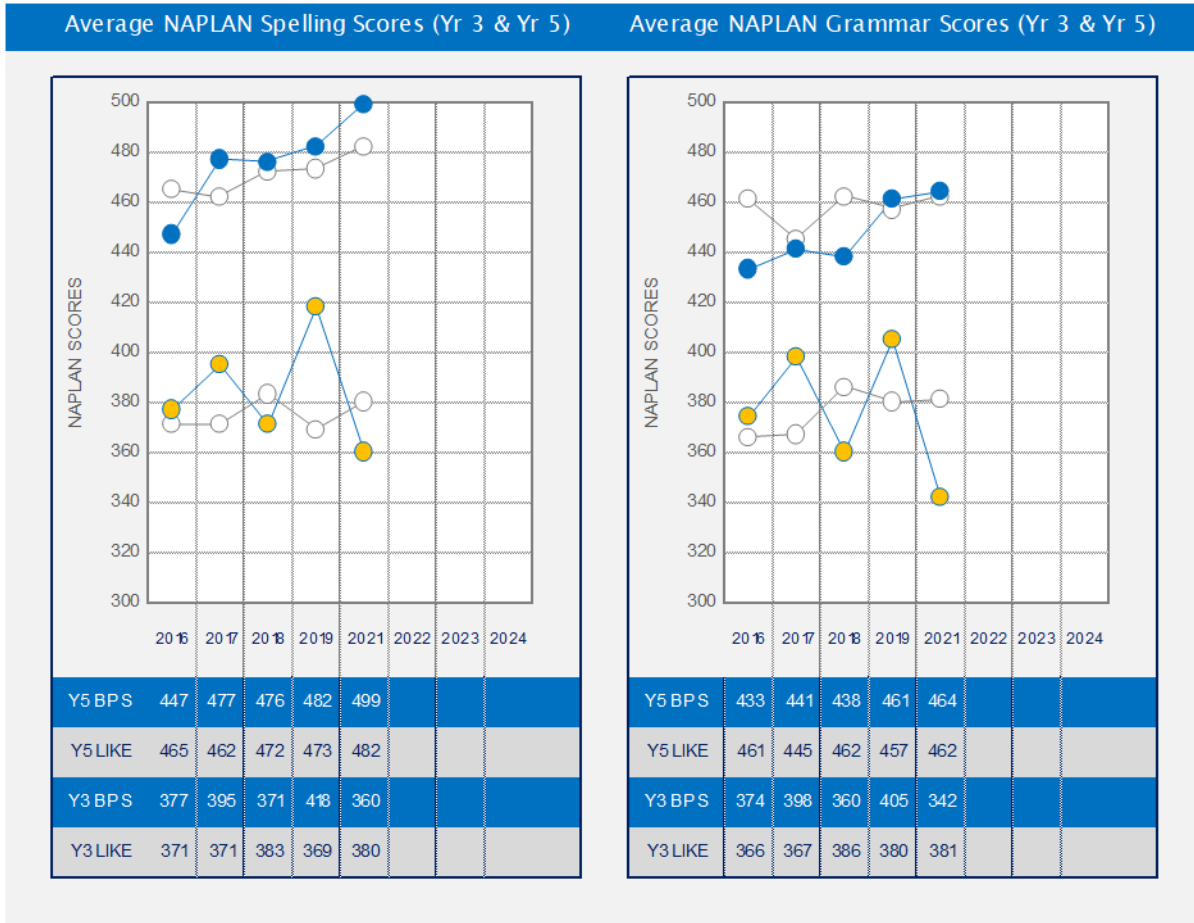
The Reading and Writing data for 2021 shows our Year 5 cohort is above 'like schools' for both strands. Of note, the Year 5 Writing is 24 scores above 'like schools'.

The Year 3 cohort is below in both strands. In Year 3 Reading, BPS is below by 31 scores and 18 scores below in Writing against 'like schools'.

There is a whole school focus in Talk4writing, guided reading and gifted and talented learning in each strand in 2022.



STUDENT ACHIEVEMENT & PROGRESS IN REVIEW



Blue—BOYARE PS YEAR 5

Yellow —BOYARE PS Year 3

The Spelling and Grammar & Punctuation data for 2021 shows our Year 5 cohort is above 'like schools' for both strands. Of note, the Year 5 Spelling is 17 scores above 'like schools'.

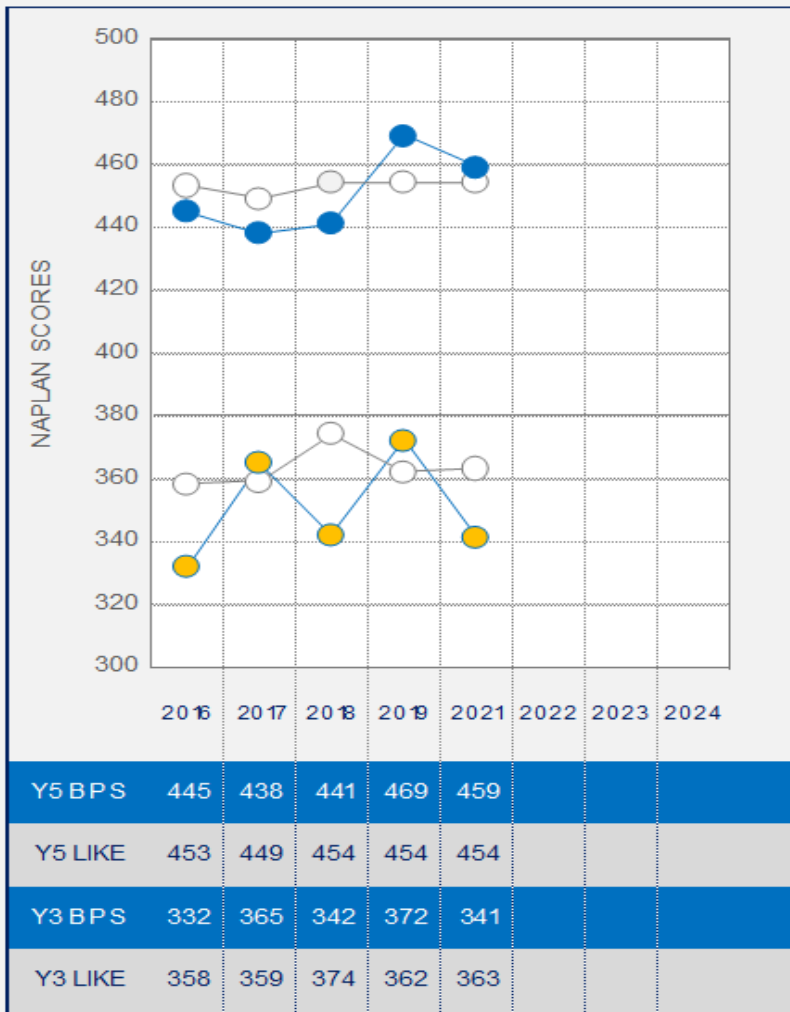
The Year 3 cohort is below in both strands. In Year 3 Spelling, BPS is below by 20 scores and 39 scores in Grammar & Punctuation against 'like schools'.

There is a whole school focus in Talk4writing, guided reading and gifted and talented learning in each strand in 2022.



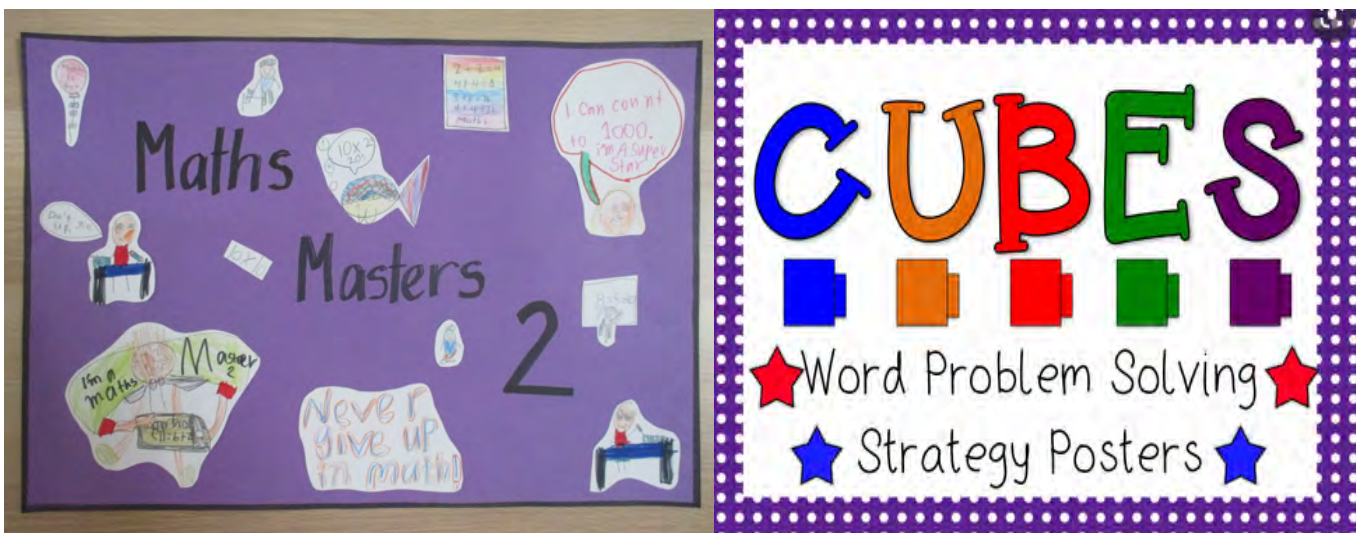
STUDENT ACHIEVEMENT & PROGRESS **IN REVIEW**

Average NAPLAN Numeracy Scores (Yr 3 & Yr 5)



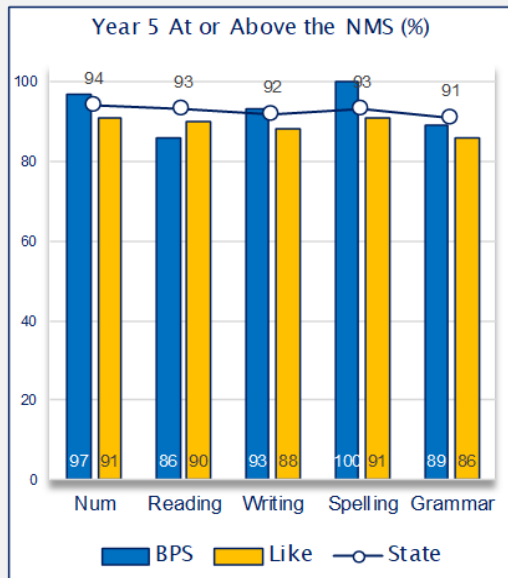
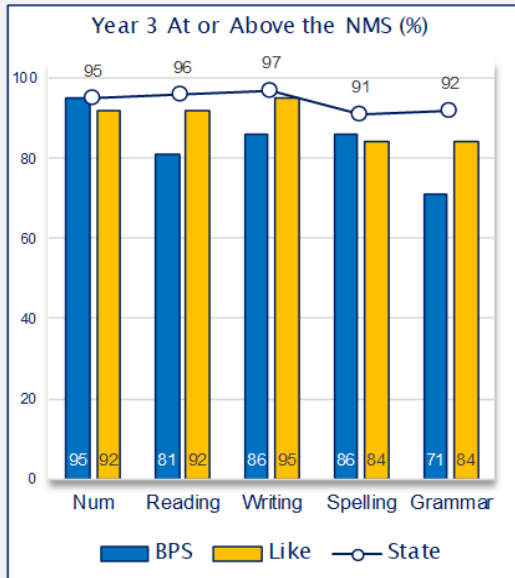
The Numeracy data indicates that the Year 5 cohort are above 'like schools' by 5 points. The Year 3 data shows that BPS is below 'like schools' by 22 points.

A focus on the 'CUBES' Model will be trialled in Math Masters in 2022.



STUDENT ACHIEVEMENT & PROGRESS IN REVIEW

Students Above the National Minimum Standard (NMS) – NAPLAN 2021



Year 3 At or Above NMS (%)

	BPS	Like	State
Numeracy	95	92	95
Reading	81	92	96
Writing	86	95	97
Spelling	86	84	91
Grammar	71	84	92

Year 5 At or Above National Minimum Standard (%)

	BPS	Like	State
Numeracy	97	91	94
Reading	86	90	93
Writing	93	88	92
Spelling	100	91	93
Grammar	89	86	91

95% of our Year 3 students at BPS are at or above the NMS in Numeracy, which is above 'like schools' and comparative to 'State'. Our Year 3 cohort falls below 'like schools' and 'State' for students at or above the NMS in all literacy strands.

In Year 5, 97% of our cohort is at or above the NMS for Numeracy, 93% at or above the NMS for Writing and 100% at or above for Spelling, which is above 'like schools' and 'State'.

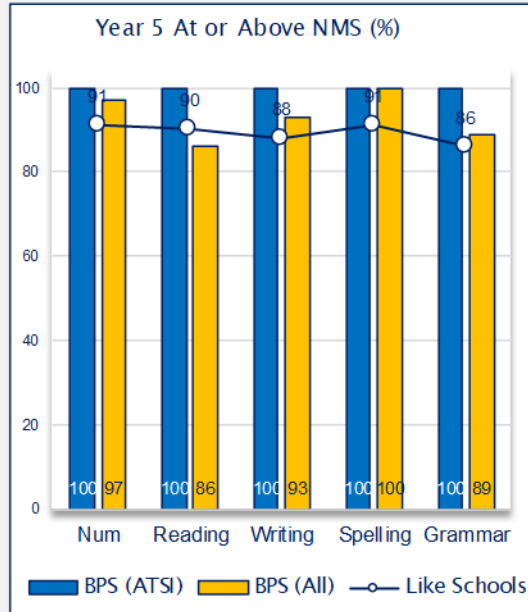
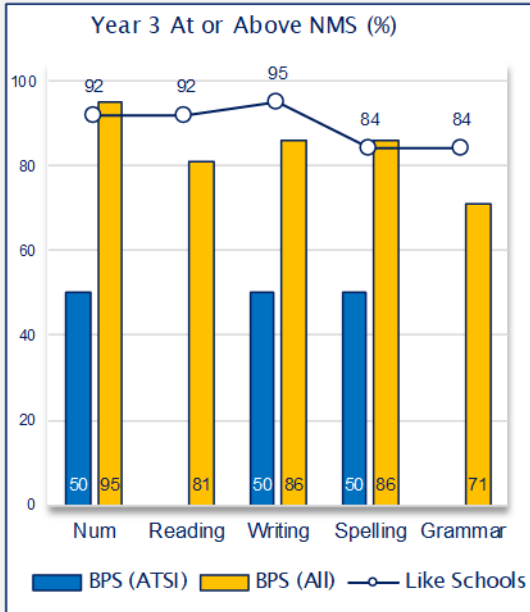
In addition, our Year 5 cohort is above 'like schools' for Grammar, with 89 % of our cohort at or above 'like schools'.

Our Year 5 cohort in reading, recorded 86% of students at or above the NMS, which is below like schools by 4% and State by 7%.



STUDENT ACHIEVEMENT & PROGRESS IN REVIEW

Aboriginal Students (ATSI) At or Above the NMS – NAPLAN 2021



Year 3 ATSI At or Above Above NMS (%)

	BPS ATSI	BBPS All	Like Schools
Numeracy	50	95	92
Reading	0	81	92
Writing	50	86	95
Spelling	50	86	84
Grammar	0	71	84

2xYr3ATSI Students @BPS

Year 5 ATSI At or Above NMS (%)

	Boyare ATSI	Boyare All	Like Schools
Numeracy	100	97	91
Reading	100	86	90
Writing	100	93	88
Spelling	100	100	91
Grammar	100	89	86

1xYr5ATSI Student @BPS

These graphs display our ATSI Student achievement in Year 3 & 5 across all testing areas.

The two ATSI students in Year 3 scored below NMS for Reading and Grammar. However, one student scored at or above in Numeracy, Writing and Spelling.

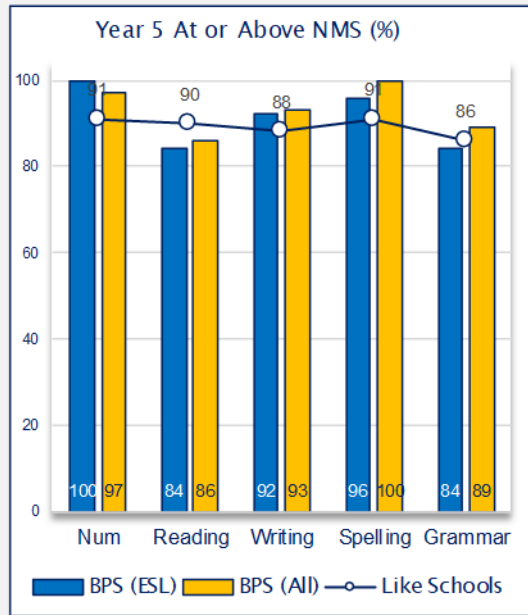
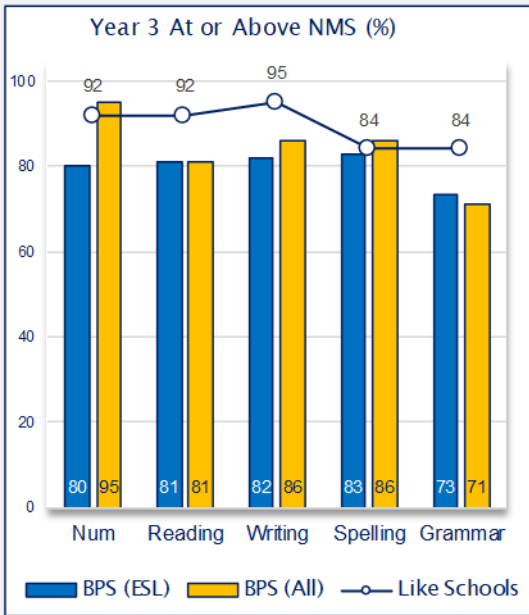
Our one ATSI student in Year 5 scored at or above the NMS in all testing areas.

The graph does not take into account only ATSI students in 'like schools' but rather all students.



STUDENT ACHIEVEMENT & PROGRESS IN REVIEW

English as a Second Language (ESL) – Students At or Above the NMS – NAPLAN 2021



Year 3 Above National Minimum Standard (%)

	BPS ESL	BPS All	Like Schools
Numeracy	80	95	92
Reading	81	81	92
Writing	82	86	95
Spelling	83	86	84
Grammar	73	71	84

15 x Yr 3 ESL Students @ BPS

Year 5 Above National Minimum Standard (%)

	BPS ESL	BPS All	Like Schools
Numeracy	100	97	91
Reading	84	86	90
Writing	92	93	88
Spelling	96	100	91
Grammar	84	89	86

25 x Yr 3 ESL Students @ BPS

These graphs display our ESL student achievement in Year 3 & 5 across all testing areas.

The fifteen ESL students in Year 3 scored below 'like schools' in all testing areas.

All 25 ESL students in Year 5 were at or above the NMS in Numeracy. The Year 5, ESL cohort were reflected above 'like schools' in Writing and Spelling, with students testing at or above the NMS.

The graph does not take into account only ESL students in 'like schools' but rather all students.



STUDENT ACHIEVEMENT & PROGRESS IN REVIEW



Compared with 'like schools', students in Year 5 showed higher progress and achievement in Numeracy and Writing. In Reading, Grammar & Punctuation and Spelling, our students showed higher achievement but lower progress. Compared with Australian schools, students demonstrated higher progress and lower achievement except in Spelling, where they showed higher progress and achievement.



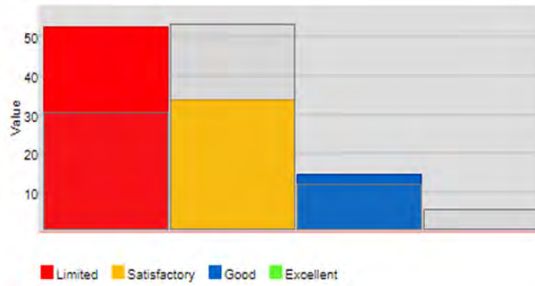
STUDENT ACHIEVEMENT & PROGRESS IN REVIEW

BOYARE PRIMARY SCHOOL Y03 2021

Reporting Period: 2021 Y03

Numeracy - Achievement

Filters : All Students

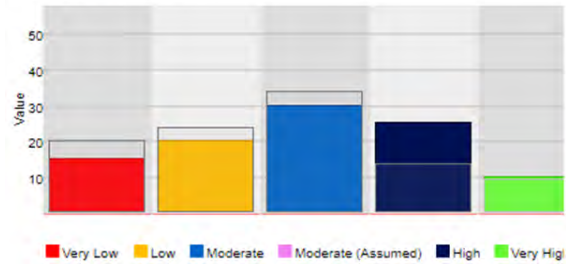


BOYARE PRIMARY SCHOOL Y03 2021

Reporting Period: 2021 Y03

Numeracy - Progress

Filters : All Students



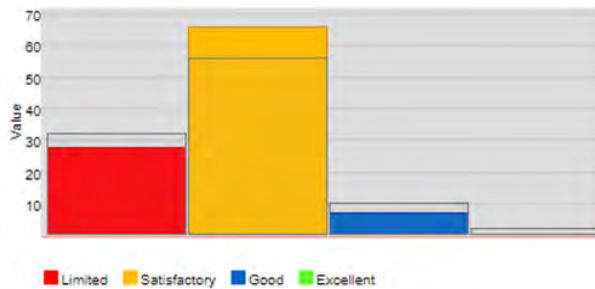
In Numeracy, over 50% of Year 3 students showed limited achievement. That's 20% more than 'like schools'. However, it is important to look at the progress students have made since the On-Entry test in Pre-Primary. Less students than 'like schools' have made very low progress, and significantly more have high progress. These results are similar when looking at the stable cohort data, with slightly more students making very high progress.

BOYARE PRIMARY SCHOOL Y05 2021

Reporting Period: 2021 Y05

Numeracy - Achievement

Filters : All Students

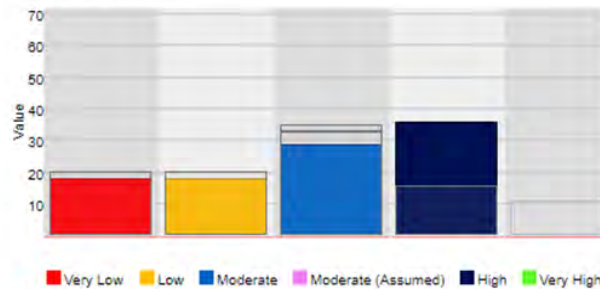


BOYARE PRIMARY SCHOOL Y05 2021

Reporting Period: 2021 Y05

Numeracy - Progress

Filters : All Students



Year 5 Numeracy shows less students than 'like schools' showed limited achievement and more satisfactory achievement. Significantly more students showed high progress than 'like schools'. The results are very similar for the stable cohort.



STUDENT ACHIEVEMENT & PROGRESS IN REVIEW

BOYARE PRIMARY SCHOOL Y03 2021

Reporting Period: 2021 Y03

Reading - Achievement

Filters : All Students

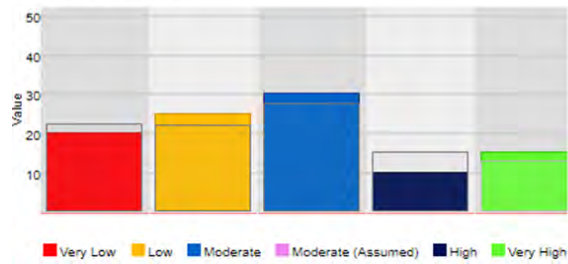


BOYARE PRIMARY SCHOOL Y03 2021

Reporting Period: 2021 Y03

Reading - Progress

Filters : All Students



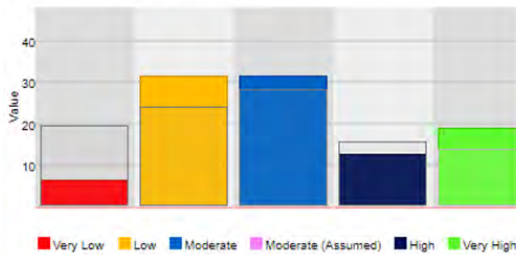
Almost 50% of Year 3 students have limited achievement, and a similar number of students to 'like schools' achieved good results. We are similar to 'like schools' in terms of progress, with slightly more students showing very high progress.

BOYARE PRIMARY SCHOOL Y03 2021

Reporting Period: 2021 Y03

Reading - Progress

Filters : Stable Cohort



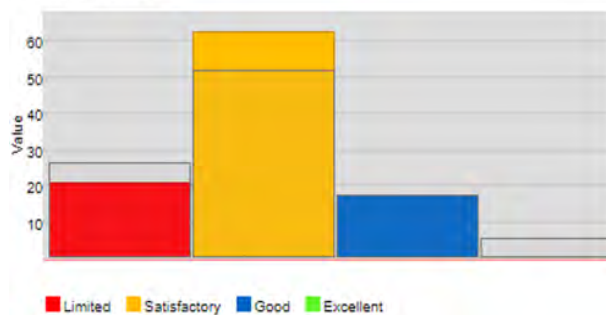
The progress of the stable cohort is noteworthy with significantly less students making very low progress and more making very high progress.

BOYARE PRIMARY SCHOOL Y05 2021

Reporting Period: 2021 Y05

Reading - Achievement

Filters : All Students

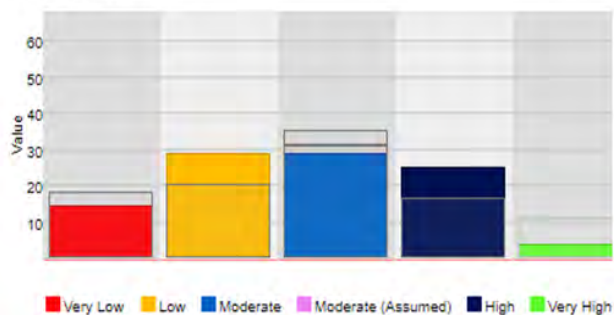


BOYARE PRIMARY SCHOOL Y05 2021

Reporting Period: 2021 Y05

Reading - Progress

Filters : All Students



Year 5 Reading achievement shows 7% fewer students than 'like schools' demonstrated limited achievement, while 10% more students showed satisfactory achievement. The same number of students as 'like schools' achieved good results.

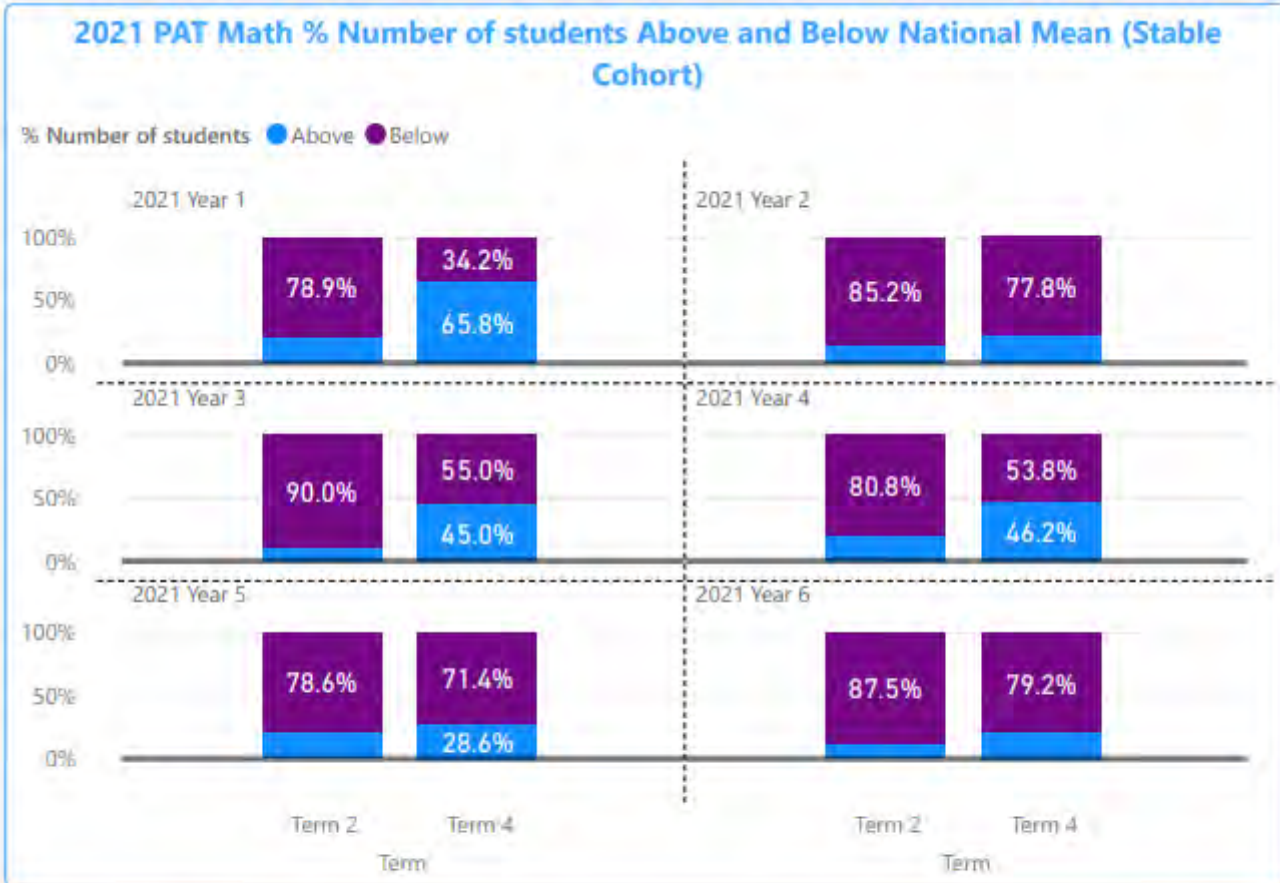
The progress shown by these students between Year 3 and Year 5 is noteworthy. 9% more students made high progress and 9% more students made satisfactory progress. 8% of students made very high progress in Reading compared to none in 'like schools.'

STUDENT ACHIEVEMENT & PROGRESS

Effect Size (Hattie, 2009): The efficacy of teaching relative to a comparison group or approach.

An average growth of 6 months should yield an effect size of 0.2.

Year Level	2021 Term 2-4 Effect Size
2021 Year 1	1.29
2021 Year 2	0.26
2021 Year 3	0.62
2021 Year 4	0.38
2021 Year 5	0.22
2021 Year 6	0.23



This graph demonstrates the percentage number of students that's **above** the national mean and **below** the national mean in **Term 2** and **Term 4** for **PAT Math** at each stable cohort.

Every year group has achieved the expected 0.2 effect size growth in Mathematics in a 6 month period. Of note, the Year 1 students have made an additional 1.09 growth over the 6 months.

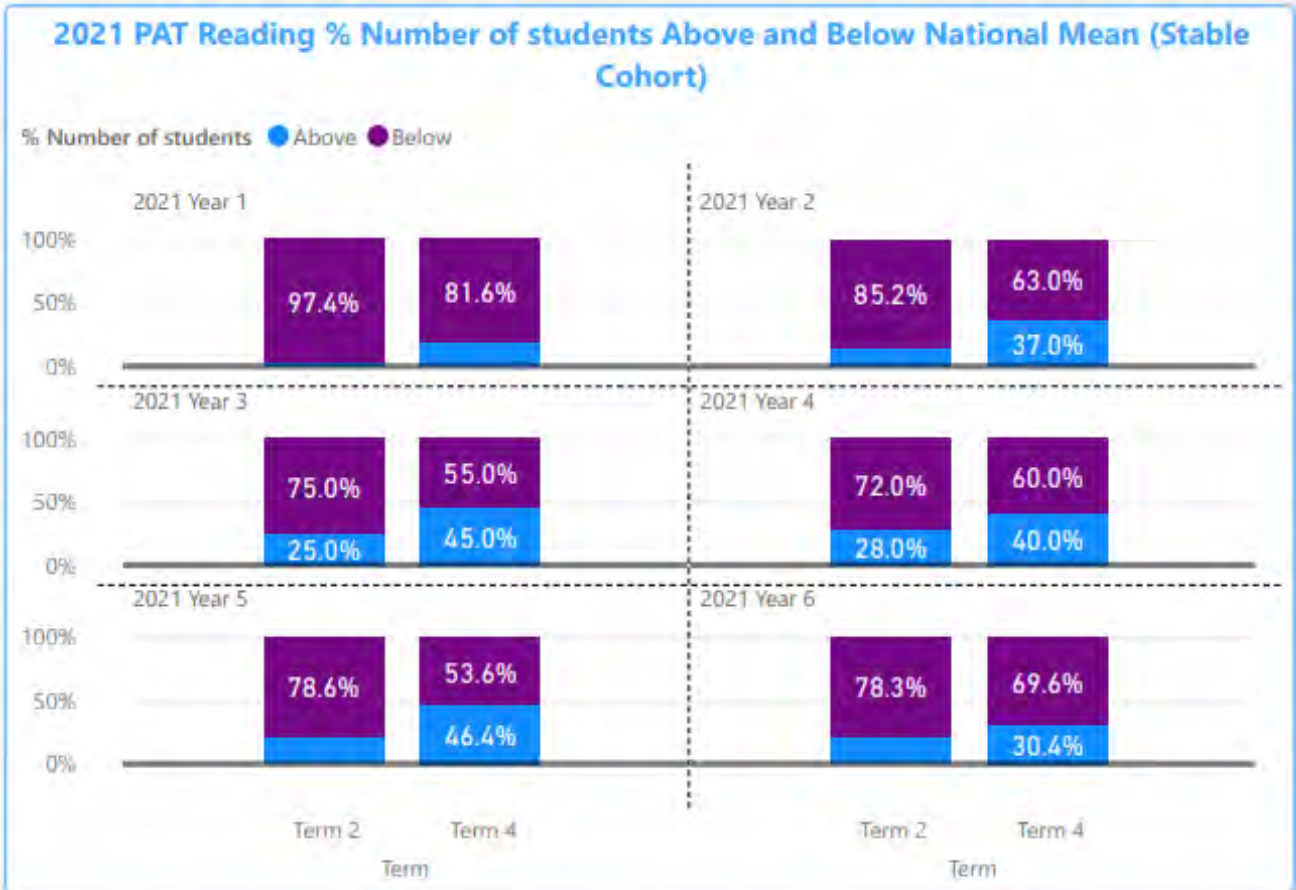


STUDENT ACHIEVEMENT & PROGRESS IN REVIEW

Effect Size (Hattie, 2009): The efficacy of teaching relative to a comparison group or approach.

An average growth of 6 months should yield an effect size of 0.2.

Year Level	2021 Term 2-4 Effect Size
2021 Year 1	0.61
2021 Year 2	0.30
2021 Year 3	0.43
2021 Year 4	0.45
2021 Year 5	0.40
2021 Year 6	0.22



This graph demonstrates the percentage number of students that's **above** the national mean and **below** the national mean in **Term 2** and **Term 4** for **PAT Reading** at each stable cohort.

Every year group has achieved the expected 0.2 effect size growth in a 6 month period in Reading. Of note, the Year 1 cohort has tripled their expected effect size and Year 3,4 & 5 have doubled theirs.



STUDENT ACHIEVEMENT & PROGRESS IN REVIEW

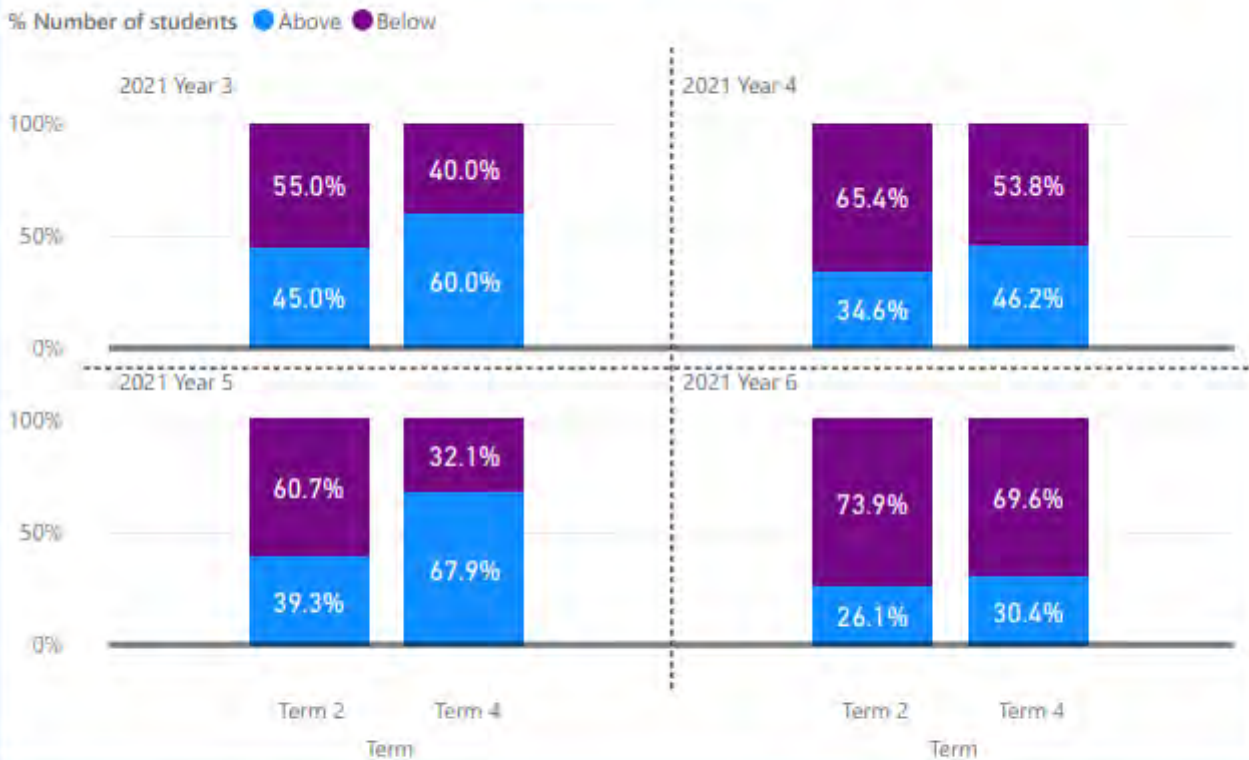
Effect Size (Hattie, 2009): The efficacy of teaching relative to a comparison group or approach.

An average growth of 6 months should yield an effect size of 0.2.

Year Level	2021 Term 2-4 Effect Size
2021 Year 3	0.32
2021 Year 4	0.42
2021 Year 5	0.35
2021 Year 6	0.28

2021 Year 3	0.32
2021 Year 4	0.42
2021 Year 5	0.35
2021 Year 6	0.28

2021 PAT Gram & Punc % Number of students Above and Below National Mean (Stable Cohort)



This graph demonstrates the percentage number of students that's **above** the national mean and **below** the national mean in **Term 2** and **Term 4** for PAT Gram & Punc at each stable cohort.

Every year group has achieved the expected 0.2 effect size growth in a 6 month period in Grammar & Punctuation. Of note, the Year 4 cohort has doubled their expected effect size to 0.42.



STUDENT ACHIEVEMENT & PROGRESS **IN REVIEW**

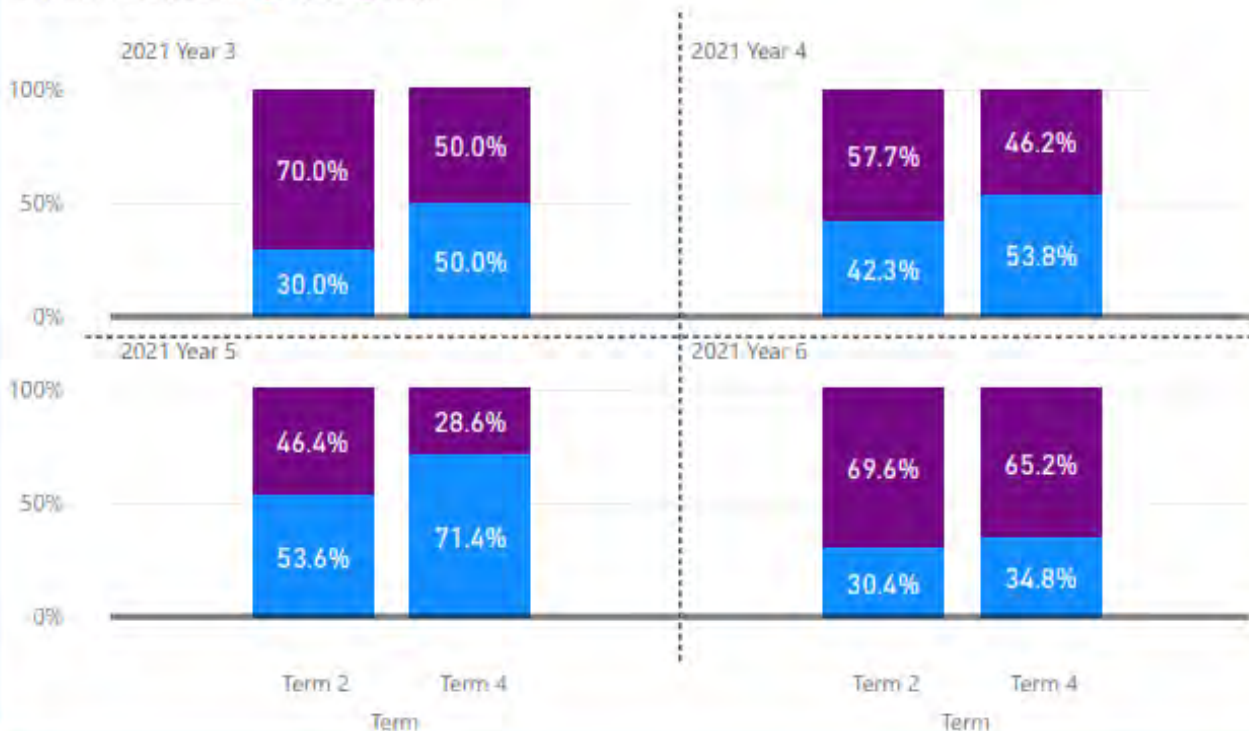
Effect Size (Hattie, 2009): The efficacy of teaching relative to a comparison group or approach.

An average growth of 6 months should yield an effect size of 0.2.

Year Level	2021 Term 2-4 Effect Size
2021 Year 3	0.43
2021 Year 4	0.33
2021 Year 5	0.38
2021 Year 6	0.35

2021 PAT Spelling % Number of students Above and Below National Mean (Stable Cohort)

% Number of students ● Above ● Below



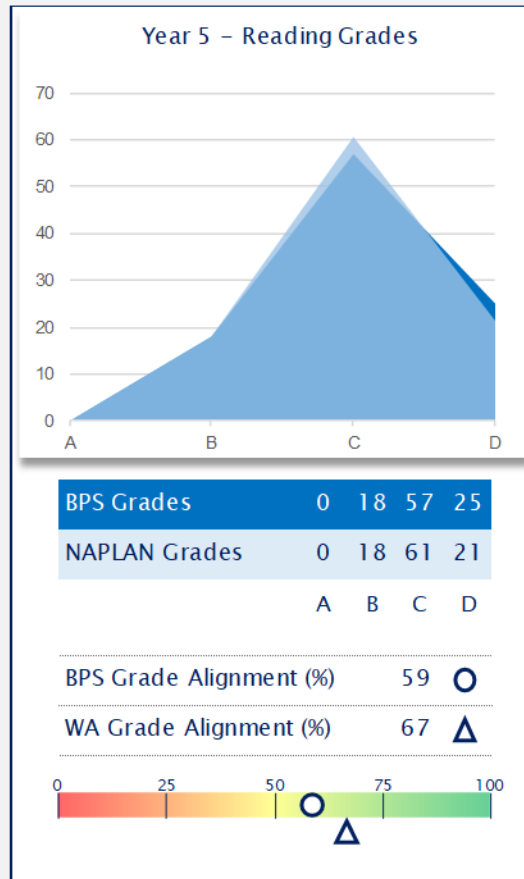
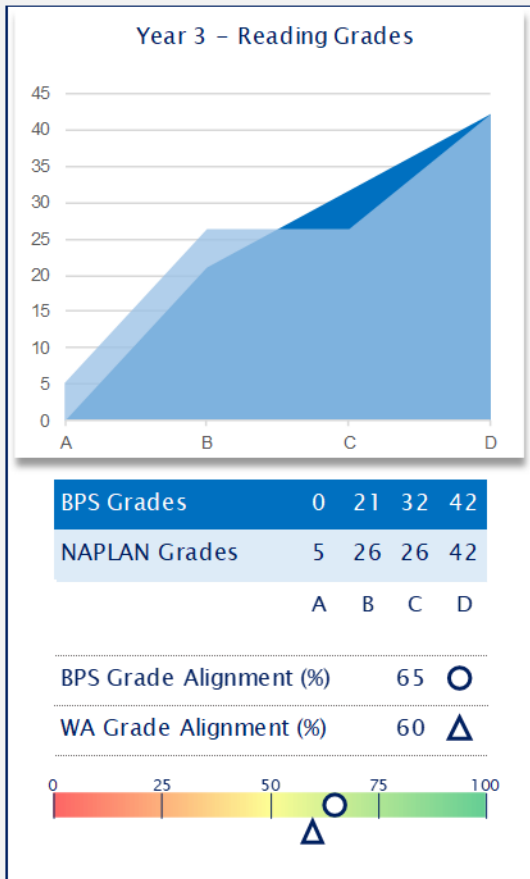
This graph demonstrates the percentage number of students that's **above** the national mean and **below** the national mean in **Term 2** and **Term 4** for PAT Spelling at each stable cohort.

Every year group has achieved the expected 0.2 effect size growth in a 6 month period in Spelling. Of note the Year 3 cohort have doubled the expected achievement of 0.43.



TEACHER JUDGEMENT IN REVIEW

Teacher Allocated Grades & NAPLAN Assessed Grades Comparison – Semester 1: 2021



The Year 3 Reading image (above left) shows a 65% alignment of teacher allocated grades when compared to the NAPLAN series grade. The state alignment of teacher grades when compared to NAPLAN grades is 60%.

The school grade alignment is 5% better than State.

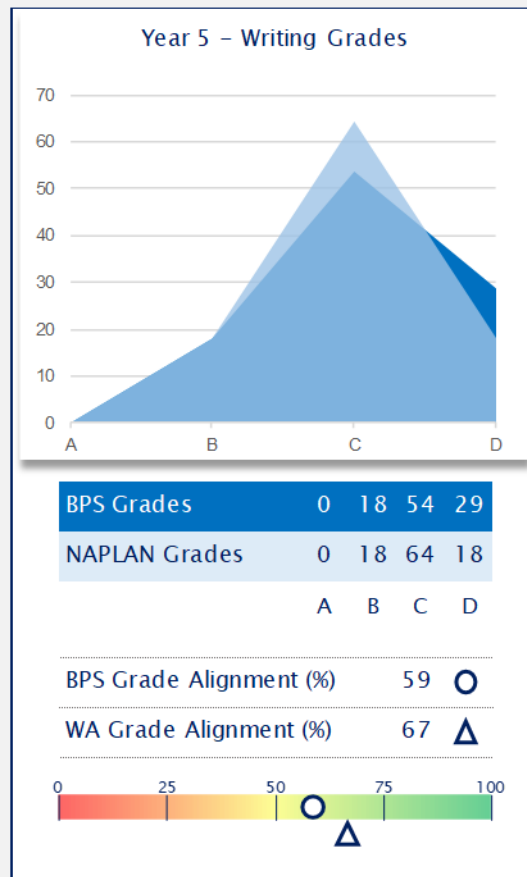
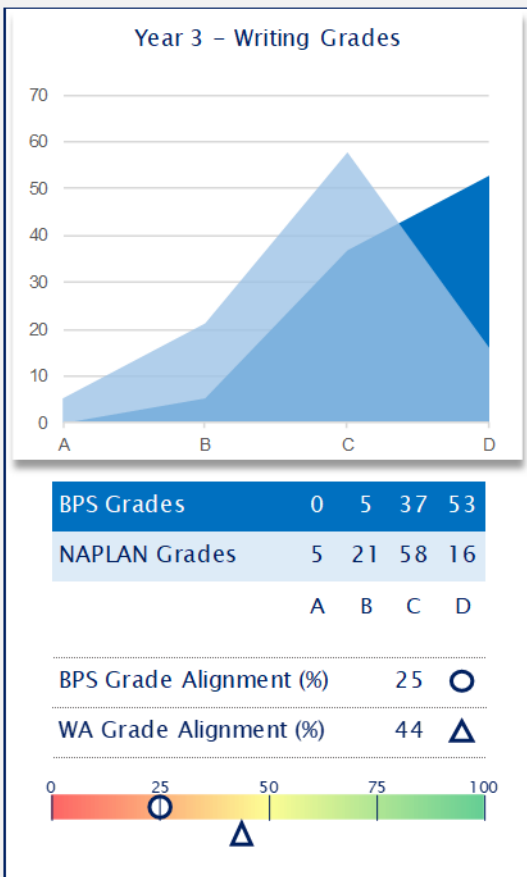
The Year 3 Year 5 Reading image (above right) shows a 59% alignment of teacher allocated grades when compared to the NAPLAN series grade. The state alignment of teacher grades when compares to NAPLAN grades is 67%.

The school grade alignment is a difference of 8% and indicates a need to focus on a 'C' and 'D' grade allocation.



TEACHER JUDGEMENT IN REVIEW CONTINUES

Teacher Allocated Grades & NAPLAN Assessed Grades Comparison – Semester 1: 2021



The Year 3 Writing image (above left) shows a 25% alignment of teacher allocated grades when compared to the NAPLAN series grade. The state alignment of teacher grades when compared to NAPLAN grades is 44%.

The school grade alignment is a 19% difference and indicates that BPS staff are not confident in allocating 'A' and 'B' grades.

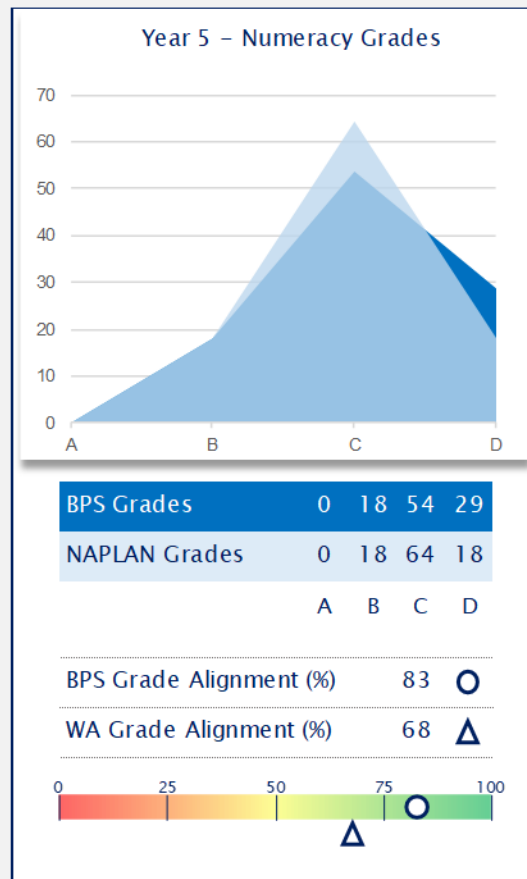
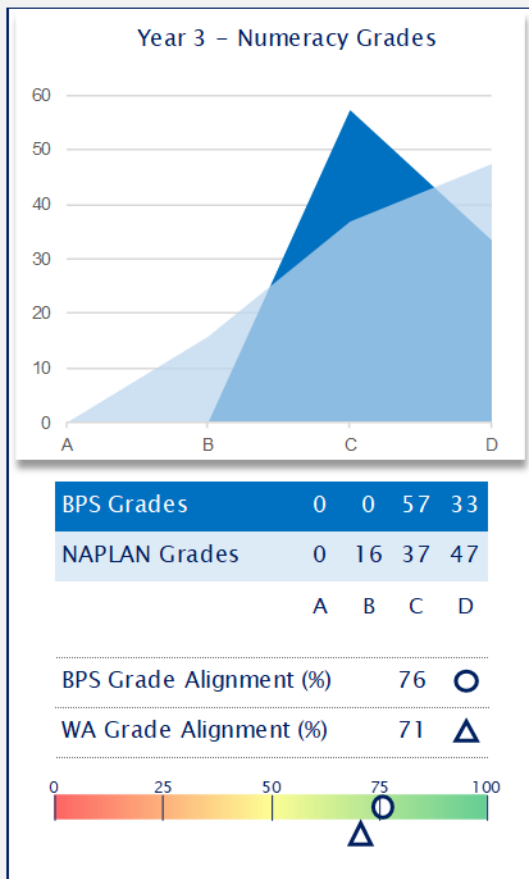
The Year 5 Writing image (above right) shows a 59% alignment of teacher allocated grades when compared to the NAPLAN series grade. The state alignment of teacher grades when compared to NAPLAN grades is 67%.

The school grade alignment is an 8% difference and indicates a need for a closer focus on 'C' and 'D' grade allocation.



TEACHER JUDGEMENT IN REVIEW CONTINUES

Teacher Allocated Grades & NAPLAN Assessed Grades Comparison – Semester 1: 2021



The Year 3 Numeracy image (above left) shows a 76% alignment of teacher allocated grades when compared to the NAPLAN series grade. The state alignment of teacher grades when compared to NAPLAN grades is 71%.

The school grade alignment is a 5% better than State.

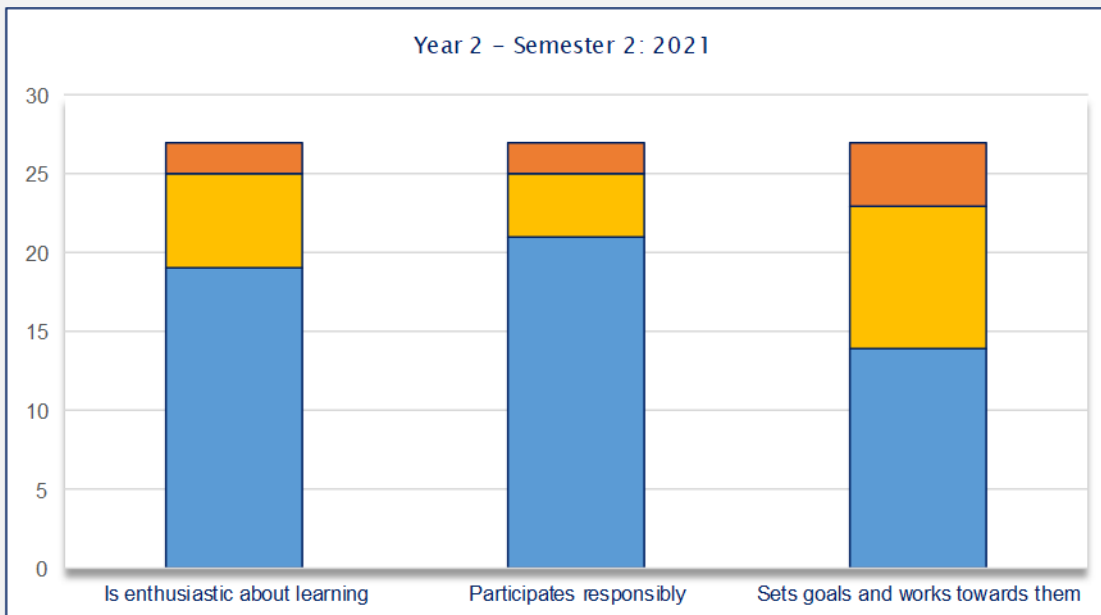
The Year 5 Numeracy image (above right) shows an 83% alignment of teacher allocated grades when compared to the NAPLAN series grade. The state alignment of teacher grades when compared to NAPLAN grades is 68%.

The school grade alignment is a 15% better than State.



ATTITUDE, BEHAVIOUR & EFFORT IN REVIEW

Attitude, Behaviour and Effort – Year 2 – Semester 2: 2021



Not Assessed	0	0	0
Seldom	0	0	0
Sometimes	2	2	4
Often	6	4	9
Consistently	19	21	14
Attribute Categories	Is enthusiastic about learning	Participates responsibly	Sets goals and works towards them

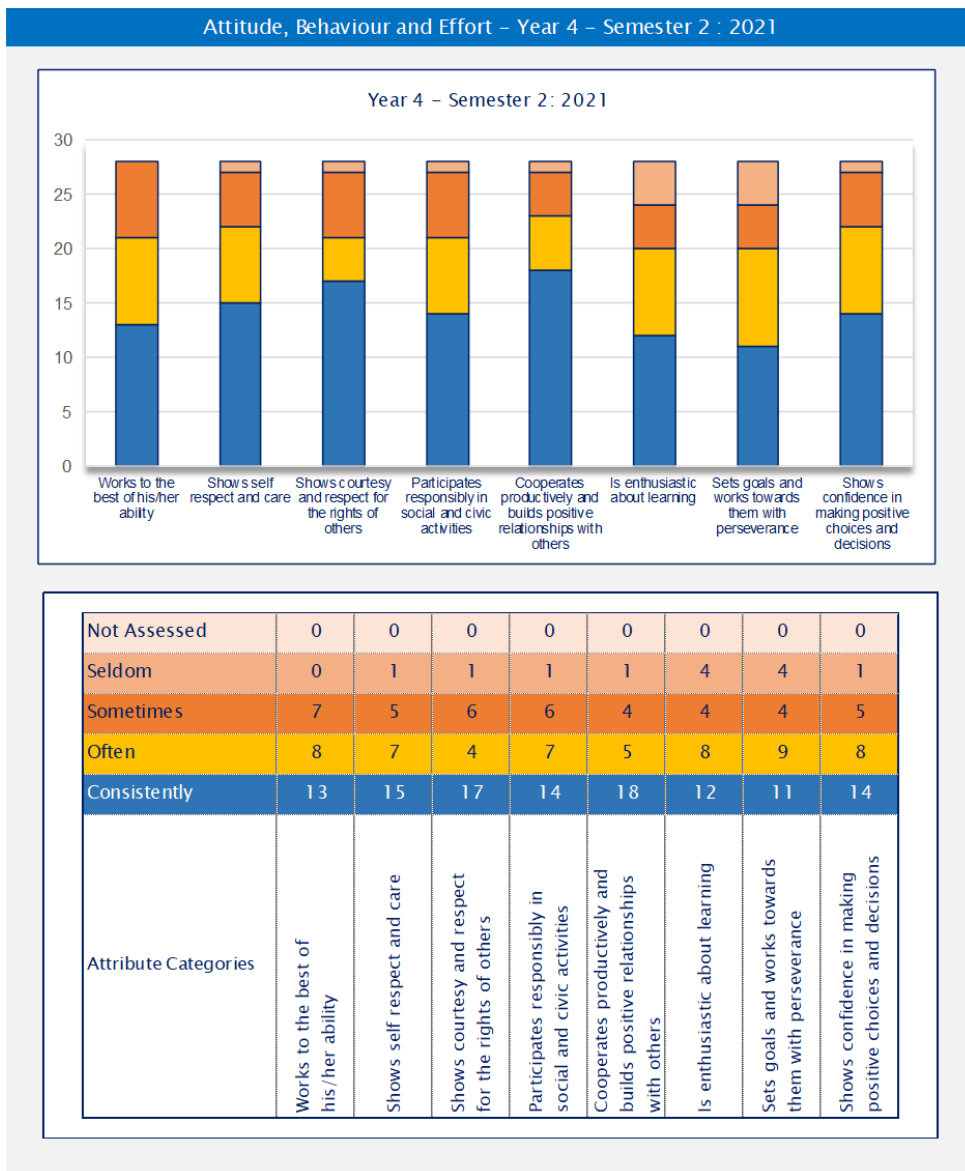
The graph indicates that students in the Early Years are still learning to set goals and work towards them. This will be a focus for 2022.

It is good to note that students are not featuring in the 'seldom' and 'not assessed' categories.

Our behaviour standards are high at Boyare Primary School and this is reflected in the 'participates responsibly' attributes with the highest number of students—21/27- 78%.



ATTITUDE, BEHAVIOUR & EFFORT IN REVIEW CONTINUES



The graph indicates that students in Year 4 still need support to set goals and work towards them. This is especially important as these students are ‘senior leaders’ in 2022 and are preparing for secondary education.

It is disappointing to note that students are not as enthusiastic about learning as we would expect, especially with all of the differentiation, incursions and excursions that occur regularly.



THE 2021 SCHOOL YEAR **IN REVIEW**

National School Opinion Survey – Staff: 2021

All WA public schools are required to administer parent, student and staff National School Opinion surveys (NSOS) at least every two years. This NSOS was conducted with parents/caregivers in 2021 and the results are shown below.

Survey Questions	Response categories(%)					Survey Response Positions				
	SD	D	N	A	SA	SD	D	N	A	SA
Teachers at this school expect students to do their best.				5	16					
Teachers at this school provide students with useful feedback about their school work.			1	14	6					
Teachers at this school treat students fairly.				10	11					
This school is well maintained.		2	6	9	5					
Students feel safe at this school.				13	8					
Students at this school can talk to their teachers about their concerns.				13	8					
Parents at this school can talk to teachers about their concerns.				12	9					
Student behaviour is well managed at this school.				11	11					
Students like being at this school.				14	8					
This school looks for ways to improve.			1	6	15					
This school takes staff opinions seriously.			1	14	7					
Teachers at this school motivate students to learn.				13	8					
Students' learning needs are being met at this school.			3	13	6					
This school works with parents to support students' learning.				14	8					
I receive useful feedback about my work at this school.		3	1	12	6					
Staff are well supported at this school.			3	11	8					
This school has a strong relationship with the local community.		1	3	13	5					
This school is well led.			3	9	10					
I am satisfied with the overall standard of education achieved at this school.		1	3	15	2					
I would recommend this school to others.			1	11	10					
Teachers at this school are good teachers.				7	14					
Teachers at this school care about their students.				8	13					
Teachers : Overall Rating	0	7	26	247	194					

Rating Legend: SD = Strongly Disagree, D= Disagree, N= Neither agree nor disagree, A = Agree, SA = Strongly Agree



THE 2021 SCHOOL YEAR **IN REVIEW**

National School Opinion Survey – Staff: 2021

The National School Opinion Survey is completed biannually and the information is collated and presented to staff and the School Council in a user friendly method. We utilise a heat map, which is an easy way to identify areas of concern (red) and areas of celebration (green).

On the previous page, results indicate:

Staff responses mainly feature in the 'Agree' or 'Strongly Agree' response categories (green) in the survey questions, apart from the 'the school is well maintained' survey question, which six staff did not agree nor disagree to, and two staff members disagreed.



In 2021, the gardener was supported with a plan, which outlined areas of focus and timelines.

Our ECE opened a new nature aspect to their playground, the new Science Room was opened and the community garden was withdrawn due to lack of interest and upkeep from the community.

2022 will see the new library/technology centre opening and a furniture and playground budget created to upgrade key aspects of our school.

Three staff member disagreed that they 'receive useful feedback about their work'. With the implementation of a new Performance Management Policy which began in 2021, this should rectify this.

The heat map is heavily 'green', which indicates that staff are content with the school and its function.

Of note:

⇒ 93% of staff either agreed or strongly agreed with all survey questions.

⇒ 100% of staff agreed or strongly agreed that :

- *Teachers at the school expect students to do their best.
- *Teachers at this school treat students fairly.
- *Students feel safe at school.
- *Students at this school can talk to their teachers about their concerns.
- *Parents at this school can talk to their teachers about their concerns.
- *Student behaviour is well managed at this school.
- *Students like being at this school.
- *Teachers at this school motivate students to learn.
- *The school works with parents to support students' learning.
- *Staff are well supported at this school.
- *Teachers at this school are good teachers.

THE 2021 SCHOOL YEAR **IN REVIEW**

National School Opinion Survey – Parents: 2021

All WA public schools are required to administer parent, student and staff National School Opinion surveys (NSOS) at least every two years. This NSOS was conducted with parents/caregivers in 2021 and the results are shown below.

Survey Questions	Response categories (%)					Survey Response Positions				
	SD	D	N	A	SA	SD	D	N	A	SA
Teachers at this school expect my child to do their best.	1	1	3	13	12					
Teachers at this school provide my child with useful feedback about their school work.		3	4	15	8					
Teachers at this school treat students fairly.			3	17	10					
This school is well maintained.			7	14	9					
My child feels safe at this school.			2	18	10					
I can talk to my child's teachers about my concerns.			2	16	12					
Student behaviour is well managed at this school.			7	16	6					
My child likes being at this school.			3	14	13					
This school looks for ways to improve.		1	8	9	11					
This school takes parents' opinions seriously.			5	14	11					
Teachers at this school motivate my child to learn.		1	3	14	12					
My child is making good progress at this school.		3	5	17	5					
My child's learning needs are being met at this school.		2	5	17	6					
This school works with me to support my child's learning.		4	6	14	6					
This school has a strong relationship with the local community.			9	12	9					
This school is well led.			6	15	9					
I am satisfied with the overall standard of education achieved at this school.		2	5	16	7					
I would recommend this school to others.	1		9	17	3					
My child's teachers are good teachers.		1	1	14	14					
Teachers at this school care about my child.			2	15	13					
Parents : Overall Rating	2	18	95	297	186					

Rating Legend: SD = Strongly Disagree, D= Disagree, N= Neither agree nor disagree, A = Agree, SA = Strongly Agree



THE 2021 SCHOOL YEAR **IN REVIEW**

National School Opinion Survey – Parents: 2021

The National School Opinion Survey is completed biannually and the information is collated and presented to staff and the School Council in a user friendly method. We utilise a heat map, which is an easy way to identify areas of concern (red) and areas of celebration (green).

On the previous page, results indicated:

Parents and Carers responses mainly feature in the 'Agree' or 'Strongly Agree' response categories (green) in the survey questions with 81% in all areas.

16% of Parents and Carers did not agree nor disagreed.

3% of Parents and Carers disagreed with nine of the survey questions.

Less than a 1/3 of a percentage strongly disagreed with two of the survey questions.

Delving into the survey:

93% of parents and carers said that they either 'Strongly Agree' or Agree that:

- ⇒ My child feels safe at this school.
- ⇒ I can talk to my child's teachers about my concerns.
- ⇒ My child's teachers are good teachers.
- ⇒ Teachers at this school care about my child.

90% of parents and carers said that they either 'Strongly Agree' or Agree that:

- ⇒ Teachers at this school treat students fairly.
- ⇒ My child likes being at school.

80–89% of parents and carers said that they either 'Strongly Agree' or Agree that:

- ⇒ This school is well led.
- ⇒ The school takes parents' opinions seriously.
- ⇒ Teachers motivate my child to learn.
- ⇒ Teachers at this school expect my child to do their best.



THE 2021 SCHOOL YEAR **IN REVIEW**

National School Opinion Survey – Students: 2021

All WA public schools are required to administer parent, student and staff National School Opinion surveys (NSOS) at least every two years. This NSOS was conducted with parents/caregivers in 2021 and the results are shown below.

Survey Questions	Response categories(%)					Survey Response Positions				
	SD	D	N	A	SA	SD	D	N	A	SA
My teachers expect me to do my best.	1		1	21	21					
My teachers provide me with useful feedback about my school work.		1	5	19	18					
Teachers at my school treat students fairly.	1		4	19	20					
My school is well maintained.		2	5	24	11					
I feel safe at my school.	1	1	5	23	14					
I can talk to my teachers about my concerns.	1	1	9	18	15					
Student behaviour is well managed at my school.		5	14	17	7					
I like being at my school.			7	16	21					
My school looks for ways to improve.		1	3	20	19					
My school takes students' opinions seriously.		5	8	23	7					
My teachers motivate me to learn.	1	1	2	20	19					
My school gives me opportunities to do interesting things.	1	1	3	14	25					
My teachers are good teachers.			3	16	22					
My teachers care about me.		1	2	18	19					
Students : Overall Rating	6	19	71	268	238					

Rating Legend: SD = Strongly Disagree, D= Disagree, N= Neither agree nor disagree, A = Agree, SA = Strongly Agree



THE 2021 SCHOOL YEAR **IN REVIEW**

National School Opinion Survey – Students: 2021

The National School Opinion Survey is completed biannually and the information is collated and presented to staff and the School Council in a user friendly method. We utilise a heat map, which is an easy way to identify areas of concern (red) and areas of celebration (green). This survey was completed by Year 5 & 6 students and will be further investigated by our Student Council and staff in 2022.

On the previous page, results indicated:

- ⇒ 95% of students agreed or strongly agreed that teachers expected them to do their best.
- ⇒ 93% of students agreed or strongly agreed that teachers are good teachers.
- ⇒ 93% of students agreed or strongly agreed that teachers care about them.
- ⇒ 91% of students agreed or strongly agreed that the school looks at ways to improve.
- ⇒ 91% of students agreed or strongly agreed that teachers motivate students to learn.

It was noted that 71 responses were in the 'Neither Agree nor Disagree Category' and an indication that students may need some support in understanding each question.

It was noted that five students said that they disagree that students behaviour is well managed at the school, and that student opinions are taken seriously. These two questions will be investigated more in detail with the Student Council in 2022. Building student understanding around behaviour is an important step in student self management and the implementation of a Student Council should support 'student voice' within the school.

One student said that they strongly disagreed with 6/14 survey questions. This student has been noted as requiring additional support within the school.

12/14 of the survey questions feature in the 'green range', while two of the questions are in the 'orange zone'.



THE 2021 SCHOOL YEAR **IN REVIEW**

National School Opinion Survey – Combined Results – Parents, Students & Staff: 2021

All WA public schools are required to administer parent, student and staff National School Opinion surveys (NSOS) at least every two years. This NSOS was conducted with parents/caregivers in 2021 and the results are shown below.

Survey Questions	Response categories (%)					Survey Response Positions				
	SD	D	N	A	SA	SD	D	N	A	SA
Teachers expect students to do their best.	2	1	4	39	49					
Teachers provide students with useful feedback.	0	4	10	48	32					
Teachers treat students fairly.	1	0	7	46	41					
This school is well maintained.	0	4	18	47	25					
Children feel safe at this school.	1	1	7	54	32					
Teachers are approachable	1	1	11	59	44					
Student behaviour is well managed.	0	5	21	44	24					
Students like being at this school.	0	0	10	44	42					
This school looks for ways to improve.	0	2	12	35	45					
This school takes opinions seriously.	0	5	14	51	25					
Teachers motivate students to learn	1	2	5	47	39					
Student learning needs are being met	1	6	16	61	42					
My child's teachers are good teachers.	0	1	4	37	50					
Teachers at this school care about students.	0	1	4	41	45					
Combined: Overall Rating	7	33	143	653	535					

Rating Legend: SD = Strongly Disagree, D= Disagree, N= Neither agree nor disagree, A = Agree, SA = Strongly Agree

The National School Opinion Survey is completed biannually and the information is collated and presented to staff and the school council in a user friendly method. We utilise a heat map, which is an easy way to identify areas of concern (red) and areas of celebration (green).

It is very pleasing to note that with the three surveys combined (staff, students and parents/carers), 100% of the survey questions, 14/14, all have dots that are green on the heat map.

For an area of improvement, we will be focusing on ensuring learning needs are being met. Although the survey question indicated only 6% whom 'disagreed or strongly disagreed', we have already implemented Best Performance (an online platform and Professional Learning support) to support staff to interpret their collected whole school data (PAT, On-Entry, NAPLAN, off years NAPLAN, South Australian Spelling, Brightpath and Peter Westwood) to create individualised learning opportunities.



LEARNING AREAS IN REVIEW

English Operational Plan Goals 2021		Judgement-How are you going?	Evidence- How do you know?	Planning- What are you going to do to improve?												
Speaking and Listening	Speaking: <ul style="list-style-type: none"> Promoting Literacy Development (PLD) program and resources are being updated and will be consistently used in all K-2 classrooms following the PLD scope and sequence for oral language including news program, phonological awareness and synthetic phonics. Year 3 and above can use PLD for SAER. Talk for Writing PP-6 	<ul style="list-style-type: none"> PLD phonological awareness skills required for spelling patterns was found to be insufficient for many students. Explicit teaching of these skills supplemented by Heggerty 10mins daily K-1 and LDC How to Teach Spelling Rules in some classes Years 1-6 PLD oral language program introduced but not comprehensive or consistent K-2 yet. Talk for Writing not yet consistent across all classes or across all four terms. PLD Speech Sound Screen completed 	<ul style="list-style-type: none"> Phonological Awareness skills tracked on PLD tacking Sheets from Kindergarten Teacher feedback 6 kindergarten students referred to speech and motor, 1 student retested <table border="1"> <thead> <tr> <th colspan="2">On Entry Oral Language</th> </tr> <tr> <th>Response</th> <th>Speaking</th> </tr> </thead> <tbody> <tr> <td>Displayed very good early oral language skills.</td> <td></td> </tr> <tr> <td>Displayed good early oral language skills.</td> <td>20%</td> </tr> <tr> <td>Displayed some early oral language skills.</td> <td>40%</td> </tr> <tr> <td>Displayed no or few early oral language skills.</td> <td>40%</td> </tr> </tbody> </table>	On Entry Oral Language		Response	Speaking	Displayed very good early oral language skills.		Displayed good early oral language skills.	20%	Displayed some early oral language skills.	40%	Displayed no or few early oral language skills.	40%	<ul style="list-style-type: none"> More consistent approach to the PLD oral language program K-PP starting in term 1 Literacy specialist teacher support to ensure Talk 4 Writing is implemented across all classes PP-6 each term. Maintain daily supplemental 10 minutes Heggerty practice K-1 Continue speech sound screen and using school based speech pathologist to advise where appropriate.
	On Entry Oral Language															
Response	Speaking															
Displayed very good early oral language skills.																
Displayed good early oral language skills.	20%															
Displayed some early oral language skills.	40%															
Displayed no or few early oral language skills.	40%															
Vocabulary: <ul style="list-style-type: none"> Source North East Metropolitan Language Development Centre developed resources to support speaking and understanding English, PA, vocabulary and semantic organisation and grammar. 	<ul style="list-style-type: none"> Boyare has become a NEMLDC outreach school. We have engaged the outreach service to provide PL in comprehension and oral language as these are two focus areas identified. 	<ul style="list-style-type: none"> Phase of Learning minutes' document attendees. Teacher feedback given regarding PL and requests made for further training 	<ul style="list-style-type: none"> Offer additional Outreach service PL in POL to upskill staff in explicitly teaching Oral Language. 													
Reading and Viewing	Guided Reading: <ul style="list-style-type: none"> Guided reading occurs weekly In class support is provided in K-2 by Literacy Specialist Teacher (LST) and Education Assistants(EAs) <ul style="list-style-type: none"> Continue to build on our extensive reading resources. Aim to add the remaining decodable texts to align with the PLD whole school program. 	<ul style="list-style-type: none"> In class support, primarily in phonics and reading, was provided by LST in term 1. This was changed to PLD phonics wave 2 intervention withdrawal terms 2-4. The structure of EA support time has been modified throughout the year to meet the needs of the school. EAs attended PLD PL and selected EAs were upskilled in guided reading. PLD decodable texts have been purchased PP-Yr 1. SA SPELD revised decodable texts with Aboriginal friendly illustrations have been printed for use with low level students. 	<ul style="list-style-type: none"> PM Benchmark reading assessments now tracked on spreadsheet PAT R testing has been introduced to monitor student reading comprehension Data and gap analysis performed by all staff using Ed Companion 	<ul style="list-style-type: none"> Education Assistants / allied Professionals will continue to be upskilled as required in guided reading and EAs will be timetabled in all PP-6 classes during Literacy block guided reading time. Modelled lessons and guided reading resources to be shared with staff. 												
	High Frequency Words: <ul style="list-style-type: none"> The Boyare Way 2000 sight Word sequence will change to the 300 Magic Words High Frequency Word Program to support both reading and correctly writing common words to align with research based best practice. High frequency word reading practised at least 4 days per week 	<ul style="list-style-type: none"> Resources for Magic words was issued to staff during staff development day at the start of the year. As the PLD program has high frequency word lists Magic words was discontinued to promote consistent use of the evidence based PLD program. No specific assessment data collated for high frequency word reading or writing progress. High frequency words are integrated in the PLD screens. 	<ul style="list-style-type: none"> PLD reading screen tracked PP and SAER year 1 students using tracking sheets 	<ul style="list-style-type: none"> PLD high frequency word lists to be compiled for ease of practice and student HF word progress monitoring. 												
	Promote Reading: <ul style="list-style-type: none"> Reading is taught every day Book Week dress up day celebration closes Literacy Week. Book Fair used to raise money to purchase reading resources for our school while encouraging a love of reading in our students and their families. 	<ul style="list-style-type: none"> Literacy week and Book Week dress up day was well attended. Prizes awarded per class were books to promote reading Book Fair was held term two and four. Door prizes drawn which increased family attendance to look at books and discuss reading. 	<ul style="list-style-type: none"> Book Fair raised more than \$650 Book Fair rewards used to resource book week prizes. 	<ul style="list-style-type: none"> Book Fair re-booked for term 2 and 4 2022 Silent reading planned throughout the week 												

LEARNING AREAS IN REVIEW

ENGLISH CONTINUED

English Operational Plan Goals 2021	Judgement-How are you going?	Evidence- How do you know?	Planning- What are you going to do to improve?
<p>Writing</p> <p>Synthetic Phonics:</p> <ul style="list-style-type: none"> o PLD program to be updated and used in all K-2 classes, replacing Jolly phonics letter sound actions and charts with PLD for a more consistent approach. o All classes to be provided with required resources at the start of 2021. o Whole staff PL to be provided term 1 2021. 	<ul style="list-style-type: none"> o All teachers given literacy resource folders at first staff development day containing required program resources and operational plan. o Online PLD and face to face PL provided for all teaching and educational assistant staff across the school. Additional after school PI provided for staff wanting to see the PL progression across year levels to best support low level students. All classroom teachers and special needs educational assistants completed at least one PLD PL. Some specialist teaching staff and mainstream EAs did not complete online within timeframe available. o All classes implemented PLD structured synthetic phonics program as a basis of spelling at the start of term 2. o Literacy Specialist Teacher timetabled for collaborative planning and data review with all teachers while implementing program across the school. 	<ul style="list-style-type: none"> o Assessments on MIS, Whole school PLD tracking sheets used to collate and monitor student achievement, progress and trends. 	<ul style="list-style-type: none"> o Returning and new teachers offered PLD PL and supported to implement PLD. o All classes provided with required resources at the start of year for new year level in that room. o Continue to monitor student achievement and progress
<p>Spelling:</p> <ul style="list-style-type: none"> o Words Their Way resources and assessments continue to be used in conjunction with Language Development Centre research- based spelling pattern sequence to teach and assess spelling progress. o Further research into effective spelling programs will continue 2021. o The Boyare Spelling Bee continues to be held which creates purpose, excitement and acknowledgement for achievement in spelling. o Magic Words 300 high frequency words screen used to assess HFW spelling 	<ul style="list-style-type: none"> o When all staff completed the PLD training and resources were provided this was implemented as a whole school synthetic phonics and spelling program o Base line data was gathered at the end of term 1. o Student achievement and progress data collected. o The Swan West Network Interschool Spelling Bee was not hosted by Boyare due to cost. Boyare students did not participate in an interschool spelling bee as not held. o The Boyare Spelling Bee was conducted during Literacy Week. Participants and winners celebrated at award assembly. 	<ul style="list-style-type: none"> o Assessments on MIS, Whole school PLD tracking sheets used to collate and monitor student achievement, progress and trends. o SA spelling test- Term 2 68% Year 1-6 students at or above spelling age o Term 4 76% students at or above spelling age 	<ul style="list-style-type: none"> o PLD synthetic phonics and spelling program will be maintained across all years. o The Boyare Spelling Bee will be held during Literacy Week o A term 4 PLD test will be compiled for end of year data collection. o Explicit teaching of synthetic phonics and spelling time allocated in literacy block
<p>Writing:</p> <ul style="list-style-type: none"> o Students write every day o Talk for Writing was introduced in 2020. Due to the unexpected changes to teaching throughout the year roll out was inconsistent. In 2021 Talk for Writing is to be implemented in a consistent staged way in all classrooms PP-6 in 2021. o All staff who have not yet participated in PL are to complete course in term o Resources such as book spines and examples of weekly timetables to be researched and shared. o In class support and staged roll out with opportunities for staff to reflect, collaborate and share to be planned with all staff input term 1 2021. 	<ul style="list-style-type: none"> o Many teachers have trialed at least one Talk for Writing unit in 2021. o Support for T4W was not prioritized as PLD was a large investment and focus to ensure rolled out effectively across the school o Two current teachers have not yet completed the T4W PL. o Brightpath written narrative assessments completed semester 1. Oral narrative assessments completed in PP in semester 1 and 2. Oral narrative assessments completed in kindergarten term 4. This will allow yearly progress comparison. 	<ul style="list-style-type: none"> o Brightpath assessment data collected end of semester 1. Boyare median narrative score 260, All schools' median narrative score 310 o On Entry at like schools in writing 	<ul style="list-style-type: none"> o Talk for writing will be a focus in 2022. o Literacy Specialist teacher will support teachers to ensure it is implemented in all classes with opportunities for staff to reflect, collaborate and share to be planned with all staff input term 1 2022 o All staff who have not yet participated in PL are to complete course in term 1 2022. o Writing time allocated in Literacy Block. o Resources such as book spines and examples of weekly timetables to be researched and shared. o Brightpath will be assessed in semester 1 and 2 in 2022.
<p>Handwriting</p> <ul style="list-style-type: none"> o Taught using PLD fine motor program and handwriting guidelines 	<ul style="list-style-type: none"> o PLD fine motor program followed K. o Foundation font implemented across school in term 1. 	<ul style="list-style-type: none"> o Teacher anecdotal notes and checklists, PLD letter formation screen and OT referral records. 	<ul style="list-style-type: none"> o Provide returning teachers access to purchased Foundation font.

LEARNING AREAS IN REVIEW

MATHEMATICS

Green – We achieved this goal. Yellow – We are working towards achieving this goal. Red – We did not achieve this goal.

2021 Target / Goal / Strategy	Judgement - How did we go?	Evidence - How do we know?	Planning - What are you going to do to improve?
<p>Develop and use a whole school approach to teaching and learning maths literacies:</p> <p>Mental maths practise at least three times a week. This might look different depending on the year level.</p> <p>Follow best practice lesson format: Warm-up Tune in - Lesson focus WALT, WILF) and vocabulary building Body/ activities Plenary</p> <p>Use Calculation Strategies Scope and Sequence 2018 (from First Steps Guide, p.194 First Steps Calculate Books).</p>	<p>Whole school mathematics program is not consistent K-6. Teachers are teaching mental maths three times a week.</p>	<ul style="list-style-type: none"> Teacher feedback Maths Committee meeting minutes discussing the issue of whole school consistency 	<p>In 2022, teachers will follow numeracy block teaching format to include explicit teaching strategies and mental maths three times a week.</p> <p>This should see more consistency in the way mathematics is taught on a whole-school level. See Mathematics Operational Plan 2022.</p>
<p>Continue to use Mr AL-HASSANY for pre-loading mathematics vocabulary to support our EAL/D students.</p>	<p>Teachers did do this where possible, but time-tabling issues make it difficult as a whole school strategy for mathematics. We may not continue with this as a focus in 2022.</p>	<ul style="list-style-type: none"> Teacher feedback 	<p>We will not continue with this as a strategy next year.</p> <p>To address mathematics vocabulary, the maths committee will create an adapted vocabulary resource for teaching staff to access on Connect.</p>
<p>Look into Bright Path Mathematics for whole school assessment and data collection as staff have reflected that they would like to find an alternative to the Diagnostic Maps.</p>	<p>Row-Yi went to a PD about Bright Path Mathematics in Term 2, but the school has decided to proceed with whole school PAT testing, and they both achieve the same thing so there is no need to do both.</p>	<ul style="list-style-type: none"> Notes from PL 	<p>PAT testing will be the focus for mathematics whole school data collection in 2022.</p>
<p>Enter TAGS group of 30 students in the Australian Maths competition.</p>	<p>Row-Yi ran the AMC with teacher nominations in Term 3. Certificates were received and distributed in Term 4, along with question booklets for students to review at home.</p> <p>In 2021, we had 6 credits (23%), 11 proficiency (42%), and 9 participations (35%). This was with a cohort missing its top Year 6 students as they participated separately in the AMC at Morley High School. We do not have their results in the figures above.</p> <p>Even with this in account, we had more credits compared to our 2020 results where we had 4 credits (15%), 15 proficiency (55%), and 8 participations (30%).</p> <p>We will continue with this as a TAGS opportunity in 2022.</p>	<ul style="list-style-type: none"> Results on Shared Drive S:\AdminShared\Teaching Staff\Curriculum\Curriculum Resources\Math Resources\Australian Mathematics Competition\2021 	<p>We will continue the AMC competition next year.</p>
<p>Parents of students at educational risk (SAER), special needs and TAGS are informed of Individual Education Plans (IEP) or Group Education Plans (GEP) that have been developed to address the needs of the student.</p>	<p>Teachers create GEPs and IEPs for SAER, special needs and TAGS students in their class according to MIS, and schedule parent meetings to discuss, address and review student progress or concerns.</p>	<ul style="list-style-type: none"> MIS schedule for IEPs and GEPs each term IEPs and GEPs on Shared Drive Signed copies of IEPs and GEPs in student files and scanned onto Shared Drive Parent meeting notes in student files 	<p>Teachers will continue to create GEPs and IEPs for SAER, special needs and TAGS students as needed in 2022.</p>
<p>Continue STEM expo T4W3 – have a visitor book for comments next year.</p>	<p>We did not have a visitor book but we did have a very successful EXPO.</p>	<ul style="list-style-type: none"> Teacher feedback 	<p>In 2022, the STEM expo display will be based on Mathematics learning. We will have a visitor book next year to seek parent feedback. We will track visitor numbers next year.</p>
<p>Continue Connect 4 Challenge – Tournament across Semester 1 in 2021 and possibly introduce a new game called '24' in 2022.</p>	<p>Connect 4 Challenge was very popular for its 3rd year running. Fiona had ~20 participants. Medals were handed out to the Senior champion and runner-up, and Middle</p>	<ul style="list-style-type: none"> Fiona's records 	<p>In 2022, we will begin a new challenge related to the 'Letters and Numbers' game.</p>

LEARNING AREAS IN REVIEW

	champion and runner-up. Participants were given certificates.		
Continue maths specialist support where needed – G&T student program run by Fiona starting end of Term 2.	Fiona ran the program Term 3 and 4 this year. Fiona worked with top mathematics students in Years 1-4 as indicated by Best Performance data (PAT testing, Off-Years NAPLAN). "Biggest bubbles" were targeted during sessions, and "smaller bubbles" were taught through warm-up. Fiona's end-of-year testing demonstrated students made good progress in those focus areas. Row-Yi will continue with Fiona's program in 2022.	<ul style="list-style-type: none"> Best Performance gap analysis tool PAT testing data (via Best Performance) Off-Years NAPLAN data (via Best Performance) Fiona's records 	In 2022, Row-Yi will take over this role from Fiona. Top students will be selected from Best Performance data based on PAT testing, NAPLAN and Off-Years NAPLAN. Row-Yi will use Best Performance's gap analysis tool to determine teaching points for each term, and assess student progress at the end of each unit.
Purchase relevant resources including apps that support and enhance student learning and MAWA membership access for whole school	We were very careful not to spend all our allocated budget due to changes in administration and staffing concerns. Teachers were given the opportunity to come to the Mathematics Committee with resource top-up requests. As a result, we made the following purchases: <ul style="list-style-type: none"> Set of 3 magnetic battery-operated timers for each classroom. Two class sets of student clocks. <p>We joined MAWA.</p>	<ul style="list-style-type: none"> Teacher requests Purchases made (receipts stored by MCS) 	We will check in with staff regarding resource and app requests each term at staff meetings in 2022.
Organise and maintain Maths Resource Room. Upgrade worn and/or out-dated existing resources.	Fiona organised the Maths Resource Room in Term 4 2021.	-	-
Gather quality data to determine whole school trends and inform current teaching needs – Administer Off-Years NAPLAN testing and PAT testing P-6	This was introduced and completed with admin support in Terms 2-4. Data was provided to Best Performance and teachers were able to access the data via the gap analysis tool to assist in their planning and teaching in class.	<ul style="list-style-type: none"> Best Performance gap analysis tool PAT testing data (via Best Performance) Off-Years NAPLAN data (via Best Performance) 	Off-Years NAPLAN testing and PAT testing to continue in 2022. Teachers to continue to use Best Performance's gap analysis tool to inform their teaching on a weekly basis (P-6).
	Teachers are beginning to use Best Performance regularly in their plan-teach-assess cycle, with minor bugs to address.		
Gather quality data to determine whole school trends and inform current teaching needs – Administer Northwood 1 Minute Math Test	Teachers completed the 1 Minute Math test in Semester 1 and Semester 2. In Semester 1, instead of plotting students against their norms as in previous years (2019), raw scores were uploaded by classroom teachers onto the spreadsheet in Connect, which were passed to Best Performance. However, the data from 1 Minute Maths Test did not appear to be added into Best Performance gap analysis. We will follow up in 2022.	<ul style="list-style-type: none"> Raw data scores on spreadsheet via Connect Best Performance data does not yet reflect 1 Minute Math test results 	Maths Committee to check with Nicole regarding 1 Minute Math test data collection and analysis of whole-school data.
Gather quality data to determine whole school trends and inform current teaching needs – Analyse 2021 NAPLAN results	We had set targets relating to student progress in our stable cohort for NAPLAN numeracy results 2021. However, due to a change in leadership, our targets moving forward have changed to be comparative to like schools.	<ul style="list-style-type: none"> NAPLAN results (Schools Online, SAIS) 	In 2022, we will use Best Performance's gap analysis tool to support student achievement in NAPLAN.
Continue to promote and develop familiarity with the language of mathematics in daily lessons	This is a focus for Mathematics Committee in 2022 (providing PD and resources to staff).	-	The maths committee will create an adapted vocabulary resource for teaching staff to access on Connect in early 2022.
Maths Committee to consider and review 'Maths Bags' for the juniors in collaboration with senior leadership – a take-home initiative for Semester Two 2021.	Maths Committee to look into this in 2022 as a possibility. We did not do this in 2021.	-	Maths Committee to work with Andrew and Alison re: partnering with Year 6 leadership program to create a mathematics-based school initiative, such as Maths Bags in early 2022.
Due to changes in whole-school assessment, data collection and school foci, staff survey to be considered for 2022.	Staff survey to ask teachers about: <ul style="list-style-type: none"> What mental strategies are you teaching in class? How do you assess students' mental strategies in your class? 	-	Maths Committee will run the school survey in 2022. Questions to be reviewed in early 2022.

LEARNING AREAS IN REVIEW

MATHEMATICS CONTINUED

Green – We achieved this goal. Yellow – We are working towards achieving this goal. Red – We did not achieve this goal.

	<ul style="list-style-type: none"> • Would you like a top-up PL on the teaching and assessment of mental strategies from Maths Committee? • Are your students meeting the requirements for Statistics and Probability for your year level? • Are there any areas that are proving more challenging for them in Statistics and Probability? • Would you like a top-up PL session on Statistics and Probability from Maths Committee? • Are there any other areas you would like top-up PL sessions for? • Do you have any other general thoughts about maths at Boyare Primary School? 		
Maths Committee to run 'Have Sum Fun Online' competition for our gifted and talented students in Year and 6 from Aug 9 th to Aug 27 th .	This was cancelled due to budget issues.	-	Not in the operational plan for 2022.
Matholia to continue for 2021	We did not use Matholia in 2021 because it was not passed by Third Party policy	-	Not continued in 2022.
Consider getting students involved in setting their own achievement goals for mathematics (individual or small group).	Maths Committee will provide some direction on this in 2022.	-	Maths Committee will provide some direction on this in 2022.
Teach specific lessons on financial literacy	We normally schedule in a free visit by Start Smart from Commonwealth Bank, however we did not this year.	-	Maths Committee will book in the Start Smart free incursions for 2022.
Develop a bank of multi-step problem-solving questions.	<p>We did not do this in 2021.</p> <p>Word problems continue to be an area of focus in testing – NAPLAN, PAT etc.</p> <p>Row-Yi attended a PD re: problem-solving and showed interest in the CUBES model for Boyare Primary School. Teaching problem-solving will be reviewed in 2022.</p>	<ul style="list-style-type: none"> • Best Performance gap analysis tool • PAT testing data (via Best Performance) • Off-Years NAPLAN data (via Best Performance) 	Maths Committee will look into using CUBES method as a whole-school strategy for teaching problem-solving P-6.



LEARNING AREAS IN REVIEW

SCIENCE

A number of initiatives have been continued this year, including the senior students participating in the annual Science Quest at Mirrabooka Community College. Sixteen students in four teams attended this year. It continues to be a highlight for those students attending.

Standardised planners have continued to be made available for use throughout the school. Large A5 copies of the planners have been displayed in the Science Room and A4 student copies have been placed in trays in the Science Room where staff can access them.

In 2020, our new Science Lab was completed. Furniture, including desks and stools were ordered and arrived in January of 2021. Coloured pin up boards and a mat were delivered later as they became available, in an effort to make the Science Room a more inviting environment for students. Science materials, including many real life items, posters, literature (books and magazines) etc. have been placed on display in the Science Room. In addition to this, laminated word walls have been placed on display. Several fish tanks, one with fish, have been placed into the Science Room in order to make the room an interesting, inviting environment.

Existing Science materials have been moved into the Science Lab and Staff have been consulted as to what materials they would specifically like to purchase for use in the lab in 2021. These materials have mostly been ordered. Further to the items staff requested, approximately \$12,000 of Science materials and consumables have been ordered. Other Science materials were ordered by staff on a needs basis this year.

STEAM EXPO was undertaken this year again. All classes participated and the display was opened for approximately one week with good numbers of parents attending most days.

The Technology Committee, in conjunction with the Science Committee ordered a number of Science /Technology related item this year from the Science Grant to the total of approximately \$4000. These items include Sammy the Sandwich, Kubo, Micro: Bits. There is approximately \$1000 remaining in this portion of the grant to spend.

PATS testing was undertaken in Term 4 and the Science Attitude Survey was completed.

Staff have been using the Science Room with bookings predominately made through the booking form on Connect Community.

In addition to the items outlined above, the following initiatives have been undertaken this year:

- ⇒ Lego Club has continued throughout the year.
- ⇒ Enrolment in Australian International Model Solar Car Challenge and the investigation of the purchase of materials.
- ⇒ Each room has been allocated a space in the storage cupboard with consumables placed in a tray.
- ⇒ One 3D Printer has been levelled and is ready for use. Tinkercad and Thingiverse are programs compatible with the printers.
- ⇒ Staff completed a walk-through of the Science Room in Term One.
- ⇒ Applied for Western Power Circuit Breaker Program for 35 Kits valued at \$10.00 per kit.

LEARNING AREAS IN REVIEW

SCIENCE CONTINUED

Data Collection

- ⇒ PATS Testing from Years 3-6.
- ⇒ Science Attitude Survey PP-Year 6.

Recommendations (Data)

Further examination of the Science Attitude Survey.

In addition to this, the use of written Science language will continue to be a focus through the continued use and expansion of word walls.

Investigate the use of PATS testing from Years 3 – 6.

A priority for 2022 the Science Committee will review the Science PAT Testing Data and decide future directions.

Recommendations (Planning)

Testing:

- ⇒ Continue to use Science Attitude Survey (Online).
- ⇒ Continue Year 3-6 PAT Testing in Term 2 and Term 4.

Extra-Curricular/ Extension:

- ⇒ Science Club (Solar Car Challenge).
- ⇒ Lego Club.
- ⇒ STEM EXPO to continue.
- ⇒ Science Quest.

Where to next:

- ⇒ Investigate alternative standardised investigation student templates and processes to be used across the school.
- ⇒ Each Term to have a particular focus across the school as per assessment schedule.
- ⇒ Science is to be taught in conjunction with ICT.
- ⇒ Utilise appropriate technologies in Science rooms in conjunction with Science investigations.



LEARNING AREAS IN REVIEW

MUSIC

2021 brought a number of changes and challenges to the music program. In Semester One, Miss Martinez took over while the music teacher was on long service leave. She guided the students, developing their singing and recorder playing skills.

In Semester Two, preparation was underway for a visit by a Queensland group 'Taking Shape'. Unfortunately, due to lockdowns and border closures this event had to be cancelled. Working closely with Musica Viva, we were able to arrange another group, 'Adam Hall and the Velvet Players', a local Perth based band, to come and perform for the students. In preparation for this event, children learnt many things about jazz which included scatting, swing dancing and even learnt how jazz featured in a movie 'Jungle Book' which included a well know song 'I Wanna Be Like You'. They learnt to respond to music as they freely moved to the music and learnt dance routines which they would perform with the band. Some students had the opportunity to accompany the band playing along to the piece 'C Jam' with their instruments. The students particularly enjoyed the song 'All Right', 'All Night' where they danced the 'Hat Dance'. They especially enjoyed the part at the end when they were able to throw their hats in the air.

Towards the end of the year, the school put on a music assembly performance which included the challenge of singing a verse and chorus of Waltzing Matilda both in English and in the local Aboriginal language, Noongar. It was a credit to them to be able to learn the language for the performance. Due to school circumstances changing, a number of planned purchases did not eventuate and other changes outside of our control meant the school could not participate in the 'Music Count Us In' national event but neither of these hindered the children from getting the most out of their music program.



LEARNING AREAS IN REVIEW

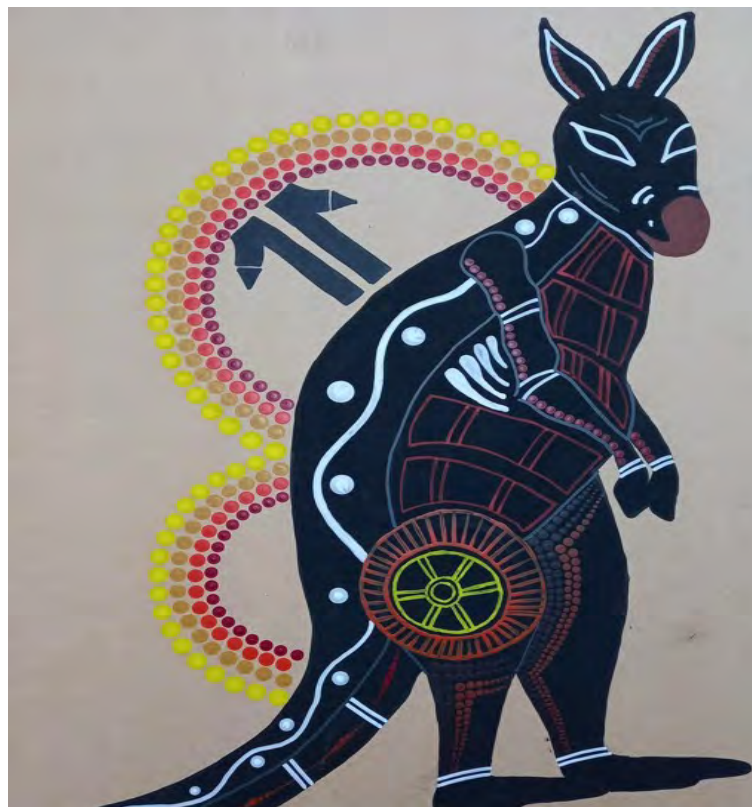
HUMANITIES AND SOCIAL SCIENCES/ ABORIGINAL EDUCATION

The highlights for 2021:

- ⇒ NAIDOC IncurSION/Term Three—Local artist (former student) came in and workshopped with individual classes.
- ⇒ As per our whole school plan - Caring for the environment (Six Kinds of Best) and Sustainability Program. Maintaining the “Waterwise” and “Wastewise” programs. We successfully completed the Waterwise Re-accreditation for the next 12 months.
- ⇒ The continued selling of the worm fertilizer and castings from the Worm Farm to the school community by the Year Six students as part of their leadership program.
- ⇒ Cultural Awareness Program - designed and implemented by Sharla Oxenham and Alison McAvoy, incorporating the Aboriginal Framework. Year Five students from Rooms 11, 12 and 14 have begun speaking some Noongar and learning about the culture and history e.g., influential aboriginal people from the past and the six seasons of the Noongar people.

Planning for 2022:

- ⇒ Continued focus on the Noongar Cultural Program for Year Five students and introduce a relevant cultural program for the Year Three students.
- ⇒ Year Six students to continue with learning Noongar throughout the year with the AIEO and class teacher.
- ⇒ NAIDOC 2022 - theme to be confirmed.
- ⇒ Using AIEO to implement a cultural program relevant to year levels.
- ⇒ Blanket incurSION for the Year Six students - Aboriginal History Journey in week Three.
- ⇒ HASS language - children need to become more familiar with topic/subject-specific words.
- ⇒ HASS Committee to meet for Think Tank session - how to make NAIDOC more interesting and engaging for students - artwork, rotations (Dreamtime stories, cooking, drama etc.)



LEARNING AREAS IN REVIEW

THE ARTS

2021 has been a busy year in the Art Room with much success and with students demonstrating increasing confidence in Visual Arts and in their mastery of a range of skills and techniques.

Successes

Students' work was on display in the Art Room, classrooms, administration block and in the library. There was an increased focus on teaching elements of Art, with more students able to use arts vocabulary to discuss their work and the work of others.

Mrs Hanlon attended Professional Learning regarding Responding and Reflecting which increased the range of these tasks that were undertaken by students. Students all reflected on 1-2 pieces of their Art each term. Some reflections were recorded formally, some informally and some using technology.

Links with ICT were strengthened, with an Art set of iPads being introduced and used as tools in Art for research into famous artists; to access art galleries online and also to make digital art and manipulate photographs.

Students use of and respect for materials improves as the years go by with consistency in the Art Room.

Connections with neighbouring schools were continued with year 5/6 artworks being submitted and exhibited at Catalyst, the 2021 Girrawheen SHS Art Exhibition. Students were recognised and awarded with certificates for participation.

Whole school activities such as a tile project for the 30th Anniversary Celebration were successful. Visiting artist Wyvern McDiarmid also added a real life experience for students when he came in and painted a yonga for NAIDOC Week.

Challenges

Due to COVID19, the establishment of family partnerships did not happen this year and no Art excursion was attended this year.

The format for our Open Night format was changed so there was no Art Exhibition, which was unfortunate as it did not allow for students' work to be displayed for the wider school community.

iDoceo and Class Dojo, which were used for assessment, tracking and classroom management purposes can no longer be used due to Third Party Services restrictions.

Whole school mural painting plans were shelved for this year. This continues to be a focus for future years.

Where to next?

Mrs Hanlon to begin devising a shared assessment task and conversations have been started with network Art Specialists regarding moderation for 2022.

Mrs Hanlon to continue to track projects in a filing system to ensure that the Visual Arts program provides breadth and variety to all students. This has worked well this year, and should be maintained.

Mrs Hanlon to explore CONNECT as a replacement for iDoceo and as a way to digitally share artworks with the wider community.

The addition of Media Arts as a new visual art at Boyare PS. Mrs Hanlon will be attending PL and taking on the new challenge of this easily integrated and exiting subject area.

2022 poses challenges for teaching Visual Arts, with COVID19 continuing to impact the school. With improved digital connections with families it is hoped that we can overcome the challenges of 2021.



LEARNING AREAS IN REVIEW

DESIGN & DIGITAL TECHNOLOGIES

Foci:

- ⇒ Established Technologies learning area.
- ⇒ Staff and community to develop competencies in using a range of ICT resources.
- ⇒ Provide a range of ICT for student use.
- ⇒ Provision of funds to upgrade ICT equipment as determined by class or block needs.

Evidence:

This year the focus of technologies as part of STEM was retained with:

- ⇒ Continue integrating STEM within classrooms.
- ⇒ A celebration of STEM occurred in Term Four with 'STEM EXPO 2021". Parents and community were invited to participate in the annual STEM EXPO where students' work from K-6 were displayed in interactive activities.
- ⇒ The Finance Committee reviewed the budget and was able to fund the Library/Technology Centre. Furniture order was placed in 2021 ready for 2022.
- ⇒ Successful implementation of Digi Tech Club every Tuesday. Run by Alison McAvoy and Lynnette Chua. Alongside a Digi Tech Guru (Joel Sterry) approximately 10 .
- ⇒ Students attending each session from years 4-6.
- ⇒ Implementation of Lego Club run by Tarin Henbury on Monday at lunch.
- ⇒ Students from Room 14 participated in an online Aobot coding course (Term 4) to learn coding and computer science.
- ⇒ Boyare Scope and Sequence developed for Technologies ready for 2022.
- ⇒ Replenishment of, and addition to, existing technology resources focus on unplugged resources.
- ⇒ Apple TV's were setup at the beginning of the year for teachers to use throughout the year to develop competency and classroom effectiveness. Staff continued with professional development in Technologies with a focus on the Apple suite of products in line with the primary ICT resource of iPads used in the school.



LEARNING AREAS IN REVIEW

DESIGN & DIGITAL TECHNOLOGIES CONTINUED

Resources:

- ⇒ The technologies storage continues to run and expand. This year we had additional top up of robotics from the Science grant. Technologies was allocated a budget of \$5000.00.

Purchased:

- ⇒ Continued subscription with JAMF to deploy the latest iOS and applications in a quick and efficient manner.
- ⇒ An additional 30 iPads at 128GB for the Junior (15) and Middle block (15).
- ⇒ Purchased 30 Targus iPad stylus.
- ⇒ RIC Publications Design and Technologies books years 1-6.
- ⇒ 4 x Sammy the Sandwich for Junior block.
- ⇒ 8 x Kubo for Middle block.
- ⇒ 10 x Micro: Bits for Senior block.

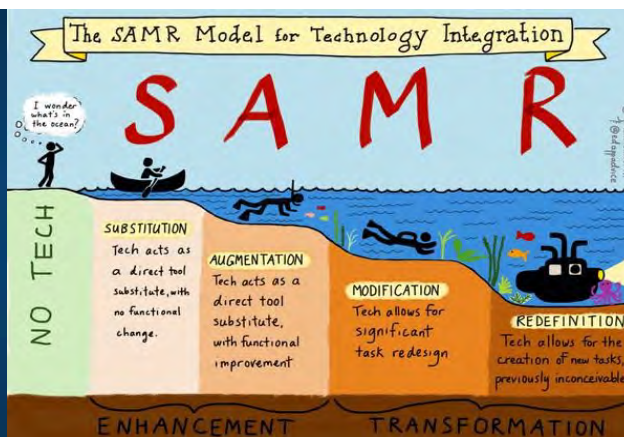


Professional Learning:

- ⇒ Professional Learning for staff was provided both in-school staff and out-of-school providers, to improve STEM skills and knowledge within staff. The Swan West Network set up multiple professional development sessions at networking schools.
- ⇒ Staff from Senior block attended PALMS STEM Workshop at Dianella Heights PS.
- ⇒ Staff from Admin and Senior block attended an online professional development about using green screen in the classroom.
- ⇒ Lynnette Chua attended a TDS STEM (Brookman Primary) for integration of Digital Technologies in STEM.

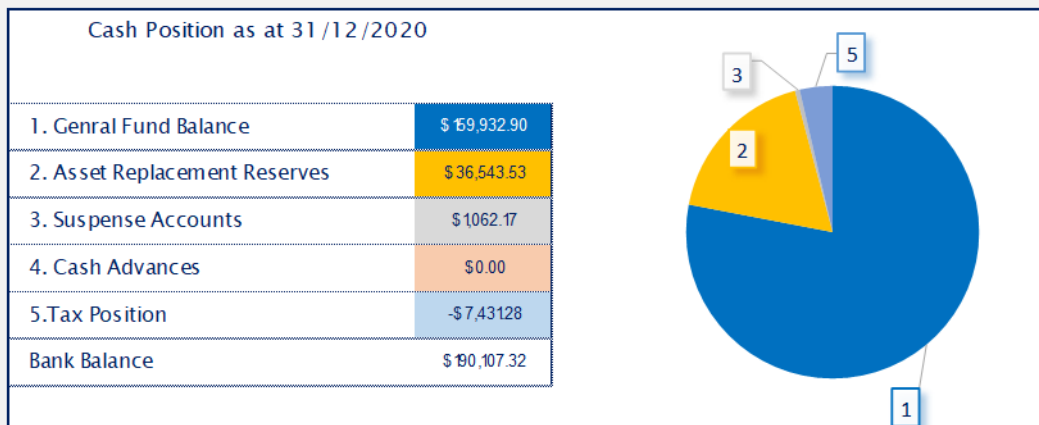
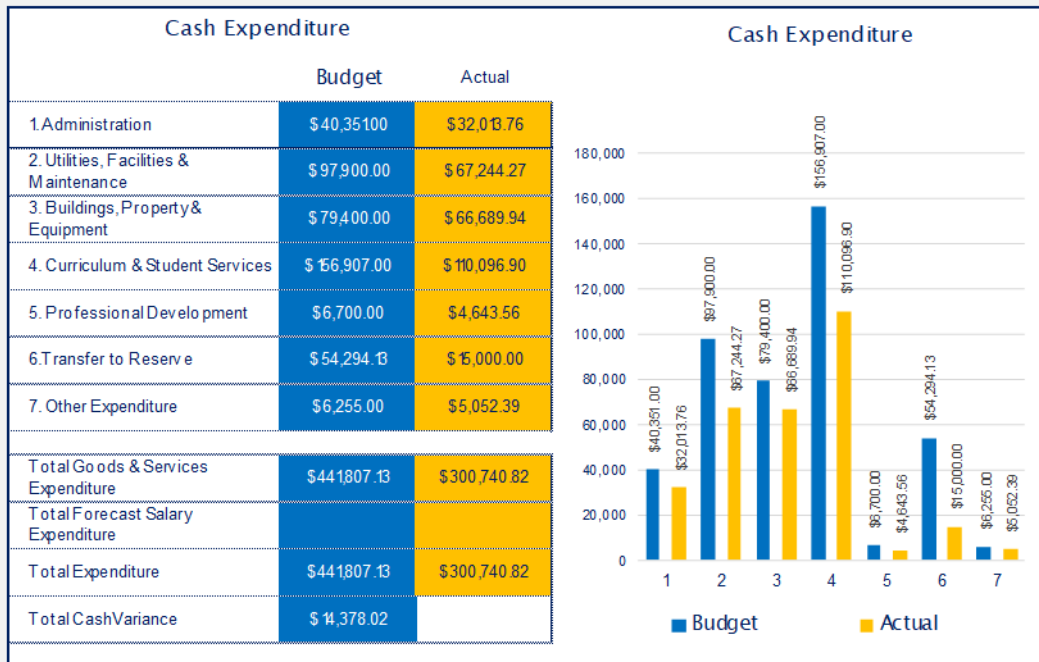
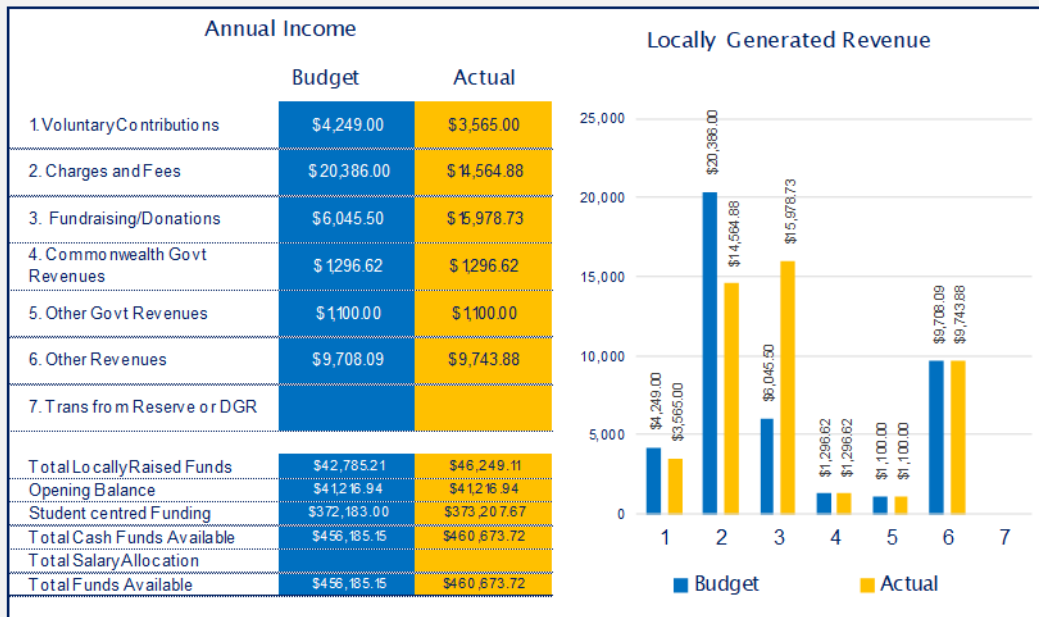
Planning:

- ⇒ ICT Skills survey PP-6 (Microsoft Forms).
- ⇒ Implement ICT Skills continuum PP-6.
- ⇒ Implement Boyare Scope and Sequence developed for Technologies.
- ⇒ Integration of the SAMR Model for ICT.



2021 SCHOOL BUDGET IN REVIEW

School Budget and Annual Accounts for 2021



FROM OUR SCHOOL COUNCIL

Our commitment to continuous improvement follows the learning cycle of plan, act, review and monitor.

Review— data across the whole school in clusters, phase of learning teams and committees to determine focus.

Plan—develop operational plans to address areas of identified need through consultation and collaboration, so that staff take ownership of targets, strategies and monitoring of outcomes.

Act— Implement the agreed planning and differentiating when necessary to cater to all needs.

Monitor—As a staff and council, we monitor student performance that is collected and uploaded into our monitoring system.

At Boyare Primary School, we take a holistic approach to developing the ‘whole’ child, whilst working in partnership with families and the wider community.

Suzana Petrovska



School Council Chair



Nicole Anderson



Principal



