



Annual Report 2024

THE 2024 SCHOOL YEAR **IN REVIEW**

Dear Parents, Carers and School Community Members,

The school's substantive Principal, Nicole Anderson returned for 2024.

The strategic plan continued into its second year and many of the, 'Strategies for Improvement' were achieved through our 'measuring success' (success criteria), in each domain below.

- ✓ Relationships and partnerships
- ✓ Learning environment
- ✓ Leadership
- ✓ Use of resources
- ✓ Teaching quality
- ✓ Student achievement and progress

The school successfully engaged in the Public-School Review and were pleased with the progress made in each of the six domains, since the last Public-School Review in 2019.

See comments from the 2023 Public School Report below:

Relationships and partnerships

High levels of trust and respect are evident as the school, families and agencies work in partnership to ensure students thrive and achieve their potential. Professional and caring relationships alongside a culture of high expectations ensure the learning together motto is upheld.

Learning environment

The school, under the guidance of a cohesive leadership team, has created a nurturing learning environment that prioritises care and inclusion for the culturally and linguistically diverse school community. A genuine, warm and orderly environment fosters a sense of belonging for staff, students, families and community agencies

Leadership

The Principal collaboratively leads a culture of high expectations through distributive leadership, clarity of vision and enabling whole-school structures and processes. A collective commitment to the school's improvement journey ensures students are at the heart of all decisions.

Use of resources

The Principal and manager corporate services (MCS) work together to effectively deploy financial, human and physical resources to best meet student needs. Significant funds have been invested in the learning environment, the selection of evidence-based academic and wellbeing programs and enhancing playgrounds.

Teaching quality

With teaching quality the vehicle for school improvement, staff demonstrate high levels of professional responsibility and accountability to excellence in teaching and learning. Shared beliefs support a commitment to regular analysis of data. Collaboration and reflection enables connected practice to thrive.

Student achievement and progress

Student achievement and progress A wide range of school-based and systemic data is used and reviewed regularly to inform operational and strategic planning. Staff collaborate to analyse and interrogate data to identify trends to cater for student needs.

It is with great pride that we present the 2024 annual report.

Kind regards

Nicole Anderson

THE 2024 SCHOOL YEAR IN REVIEW

Student Numbers

Primary

	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(16)	20	21	20	26	34	29	23	189
Part Time	31								

Gender

	Kin	PPR	Pri	Sec	Total
Male	17	9	80		106
Female	14	11	73		98
Total	31	20	153		204

Aboriginality

	Kin	PPR	Pri	Sec	Total
Aboriginal	2	1	20		23
Non-Aboriginal	29	19	133		181
Total	31	20	153		204

STUDENT SERVICES IN REVIEW

Boyare Primary School acknowledges students’ positive behaviour through assembly stars and faction tokens, which are linked to our values program, ‘Six Kinds of Best’.

In 2024, we continued to embed our ‘Good Standing’ Policy. Students understand the benefits of maintaining their Good Standing and the consequences of losing it, which was linked to whole school rewards.

Twelve students lost their Good Standing in 2024, compared to nine students in 2023. The data indicates an increase but delving deeper, among the nine students, three of them, lost their Good Standing twice.

We were pleased with our reduced suspension rate of four students for 2024, compared to sixteen students suspended in 2023.

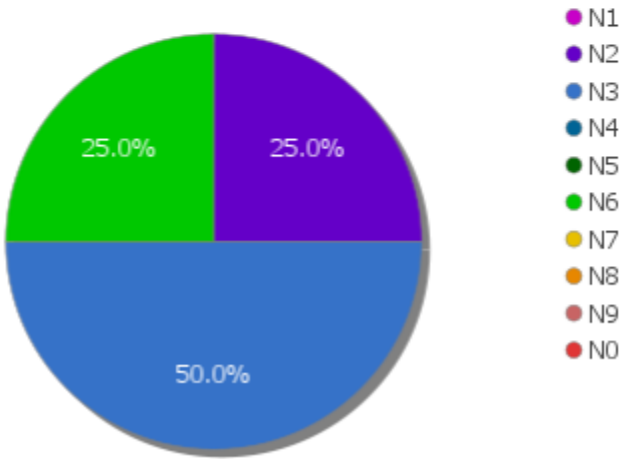
Overview

Students Suspended	Unique Enrolments	% Students Susp	Total Number of Suspensions	Total Days Suspended	Average Days Suspended
4	226	1.8	4	9.5	2.4

Number and percentage of suspensions by suspension category

Code	Suspension Category	Number	%
N1	Physical aggression toward staff	0	0.0%
N2	Abuse, threats, harassment or intimidation of staff	1	25.0%
N3	Physical aggression toward students	2	50.0%
N4	Abuse, threats, harassment or intimidation of students	0	0.0%
N5	Damage to or theft of property	0	0.0%
N6	Violation of Code of Conduct or school/classroom rules	1	25.0%
N7	Possession, use or supply of substances with restricted sale	0	0.0%
N8	Possession, use or supply of illegal substance(s) or objects	0	0.0%
N9	Negative behaviour - other	0	0.0%
N0	E-breaches	0	0.0%

The new code N0 E-breaches was introduced into Department systems during Term 4 2018.



STUDENT SERVICES **IN REVIEW CONTINUED**

At Boyare Primary School, we want all our students, staff and school community members to feel they belong and are welcome.

The Student Services Team at Boyare Primary School provide a wide range of services to members of the school community. Through collaborative problem solving, a plan of action to address concerns is formulated. Students continue to be monitored, and adjustments made accordingly. Teachers are kept informed of the matters brought up in relation to their students.

A School Psychologist assists students and staff with their educational, emotional and social needs. The School Psychologist plays an important role in providing advice to teachers and parents about programs and strategies to support students.

Breakfast Club - Monday to Friday 8am - 8:30am

Our School Librarian oversees the running and organisation of the Boyare Breakfast Club, along with our Chaplain. Breakfast Club is run by staff volunteers each day. The Chaplain is required to find volunteers and co-ordinate the weekly roster.

All food is donated by Sathya Sai. They have been so faithful to Boyare Primary School for over 18 years.

Average attendance 40 - 45 students daily to breakfast club.

Food used each day

7 loaves of bread
12 cheese toasties
1 dozen pancakes
2 litres of milo

We served 2,080 breakfasts in 2024

School Lunches

On average we give out between 20-30 lunches a week.

Over 1000 lunches were given in 2024 and the need is rising.

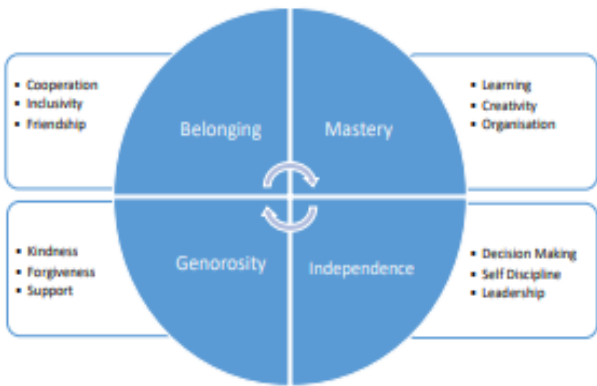
On average, we use approximately 10 kilos of fresh fruit is eaten weekly.



End of School Report 2024-

Boyare Primary School

12 Buckets strives to equip school students through mentoring with the skills, support and connections needed to become more resilient and thrive. We envision children having every opportunity to engage in their education and become independent young people who have a sense of belonging and contribute to society through their skills and generosity.



Program Snapshot

Total students supported in 12 Buckets programs	36
Total student support hours in 12 Buckets programs	804
Total number of volunteers at Boyare Primary School	20
Total number of volunteer hours	750

Additional supports provided outside of 12 Buckets Mentoring programs

- Donations of clothes and shoes for students
- Year 6 end of year activities funded through “Opportunities for Success Fund”
- Support at school activities “Color Run”

12 BUCKETS IN REVIEW CONTINUED



Outcomes data snapshot of 2024

All Teachers
Saw improvements
in students on
average of **32%**
across the outcome
areas

All Students
showed an
improvement on
average of **20%**
across the
outcome areas

All Mentors
saw an
improvement on
average of **20%**
across the outcome
areas

All outcome areas showed significant improvement with the most prominent being:



Belonging

- Students feel that they have improved in making friends with people they like
- Teachers see that students feel safer and more welcomed at school
- Mentors see that students have improved in working well with other people



Generosity

- Students feel they are more kind hearted towards others
- Teachers see that students have increased ability to help and support other people
- Teac see students have increased ability to forgive others more easily



Mastery

- Students noted they enjoyed learning new things more
- Teaches feel that students have increased ability in creating new things or changing old things
- Mentors feel that students are more organised and can plan ahead



Independence

- Students feel they have improved in making good decisions
- Teachers and Mentors see an increase in students ability to bring others along with them (positively)

ATTENDANCE IN REVIEW

At Boyare Primary School, we have high expectations for all our students across all areas, including attendance. Our attendance motto is ‘everyday 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.

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2022	88.6%	84.2%	88.3%	76.5%	71.5%	69.5%	87.1%	81.6%	86.6%
2023	89.9%	87.4%	90.3%	82.1%	77.1%	74.3%	88.9%	85.3%	88.9%
2024	92.8%	88.1%	91%	81%	74.5%	74.3%	91.4%	85.4%	89.4%

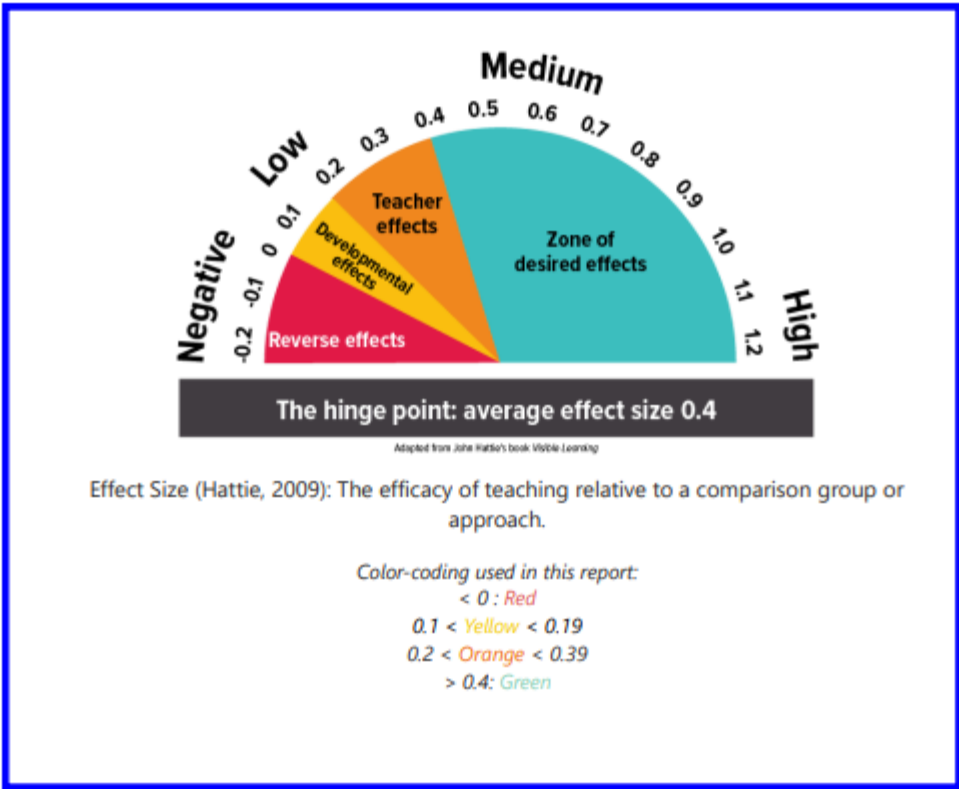
Boyare Primary School continues to use MGMOutReach+ to notify parents of their child/ren absences. This is monitored daily, and absences and/or reasons are recorded in Integris. We do cater for our EAL/D families, using interpreters provided by OnCall, multilingual staff and/or translated notes when required, using Microsoft 365 embedded translation feature. The use of Microsoft translator app also assists to communicate with family members in meetings and/or phone calls.

We referred three students for ‘Students Whereabouts Unknown’ throughout the school year. As these students have not been located, we cannot remove them from our system. This situation has had a negative impact on our overall attendance data.

In addition, we also have another three students at ‘severe risk category’. We have worked very hard to support their families to improve their attendance. Unfortunately, there are many other family circumstances, which are having a negative impact on their lack of attendance. We will continue to monitor and work with the families in 2025 to increase engagement and attendance with the school.

At Boyare Primary School, we have also continued to target **punctuality**. Persistent lateness can also have serious implications on students’ education. Very often, the most important learning of the day occurs at the beginning of the day, as teachers try to maximise learning opportunities, while children’s minds are fresh. Missing the first half hour of each day, equates to a whole day per fortnight.

STUDENT ACHIEVEMENT & PROGRESS IN REVIEW



elostik

Boyare Primary School Progression Report Highlights

NAPLAN (2023 – 2024):

- Year 5 cohort achieved the most in Spelling in **2023**
- Year 5 achieved the most in Writing in **2024**

PAT (2023 – 2024):

- Year 1, 2, 3, 4 and 6 cohorts had achieved an effect size of at or more than 0.4 for a 12 month period from 2023 to 2024 in **PAT Math**
 - Year 1, 2, 3, 4 and 6 cohort had progressed with positive value add for a 12 month period from 2023 to 2024 in **PAT Math**
- Year 1, 2, 3, 4 and 6 cohorts had achieved an effect size of more than 0.4 for a 12 month period from 2023 to 2024 in **PAT Reading**
 - Year 2, 3, 4 and 6 cohort had progressed with positive value add for a 12 month period from 2023 to 2024 in **PAT Reading**
- Year 3, 4 and 5 cohort had achieved an effect size of more than 0.4 for a 12 month period from 2023 to 2024 in **PAT Spelling**
 - Year 3, 4, 5 and 6 cohort had progressed with positive value add for a 12 month period from 2023 to 2024 in **PAT Spelling**
- Year 3, 4 and 5 cohort had achieved an effect size of more than 0.4 for a 12 month period from 2023 to 2024 in **PAT Gram & Punc**
 - Year 3, 4, 5 and 6 cohort had progressed with positive value add for a 12 month period from 2023 to 2024 in **PAT Gram & Punc**

ENGLISH IN REVIEW

English Learning Area Review 2024

English Operational Plan Goals 2024		Judgement-How are you going?	Evidence- How do you know?	Planning- What are you going to do to improve?
Literacy Block	<ul style="list-style-type: none">Classroom teachers to maintain dedicated daily 2 hr Literacy Blocks in every classroom.Literacy Block to include key components – Preview the Day (WALT/WILF), Shared and Guided Reading, Writing, Spelling, Phonics, Grammar, and Plenary Daily.Whole school approach to Literacy, using PLD structured synthetic phonics program, Talk4Writing and explicit grammar instruction.	<ul style="list-style-type: none">2 hours of literacy spread across first 2 blocks of day due to guided reading and DOTT timetables.Daily review spelling occurring in all classes.PLD, T4W units and explicit grammar occurred in all classes PP-6. Story Champs completed in kindergarten and Pre-Primary.Not all teachers on short term contracts completed PLD and Talk for Writing PL but were given support and resources to implement programs from Literacy Specialist Teacher (LST).	<ul style="list-style-type: none">TimetablesLiteracy ObservationsTeacher surveysMIS data	<ul style="list-style-type: none">Ensure all new teachers will complete PL for whole school programs.
	<ul style="list-style-type: none">Ongoing implementation of guided reading as our major instructional reading strategy.Review consistency of guided reading across classesGuided reading EA support 3 times per weekExplicit teaching of Boyare decoding strategies.Classroom reading instruction to include – comprehension, fluency, text structure, vocabulary, phonics and phonological awareness. Explicit teaching of key reading comprehension strategies referring to 'Teaching Reading Comprehension Strategies a practical classroom guide' Sheena Cameron.Scholastic Bookfair funds to be used to purchase additional copies of Keylinks guided reading texts.Use Magic Words high frequency words in addition to PLD HFW embedded in PLD teaching sequence.	<ul style="list-style-type: none">EA support time has been modified to provide guided reading support in all classes Years 1-6 2 times per week to accommodate timetabling. Pre-Primary received guided reading support in term 1 only.Reading is taught every day, Sheena Cameron strategies and decoding strategies explicitly taught.Teachers have reflected running record assessments are very challenging to complete within classroom teaching time.School awards and assembly star prizes are books. Boyare supported Bookfair by purchasing discounted books allowing further commission towards guided reading resources.Silent reading is practised throughout the school weekly.Literacy Legends extension around grammar implemented weekly in term 1 for identified Year 3 and Year 5 students. Discontinued terms 2 and 3 due to staffing. Literacy Legends extension term 4 for year 2 and year 4 students.	<ul style="list-style-type: none">PM Benchmark reading assessments and Probe reading assessments tracked on whole school spreadsheet.PATR testing data monitors student reading comprehensionData and gap analysis performed by all staff using Elastik.PLD reading screens.NAPLAN.On Entry DataMiniLit progress dataBook Fair raised \$577.50 in commission.Book Fair rewards used to resource book week prizes and purchase additional copies of Keylinks guided reading titles.National Phonics CheckDocumented plans	<ul style="list-style-type: none">All guided reading groups are to use a levelled instructional text, rather than a whole class novel.Create guided reading guide 2025.Offer Reading Rabbits club 2025.Running record assessment relief time to be allocatedMiniLit continued in 2025.Admin investigate upskilling additional staff in MiniLit implementation.Additional MiniLit resources to be purchased.Book Fair re-booked for term 2 2025 and term 4 TBC in term Take commission in money and use funds raised towards PLD phonic book sets.Book Week to be celebrated in 2025 including incursion.SSR or shared reading for pleasure 2 times per week Years PP-6 maintained.
	<ul style="list-style-type: none">Sustained silent reading (SSR) or shared reading for pleasure minimum 2 times per week PP-6Reading extension for identified talented and gifted students.Promote home reading through Reading Rabbits home reading rewards.Promote reading by providing better beginning book packs to kindergarten students.MiniLit reading intervention years 1-2.Further EAs upskilled in MiniLit implementation.Additional MiniLit resources to be purchased.Book Fair re-booked for term 2 and 4 2024.Book Week to be celebrated in 2024.	<ul style="list-style-type: none">Reading Rabbits was offered but few students participated.Better beginnings book packs to all kindergarten students.MiniLit for qualifying year 2 students and extended to year 1 students once year 2 students completed the program after term 1.Further EAs were not upskilled in MiniLit.Book Fair in Term 2 and Term 4. Door prizes drawn which increased family attendance to look at books and discuss reading.Book Week dress up day celebration began Literacy Week which was well attended.A whole school incursion <i>Maybe a Miracle</i> was provided during Literacy Week which included Book Week winning texts.	<ul style="list-style-type: none">Staff surveys	<ul style="list-style-type: none">Investigate Science of Reading and organise PL.English Committee to revisit creating a PM benchmark/ grade guide for use across year levels.

	Year 3		Year 5	
	2023	2024	2023	2024
Numeracy	-0.5	-0.2	0.7	-0.7
Reading	-1.1	0.9	1.7	0.2
Writing	0.1	0.8	1.6	1.8
Spelling	0.2	1.8	1.4	1.3
Grammar & Punctuation	0.2	1.6	1.4	0.4

ENGLISH IN REVIEW CONTINUED

Writing	<p>Synthetic Phonics:</p> <ul style="list-style-type: none"> Returning and new teachers offered PLD PL and supported to implement PLD. Continue to monitor student achievement and progress. <p>Spelling</p> <ul style="list-style-type: none"> Whole School Focus on PLD Structured Synthetic Phonics K-6 using current year specific teaching and screening manuals. Heggerly phonological awareness 10 minutes daily K-1 and other year levels where need is identified. Explicit classroom spelling instruction to include focus on spelling generalisations, vocabulary development, morphemic knowledge and high frequency words. Promoting spelling through our Whole School Spelling Bee Competition. Introduce additional phonics teaching and assessment using nonsense words. <p>Writing</p> <ul style="list-style-type: none"> All students to engage in writing daily. Handwriting and fine motor skills developed through PLD motor program, DOE Handwriting Guidelines and use Foundation Font. Implement PLD writing strategies e.g., phonic dictation weekly. Talk for Writing implemented across all classes. PP- Year 6 minimum 2 fiction, 2 non-fiction and 2 poetry units per year. T4W washing lines and 'maggie walls' displayed in all PP-6 classes. Writing extension for identified students. Promote writing through student composition of speech for whole school speaking competition. T4W 'maggie walls' in each class PP-6. Supplement T4W whole school resource texts. Promote Sustained silent writing (SSW) Years 3-6 	<ul style="list-style-type: none"> All teachers given literacy resource folders at first staff development day containing required program resources and operational plan. All classes implemented PLD structured synthetic phonics program. 1 contract teacher completed PLD PL. Implement new DOE Phonics Initiative teaching K-2 practices and cover expected phonemes by mid-year 1. LST timetabled for collaborative planning and data review with all teachers while implementing program across the school. Student achievement and progress data collected. The Boyare Spelling Bee was conducted during Literacy Week. Participants and winners celebrated at award assembly. All classes have implemented at least one Talk for Writing unit per term, not all completed 4 narrative units. Most classes completed 2 non-fiction or poetry units over the year. Support for T4W was prioritized as whole school focus to ensure confidence to plan and implement increased units. T4W story maps displayed in all classes. Maggie walls and T4W washing lines not displayed in all classes. Story Champs electronic and hardcopy resources used as whole class lessons and small group learning experiences in Kindergarten and Pre-Primary. Electronic resources added to daily review in Year 1 to support SAER students. Monitored established whole school PLD program and support provided to upskill returning staff in PLD. Some classes complete phonic dictation weekly. Brightpath written narrative assessments completed semester 1 and 2 years 1-6 and PP in semester 2. All year levels testing at the allocated time moderated Brightpath Written together. Semester 1 in the first half of the week and semester 2 second half of the week. 	<ul style="list-style-type: none"> Assessments on MIS, Whole school PLD tracking sheets used to collate and monitor student achievement, progress and trends. Whole school PLD tracking sheets used to collate and monitor student achievement, progress and trends including school made term 4 PLD test. SA spelling test- Term 4 79% students at or above spelling age PAT spelling NAPLAN spelling Teacher feedback Brightpath assessment data collected end of semester 1 and 2 Y1-6. Effect size 0.58 Y1-6 NAPLAN PAT Grammar and punctuation Talk for writing hot tasks. Teacher feedback Documented Plans Extension Elastik Gap Analysis and progress tracking 	<ul style="list-style-type: none"> Returning and new teachers offered PLD PL and supported to implement PLD. Investigate additional hanging space for PLD phoneme signs and T4W washing lines. All classes provided with required resources at the start of year for new year level in that room. Continue to monitor student achievement and progress. PLD synthetic phonics and spelling program will be maintained across all years. Collaboration time with English Coach to reflect on data and upskill returning teachers. The Boyare Spelling Bee will be held during Literacy Week English Coach will support teachers to ensure T4W is implemented in all classes with opportunities for staff to reflect, collaborate and share successes with all staff. Implement phonic dictation in all classes Years 1-6. All teaching staff who have not yet participated in PL are to complete T4W course in semester 1 2025. Writing time allocated in Literacy Block. Resources such as model text banks, book spines and examples of weekly timetables to be researched and shared. Create English list of jobs to do that EAs can complete after school including PM box audit and refill, laminating, copy GR texts when needed for. Create display book of PM and Probe reading assessments. Add PM BLM to English thumb drives.
	<ul style="list-style-type: none"> Explicit teaching of grammar and punctuation using Syntax Project resources focus for initially years 1-6. Promote use of Talk for Writing grammar short burst writing resources. 	<ul style="list-style-type: none"> NLM completed in kindergarten and Pre-Primary term 4. Teacher reflection on NLM replacing Brightpath Oral is more specific data which informed planning. Timing of Brightpaths and Speaking Competition supported improved results 2024 compared to 2023. All permanent returning and long-term contract teachers completed T4W PL by end of semester 1. Supplemental Magic Words HFW resources supplied to teachers 		<ul style="list-style-type: none"> Whole school T4W narrative and non-fiction model text overview to be reviewed in response to staff feedback and finalised for implementation 2025. Grammar Project/ Syntax Project/Ochre Education/ The Writing Revolution explicit teaching sequence and resources to be updated to include all resources in term 4 for Years PP-6 in 2025 Rename CUBED as NLM on thumb drive and give short PL on implementing assessment in term 1 2025 so SAER students can be benchmarked or progress monitored

ENGLISH IN REVIEW CONTINUED

Speaking and Listening	<ul style="list-style-type: none"> o Focus on 'Whole Body Listening' across K-2 classes. o Implement PLD Oral Language teaching sequence K-2. o Implement daily Heggerty lessons for 10 minutes in K-1. o Upskilling / modelling from School Speech Pathologist (SPiS) of effective oral language strategies to use in all year contexts. o All kindergarten students screened using Early Screening Tools o Engage in referral process to Child Development Centre or School Speech Pathologists for students identified at educational risk. o Promoting public speaking through our Whole School Speaking Competition in term 3 o Implement use of Story Champs in K/P and available for SAER students o Build on PLD oral language program and more consistent approach to the PLD oral language program K-PP starting in term 1. o LST support to ensure Talk 4 Writing and PLD is implemented across all classes including returning teachers in all four terms and increase capacity to implement a fiction and non-fiction unit in every PP-6 class each term. o Source poetry resources to support implementation of poetry units as per Talk for Writing program recommendations. o Extend whole school Talk for Writing model text overview including non-fiction texts and poetry for all year levels. o Speaking competition rubric to be reviewed and improved by staff to reflect updated English Curriculum 2025. o Save bank of Story Champs/ LDC icon PowerPoints on shared drive and Connect for shared use. 	<ul style="list-style-type: none"> o Oral language and oral narrative targeted in collaboration with School Speech Pathologist (SPiS). Oral language program more comprehensive and consistent K-2. PLD oral language resources purchased and implemented in kindergarten. o Story Champs has implemented in Kindergarten and Pre-Primary and a plan developed in conjunction with SPP using LDC icons. Bank of Story Champs/ LDC icon PowerPoints on shared drive and Connect. Story Champs used in daily review for Year 1. o Talk for Writing unit completed across all classes. A minimum of one unit per term consistently across all four terms in every class. Many classes replaced a narrative unit with a non-fiction unit rather than adding non-fiction to the termly narrative unit. Draft whole school map of narrative texts trialled. o PLD Speech Sound Screen completed in kindergarten and data now stored on shared document which can be added to yearly on Boyare Connect. o GAP screen completed for all students in kindergarten and data stored on Boyare Connect. o Speaking competition successful and consistent number of parents attended the competition and awards assembly than in 2023. o Provided returning and teachers access to purchased Foundation font on Connect and English Resource thumb drive. o Boyare SPiS referral form implemented and in class observations and recommendations completed. o Some classes have introduced vocabulary in the daily review. o Some T4W poetry texts available but no further resources identified yet. o Literacy Legends extension- grammar for identified Year 3 and Year 5 students weekly in terms 1. Literacy Legends extension for identifies Year 2 and 4 students' term 4. 	<ul style="list-style-type: none"> o Phonological Awareness skills tracked on PLD Tacking Sheets from Kindergarten o K/P and Year 1 Narrative Language Measures (NLM) by class teachers, SiSP and Literacy Specialist Teacher (LST). o On Entry data o LST observations o Teacher feedback o SiSP referrals, observations, and recommendations. o School Psychologist observations o 17 kindergarten students referred to speech and/or motor. o 2 pre-primary students identified referred to LDC, but parents declined. o National Phonics Check administered to year 1 students by LST. o Documented Plans 	<ul style="list-style-type: none"> o Build on PLD oral language program and more consistent approach to the PLD oral language program K-PP starting in term 1. o English Coach support to ensure Talk 4 Writing and PLD is implemented across all classes including returning teachers in all four terms and increase capacity to implement a fiction and non-fiction unit in every PP-6 class each term. o Source poetry resources to support implementation of poetry units as per Talk for Writing program recommendations. o Maintain daily supplemental 10 minutes Heggerty practice K-1 o Continue speech sound screen and using SPiS to advise where appropriate. o Speaking competition rubric to be reviewed and improved by staff to reflect updated English Curriculum 2025. o Ask teachers for text types including newspapers, magazines and advertising to copy for shared reading and scan for IWB whole class use.
Literacy Support	<p><u>Speech Pathologist</u></p> <ul style="list-style-type: none"> o Increase staff knowledge and understanding of identifying students requiring referral to additional services, and best practice explicit teaching and assessment of these students. o Increase staff knowledge and understanding of student referral processes. o Observations and assessment of students. o Provide in-class support with evidence based high quality teaching programs through modelling best practice, observing and coaching staff and provision of wave 2 support. o GAPs assessment of all kindergarten students <p><u>NEMLDC Outreach Service</u></p> <ul style="list-style-type: none"> o Increase staff knowledge and understanding of oral language skills, explicit teaching strategies and assessment. o Increase staff knowledge and understanding of comprehension skills, explicit teaching strategies and assessment. o Increase staff knowledge and understanding of social skills, explicit teaching strategies and assessment. <p><u>Literacy Specialist</u></p> <p><u>Collate English Achievement Data</u></p> <ul style="list-style-type: none"> o Source cloud-based spreadsheets for storing K-6 English assessment data on MIS and for end of year handover. o Calculate percentage of students above/at/below target outcome in PLD, SAST, PM Benchmark /Probe, NLM, Brightpath assessments. o Present collated data to staff to facilitate reflection and inform planning. o Review and redistribute Boyare English folders. 	<ul style="list-style-type: none"> o <u>Speech Pathologist in School (SPiS)</u> <ul style="list-style-type: none"> ▪ Assist referrals to LDC and upskilled K/PP teachers. ▪ In class lesson modelling ▪ In class observations ▪ In class small group learning experiences ▪ GAPs assessment completed by Kindy teacher. ▪ NLM assessment completed by LST, class teachers and SPiS. ▪ Assist in planning for Oral language and narrative program. Planners created for kindergarten and pre-primary. o <u>Literacy Specialist Teacher</u> <ul style="list-style-type: none"> ▪ Updated Literacy folders and created thumb drives with relevant electronic program resources, distributed to staff on first staff development day of 2024. ▪ Data tracked on whole school spreadsheets. ▪ Data reviewed and used to inform planning in weekly collaboration times with class teachers and LST. ▪ 10 in class Story Champs, grammar or reading lesson observations and feedback completed. 	<ul style="list-style-type: none"> o Ongoing communications between SPiS, administration, LST and staff o SPiS referrals o Oral language plans o Whole school data and student progress tracking 	<ul style="list-style-type: none"> o <u>Speech Pathologist in School (SPiS) 2025</u> <ul style="list-style-type: none"> ▪ Assist referrals to LDC. ▪ In class lesson modelling ▪ In class observations ▪ In class small group learning experiences ▪ GAPs assessment ▪ NLM assessment ▪ Assist in planning for Oral language and narrative program. Planners created for kindergarten and pre-primary. o <u>Literacy Coach 2025</u>

ENGLISH IN REVIEW CONTINUED

NAPLAN 2024

At least 30% of all students (Year 3 & 5) will be at or above the national mean for Reading, Spelling and Writing. **Achieved**

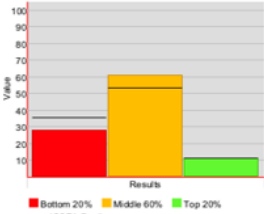
Year	Reading	Spelling	Writing
3	33%	42%	36%
5	48%	46%	46%

On Entry 2024

Bozare Primary School EC2 Cohort 2024

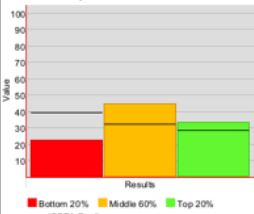
On-Entry - Reading

Results compared to ICSEA Decile including data from other schools



On-Entry - Writing

Results compared to ICSEA Decile including data from other schools

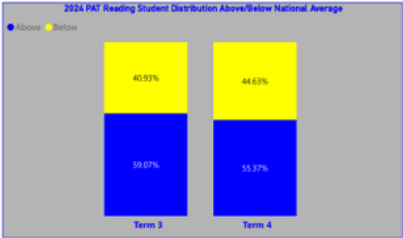


2024 On Entry Target

- At least 10% of all Pre-Primary students will be at or above the mid-year target for Reading. **47.62% Achieved**
- At least 20% of all Pre-Primary students will be at or above the mid-year target for Speaking & Listening. **47.62% Achieved**

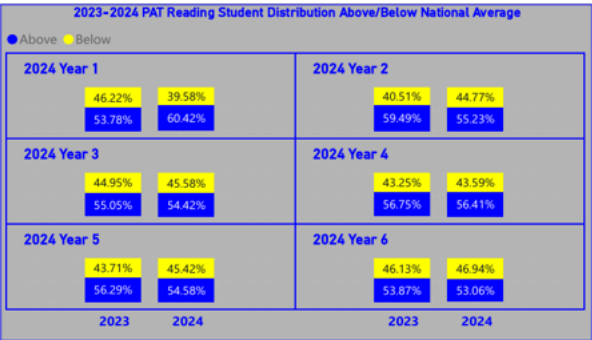
PAT – Early Years

- At least 60% of all students in Year 1 will be at or above the previous years' cohort mean by the end of 2024. 2023 cohort mean 66.8. 2024 cohort mean 64.8. **40% Not Achieved**



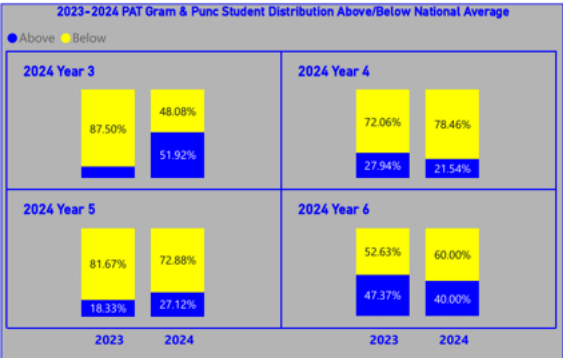
PAT- Reading

- At least 40% of all students (Year 1 – 6) will be at or above the National mean for Reading by the end of year 2024. **Achieved**



PAT Grammar and Punctuation

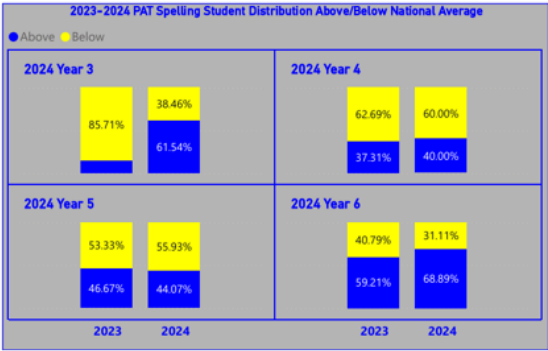
- At least 50% of all students (Year 3-6) will be at or above the National mean for Grammar & Punctuation by the end of year 2024. **Not Achieved**
Yr 3 Achieved Yrs 4-6 Not achieved



ENGLISH IN REVIEW CONTINUED

PAT-Spelling

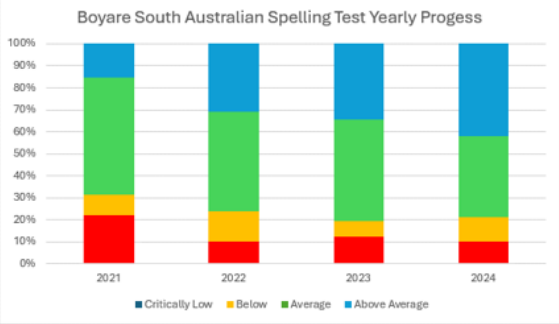
- At least 50% of all students (Year 3 - 6) will be at or above the National mean for Spelling by the end of year 2024. **Not Achieved**
Years 3 and 6 Achieved Years 4 and 5 Not Achieved



South Australian Spelling Test

Target: 75% of all students will score within normal range or above by the end of 2024. **Achieved**

SA SPELLING TEST Term 4 2024 By Year Level				
Year	Above	Normal Range	Below	Critically Low
1	9	6	2	2
Percentage	47%	32%	10%	10%
2	8	6	3	2
Percentage	42%	32%	16%	10%
3	9	12		3
Percentage	38%	50%		12%
4	11	16	2	4
Percentage	33%	48%	6%	12%
5	11	6	6	3
Percentage	42%	23%	23%	12%
6	12	7	2	
Percentage	57%	33%	10%	
School total	60	53	15	14
Percentage	42%	37%	11%	10%



75% of all students will score within normal range or above by the end of 2024 **Achieved**

2021 Term 2 68% at or above
2022 Term 2 67% at or above
2023 Term 2 76% at or above

2021 Term 4 76% at or above
2022 Term 4 76% at or above
2023 Term 4 80% at or above
2024 Term 4 **79% at or above**

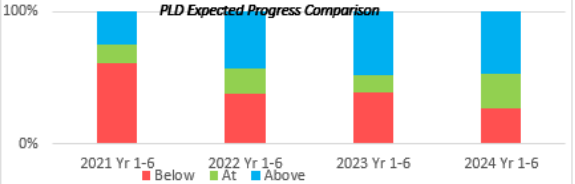
Kindergarten PLD Pre Literacy Screen Boyare 2024

Sounds by 3 years	Sounds by 4 years	Students monitored or retested	Students Referred to Specialists
44% all sounds correct	38% all sounds correct	1	17

PLD Synthetic Phonics

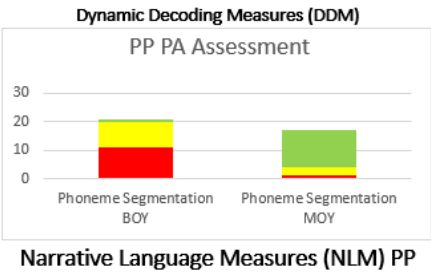
- Target:
- 70% of Year 1 to Year 6 students will have progressed by 80% in Term 4 compared to their scores in Term 1. **77% Achieved**
 - 70% of Pre-Primary students will achieve 80% Stage 1 Target 1 in Term 2 and 25% in Target 2 in Term 4 **74% Achieved**
 - 70% of Kindergarten students will achieve 80% Onset Rime blending in Term 4. **68% not achieved**

Progress	Year Group	PLD Spelling Achievement 2024		
		Below	At	Above
PLD Progress Term 1 to term 4 80% 2024	Kindergarten	32%	61%	7%
	Pre-primary	26%	21%	53%
	Years 1-6	23%	22%	55%



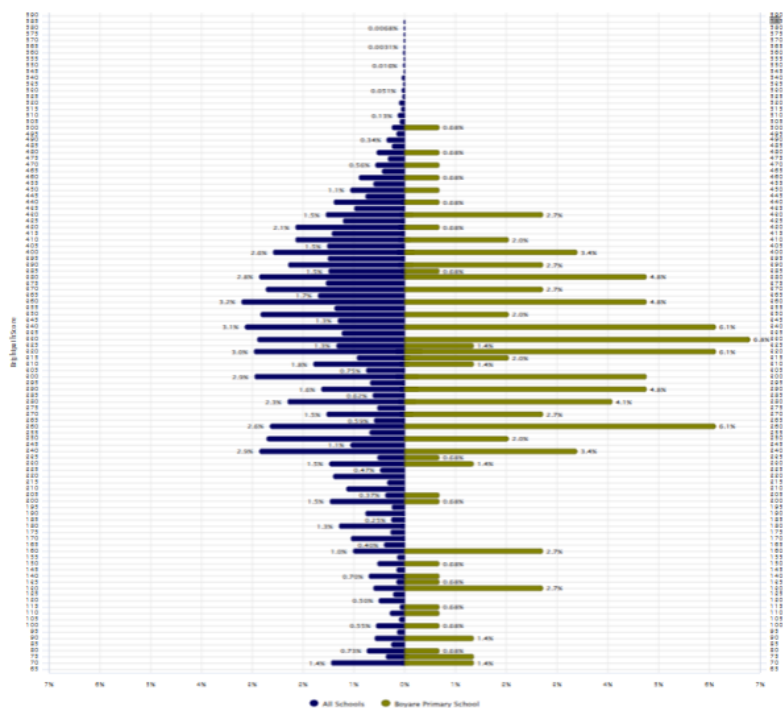
CUBED Assessments

No targets. Baseline data.



ENGLISH IN REVIEW CONTINUED

Brightpath



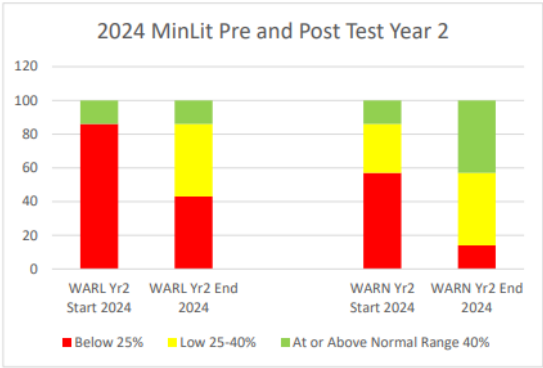
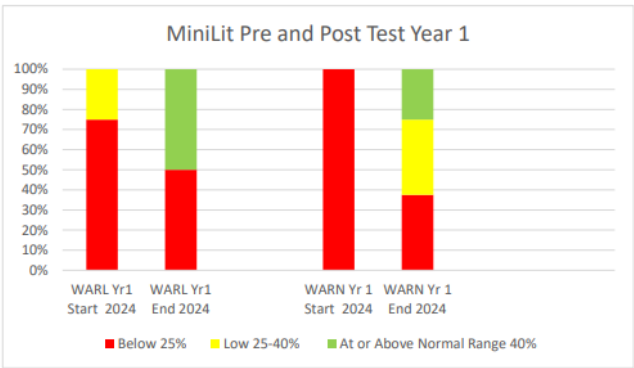
Target:
All year levels will achieve an effect size of at least 0.2 for a 6-months progression in Narrative and Oral Narrative (Term 2-Term 4) **Achieved**
Semester 1 narrative 2024
Boyare Median 285
All Schools Median 330

Semester 2 Years 1-6 narrative 2024
Boyare Median 320
All Schools Median 330

Year Level	Semester 1 Median	Semester 2 Median	Effect Size
PP	N/A		N/A
Year 1	148.4	191.1	0.54
Year 2	190.3	216.6	0.32
Year 3	275.9	297.0	0.40
Year 4	294.2	322.1	0.53
Year 5	317.7	351.9	0.43
Year 6	365.7	388.8	0.36

MiniLit

MiniLit is an evidence-based, explicit and effective early literacy intervention program for teaching reading skills to children who are in the bottom 25% of the expected range for their age group in Year 1 or 2. In 2024 two groups of Year 2 students participated in the program, some continuing from 2023. In second semester some Year 2 students completed the program and Year 1 students were tested and selected to commence MiniLit. The WARL and WARN are benchmarked assessments used to monitor student progress.
Note: No Year 2 WARN norm scores, so rated against end of Year 1. Some progress impacted by less lessons attended due to starting later in the year or being absent.



MATHEMATICS IN REVIEW

Mathematics Learning Area Review 2024

Operational Plan Goals 2024		Judgement-How are you going?	Evidence- How do you know?	Planning- What are you going to do to improve?
Area – N&A, M&G, S&P	<p><u>Consolidating a whole school approach to teaching K-6</u></p> <p>Teachers plan for and implement numeracy blocks of between 60-90 minutes 3-5 days a week, aiming for a minimum of 300 minutes across the week. This to be implemented across P-6.</p> <p>Visual and explicit teaching strategies to be used, following our explicit teaching model:</p> <ul style="list-style-type: none"> 10 minutes Daily Review including focused teaching of vocabulary and revision of prior topics (Ochre Education Daily Review resources are a good starting point) 10 minutes mental maths warm-up (practise mental calculations of the four operations: addition, subtraction, multiplication, division) Top Ten Mathematics lesson for Number and Algebra or hands-on 	<p>Teachers continued to find it difficult planning for and implementing 300 minutes of Mathematics taught daily this year, so 60 minutes per day was not met in every classroom. Some classrooms only had Mathematics taught 3-4 days over a week for 60 minutes at a time. When taught, it was with visual, hands-on and explicit teaching and utilised the newly introduced Top Ten Mathematics program for Number and Algebra.</p> <p>Many teachers found it was difficult to timetable Mathematics every day due to other priorities, e.g., Literacy block expectations, tandem teaching situations, DOTT provision, Noongar lessons and middle/senior sport.</p> <p>All teachers are implementing some form of Daily Review and mental maths warm-up, but they are often interchanged or combined into one 10-20 minute session.</p>	<p>Teacher timetables reflect differing Mathematics block allocations.</p> <p>The maths storeroom is used regularly (equipment moving in and out). Mathematics resources were purchased for classrooms based on feedback provided, e.g., clocks, spinners, 3D object sets, pattern block supplies.</p> <p>Mathematics Specialist Teacher (MST) completed classroom observations of most teachers and provided modelling and in-class coaching for some teachers in the area of Daily Review, Top Ten Mathematics and CUBES word problem solving. All observed teachers were implementing Daily Review and/or mental maths.</p> <p>MST had 30 min meetings with most staff (fortnightly or termly) to support and get feedback about the teaching of Mathematics at Boyare.</p>	<p>We need to adjust the expectations of 60 minutes of Mathematics every day because it is not manageable for many classes. Suggestion from staff discussions is a firm 60 minutes of Mathematics 4 days a week at minimum, which is to be reflected in teacher timetables updated every term. The remaining 60 minutes of Mathematics taught per week can be negotiated with line manager with support from Mathematics Specialist Teacher if it cannot fit in the timetable.</p> <p>Our expectations for Daily Review and mental maths will be 10-20 minutes in combination, as reflected in our 2025 'What the Maths Block Looks Like at Boyare Primary School'.</p> <p>Continue to provide resources to classrooms to support their hands-on, visual, explicit teaching. Have a survey for resource requests at the end of Term 1 2024 and end of Term 2 2024.</p> <p>Continue MST meetings and in-class coaching/modelling/observations with staff to support Collaborative DOTT</p>
	<p>lesson for Measurement and Geometry and Statistics and Probability</p> <ul style="list-style-type: none"> Plenary <p>A guide to 'What the Maths Block Looks Like At Boyare Primary School' resource will be created and given to all classroom teachers to remind them of the lesson format expectations.</p>	<p>A guide to 'What the Maths Block Looks Like at Boyare Primary School' resource was finalised at the end of 2024 ready for 2025.</p>		<p>planning for Top Ten Mathematics, Daily Reviews.</p> <p>Opportunities for peer observations (on top of MST classroom observations) to be provided to staff in 2025.</p>
	<p><u>Continuing roll-out of Top Ten Mathematics as a whole-school program for Number and Algebra</u></p> <p>Teachers will use Top Ten Mathematics to plan their Number and Algebra units in accordance with the suggested Top Ten 'Unit Term Planner' with support from Mathematics Specialist Teacher (MST).</p> <p>Teachers will conduct a pre-test and post-test assessment, recording student results on the Top Ten spreadsheet on Connect once per semester to demonstrate teacher proficiency in using Top Ten assessment tool. Semester 1: Place Value Semester 2: Fractions Teachers may choose to complete more Top Ten assessments if they wish. In 2025 we will explore if we would like to set whole school targets for growth using the Top Ten assessment tool.</p>	<p>Top Ten was successfully implemented in P-6 classrooms with the support of the MST for Number and Algebra.</p> <p>All Year 1-6 classes successfully completed and uploaded assessment data for the Top Ten Place Value assessment in Semester 1 and the Top Ten Fractions assessment in Semester 2. Some teachers decided to use Top Ten assessments for other topics. Year 3-6 teachers found the marking and <u>data inputting</u> process very time-consuming and requested that an answer key provided would be helpful. Year 1-3 teachers found the <u>assessment implementation</u> task very time-consuming due to the length of the assessment and concentration/independence levels of students in class. There was requests for support (time out of the class or additional teacher/EA time in the class).</p>	<p>Feedback provided to the MST during Collaborative DOTT Planning sessions, Maths Committee meetings and discussions with staff.</p> <p>Assessment spreadsheets on Connect links.</p> <p>MST observed/modelled for all teachers in 2024 and provided observation feedback forms via email (copy also with principal).</p> <p>Resources to support in Top Ten teaching were requested and purchased in Term 3.</p>	<p>The MST role is to be increased to 0.4 FTE, allowing for more in-class support for staff, continued fortnightly/weekly collaborative planning, continued extension (Maths Masters), and possibly looking into intervention.</p> <p>Top Ten to continue in 2025. Teachers will be expected to use it for planning, teaching and assessing more formally:</p> <ul style="list-style-type: none"> Follow the suggested unit term planner as close as possible. At minimum, complete one pre-test and post-test assessment once per semester. For example, Semester 1 every classroom 2-6 will do the Place Value pre-test and post-test, and Semester 2 every classroom 1-6 will do the Fraction pre-test and post-test. Teachers will be supported by additional time out of class (for data input) OR additional support in class (for implementation of the assessment) for both Place Value and Fractions assessments.

	Year 3		Year 5	
	2023	2024	2023	2024
Numeracy	-0.5	-0.2	0.7	-0.7

MATHEMATICS IN REVIEW CONTINUED

Area - N&A, M&G, S&P	<p>Mathematics Specialist Teacher (MST) will be released for 1 day in Term 1 2024 to support this new assessment requirement.</p> <p>MST will provide support to classroom teachers for the implementation of TopTen (part of the 0.2 FTE MST role) by meeting with teachers fortnightly / termly depending on teacher timetables. The MST will be released for 2 days a term to provide coaching/observation support to classroom teachers.</p> <p>Teachers to supplement the teaching of Measurement and Geometry and Statistics and Probability with additional resources e.g. Teaching and Learning exemplars from SCSA, Elastik.</p> <p>Concrete materials for Mathematics teaching and learning will be purchased as needed, based on feedback and requests from staff. Maths Committee will ask for requests at the end of Term 1 and end of Term 2. Costs are higher this year as a result of everyone following the same term planner and teaching the same topics at a similar time.</p> <p>Staff to be released for maintaining Maths storeroom to accommodate new hands-on resources and TopTen resources (one day's relief).</p>	<p>Teachers reported that it was useful to have Collaborative DOTT planning sessions with the MST but <u>would like the support to be increased in terms of coming into the classroom to coach/model/team teach</u> and observe CT during their Mathematics lessons.</p> <p>Teachers reported a desire for additional planning/teaching resources for Measurement and Geometry and Statistics and Probability in 2025 and beyond.</p> <p>Resources were purchased to support Top Ten teaching and will need to continue next year.</p> <p>Maths storeroom to be looked at early next year.</p>		<p>MST / Maths Committee will aim to provide more support to staff teaching Measurement and Geometry and Statistics and Probability with support from Elastik and Teaching and Learning exemplars from SCSA by researching additional programs or Top Ten resources in 2025. Maths Committee to look into purchasing the Numeracy Books resources from Top Ten in 2025.</p> <p>Continue to purchase resources as needed (staff survey / request for end of Term 1 and end of Term 2).</p>
	<p><u>Teaching Mathematics vocabulary to students</u></p> <p>Teachers to use the Boyare Mathematics Vocabulary resource (a PowerPoint presentation put on Connect) to support teaching Mathematics terminology during lessons/warm-ups.</p> <p>Each class will have a 'Maths Vocabulary' display, using either posters from the Boyare Mathematics Vocabulary PowerPoint or their own display.</p>	<p>Maths Vocabulary resources are on Connect and in classrooms.</p> <p>Teachers are teaching vocabulary explicitly throughout their lessons and providing student access to vocabulary resources in different ways, e.g. individual student word walls.</p>	<p>Mathematics Vocabulary resource on Connect and in classrooms.</p> <p>The explicit teaching of Mathematics vocabulary and student access to vocabulary resources was observed through MST classroom observations, and feedback was provided to teaching staff.</p>	<p>These resources will continue to be available in 2025, and will also be available to teachers through the English/Mathematics USB provided to staff at the beginning of 2025.</p> <p>Paul Swan Maths Posters for Number, Measurement and Geometry were purchased in 2024 for distribution to classrooms and teachers for 2025.</p>
	<p><u>Introduce Walker Learning Approach to support Mathematics teaching and learning in early childhood</u></p> <p>Kindy and Pre-primary classrooms to explore integrating the investigation side of hands-on, play-based Mathematics through the Walker Learning Approach (introduced in 2024). Students will have access to Numeracy resources as part of investigation time each morning.</p>	<p>Walker Learning was implemented fully in the Pre-primary classroom in 2025 and partially in Kindy.</p> <p>A numeracy area was available in Pre-primary for investigations that included resources such as balance scales, number beanbags, dice, playing cards, shape and pattern blocks and boards, number writing practice activities, counting objects, Bond Blocks puzzles etc. These were added to and changed throughout the year.</p>	<p>Photos of the Walker Learning space in the classroom, Walker Learning documents, Row-Yi's Walker Learning reflection PowerPoint.</p>	<p>EC1 and EC2 will have a Numeracy resource area set up for 2025.</p>
	<p><u>Word Problem Solving</u></p> <p>Continue the use of the CUBES model as a problem-solving strategy for word problems P-6.</p>	<p>CUBES continued to be a big focus of Maths Masters (Years 2-6) this year. Teachers who used Ochre Daily Reviews used CUBES when they faced word problems.</p>	<p>CUBES resources are still on Connect.</p> <p>Lynnette's classroom observation feedback form demonstrate her excellent use of CUBES in the</p>	<p>Continue Problemo subscription for 2025.</p> <p>MST to rotate through classrooms at lunch eating time on Thursdays and Fridays to share a word problem 'We Do' with Years 1-6.</p>

MATHEMATICS IN REVIEW CONTINUED

	<p>MST will support teachers in including a Mathematics Word Problem as part of their Daily Review at minimum once per term. This support will occur during MST Collaborative DOT planning sessions with staff.</p> <p>Problemo / Mathematics Word Problem bank is available on Connect, but copies of some problems will be in the Maths file (to be created in 2024).</p>	<p>Some teachers included CUBES during their multiplication and division teaching units. Many staff asked for CUBES to be modelled for them during their classroom observation sessions from the MST.</p> <p>Word problems were added to the Maths Files ready for 2025.</p>	<p>classroom; other staff also included CUBES through their Daily Review.</p> <p>Results from AMC suggest Maths Masters students have benefited from using CUBES to comprehend questions due to upwards trend in results (6 Credits, 1 Distinction).</p>	
	<p>Opportunities for TAG students</p> <p>TAG students identified through PAT testing and NAPLAN to work with Mathematics Specialist to extend their Mathematics learning through the Maths Masters program (0.2 FTE). Students in Years 2-5 will have Maths Masters once a week for 40 minute sessions.</p> <p>TAG students will participate in the annual Australian Mathematics Competition.</p>	<p>Row-Yi continued Maths Masters program in 2024 for Year 2-6 students in 35-60-minute blocks on Fridays, identified through PAT testing, NAPLAN results and teacher judgement. This year, mixed year levels were trialled (Year 2/3s, Year 4s, Year 5/6s) to make three groups.</p> <p>Maths Masters Years 3-5 and select Year 6 students participated in the AMC in Term 3. This year we had our first 'Distinction' award, 6 'Credits' and an overwhelming number of 'Proficiency' compared to 'Participation' certificates.</p>	<p>AMC results on Shared Drive.</p> <p>Maths Master spreadsheet on Connect.</p>	<p>In 2025 Maths Masters will continue with similar grouping and timing 2024.</p>
Area – N&A, M&G, S&P	<p>Continue data literacy support and expectations for teaching staff</p> <p>Teachers will utilise Elastik/PAT testing/On-Entry data to perform gap analysis and create group and individual learning plans to be implemented in the numeracy block for differentiation.</p>	<p>Teachers utilise Elastik / PAT testing / On-Entry data to perform gap analysis and create group and individual learning plans. Differentiation occurs in all Mathematics teaching blocks.</p> <p>Some teachers are confident making groups in Elastik; some teachers have requested more support in this area from MST in 2025.</p>	<p>Teacher planning and student groups will reflect this.</p>	<p>Continue to provide Elastik support through PL at SDD and through the MST role in 2025.</p>
Area – N&A, M&G, S&P	<p>Continued differentiation for students</p> <p>Teachers to create and implement IEPs and GEPS for students as necessary following the MIS schedule, meeting with parents to discuss student progress and inform parents of learning plans</p> <p>Students will be offered Prodigy for students Years 1-6 to support classroom differentiation</p> <p>K-2 teachers will track number skills through Tarin's Number Assessment on Connect</p>	<p>Boyare Primary School staff very familiar with implementing and creating IEPs and GEPS, and this continued well in 2023.</p> <p>Prodigy was used in Year 1-5 classrooms in 2024; some started earlier than others. Teachers reported it as helpful to support their Mathematics program.</p> <p>K-2 teachers continued to track number skills through Tarin's Number Assessment on Connect.</p>	<p>IEPs and GEPS are on the Shared Drive and student files. Records of parent meetings are on Integrus Activities.</p> <p>Prodigy certificates printed and handed out to students. Feedback about Prodigy discussed at staff meetings.</p> <p>See spreadsheet on Connect.</p>	<p>Continue in 2025.</p> <p>All classroom teachers have expressed a desire for Mathematics intervention at Boyare in 2025, targeting students who are very low in number skills. This could look like: MST to consider implementing intervention as part of the 0.4FTE role with additional mainstream EA time dedicated to Mathematics support.</p>
Area – N&A, M&G, S&P	<p>Financial literacy</p> <p>Commonwealth MoneySmart program (free online session) to be offered to P-6 students. Fiona to email out link at the end of Term 1 2024, ready for staff to use when teaching their Money units in Term 2 (Years 1-4) and Term 4 (Years 5/6)</p>	<p>MoneySmart was sent out in Term 1. It was run in some classrooms. Staff suggested to just have the link available in Connect Links.</p>	<p>Fiona's email records.</p>	<p>Fiona will add the link to Connect Links to be available for staff in 2025.</p>
Area – N&A, M&G, S&P	<p>Highlighting student success</p> <p>Maths Cape Awards to be handed out at each assembly, as chosen by K-1 classroom teachers, to highlight student success in Mathematics learning.</p> <p>Math Awards to be handed out at each assembly, as chosen by Year 2-6 classroom teachers, to highlight student success in Mathematics learning.</p>	<p>Maths Cape Awards continued this year for K-2 students. Maths Awards handed out each assembly for 3-6 students.</p> <p>AMC certificates handed out in Term 4 assembly.</p>	<p>Maths Cape Awards and Maths Awards presented at assembly, photos on in newsletters.</p>	<p>Notify parents prior to assembly.</p> <p>Continue Maths Cape Awards and Maths Awards at assembly in 2025.</p>

MATHEMATICS IN REVIEW CONTINUED

<p><u>Linking Mathematics and the Aboriginal Cultural Standards Framework</u></p> <p>Sharia will introduce Noongar numbers and other Mathematics vocab (as relevant) in her Noongar language sessions with students P-6.</p>	<p>Sharia included Noongar numbers as part of her Noongar language sessions with students P-6.</p>	<p>Students know their Noongar numbers and there are number posters displayed in the Noongar classroom.</p>	<p>Continue for 2025.</p>
<p><u>Staff-led operational planning</u></p> <p>Maths Committee members to be released for whole day planning in Semester 2 to finalise Mathematics Learning Area Review 2024 and Mathematics Operational Plan for 2025.</p>	<p>Staff were released for a whole day, with half a day to finalise Mathematics Learning Area Review 2024 and Mathematics Operational Plan for 2025.</p>	<p>Completed Mathematics Learning Area Review 2024 and Mathematics Operational Plan for 2025 on Shared Drive or Connect.</p>	<p>Continue for 2025.</p>
<p><u>Create a Maths File for staff</u></p> <p>Staff survey results show that a Maths File will be helpful, similar to the Literacy File provided each year by the English Committee.</p> <p>In 2024, the Maths Committee will create a Maths File for each classroom teacher during Maths Committee meetings, ready for 2025. The Maths File will include (but is not limited to):</p> <ul style="list-style-type: none"> Digital calendar for important Maths dates for the year, e.g. AMC dates, assessment dates, which week you need to include a word problem in your daily review etc. Assessment templates (e.g. 1 Minute Maths norms and record sheets) 	<p>Maths File was created by the end of 2024, ready to distribute at the start of 2025.</p> <p>It includes:</p> <ul style="list-style-type: none"> Implementing Top Ten guide (1 page) Top Ten Suggested Sequence (unit planner) Boyare Primary School Mathematics Explicit Teaching Lesson Guide CUBES poster Place Value pre- and post-test Fractions pre- and post-test 1 Minute maths norms and recording sheet Lesson Observation Feedback Form Examples of word problems <p>To be added to USB:</p> <ul style="list-style-type: none"> Mathematics Vocabulary resources Daily Review resources 	<p>Maths Files collated.</p>	<p>Row-Yi to ensure that the USBs are loaded with additional resources ready for 2025.</p>
<ul style="list-style-type: none"> Where to find Mathematics Vocabulary resources Where to find Daily Review resources Where to find Top Ten resources Key Top Ten Mathematics print-outs 'What Maths Block Looks Like at Boyare' guide Examples of Problemo / Mathematics Word Problems CUBES overview Where to find the Teaching and Learning Exemplars for Measurement and Geometry and Statistics and Probability Other helpful websites Prodigy guide and overview 	<ul style="list-style-type: none"> Top Ten resources Knock Out resources Bond Blocks resources Paul Swan Maths Posters 		

MATHEMATICS IN REVIEW CONTINUED

On Entry 2024

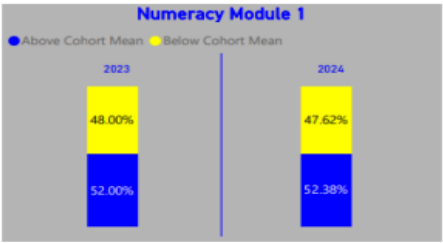
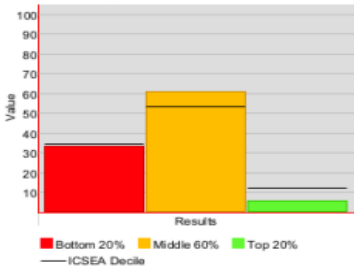
Goal: Pre-Primary students will work towards achieving at or above like schools median score in Numeracy by aiming for a median of 382 in 2024. In 2023, Pre-Primary students had a median score of 372, whereas like schools had a median score of 435. At least 60% of all Pre-Primary students will be at or above the mid-year target for Numeracy.

Result: **Median goal of 382 in 2024 was achieved. 60% of students at mid-year target was not achieved.**

Cohort: BOYARE PRIMARY SCHOOL E.C.2 (2024)

On-Entry - Numeracy

Results compared to ICSEA Decile including data from other schools



2024:

Achieved goal having a median of 382 in 2023.

Like schools median: 401

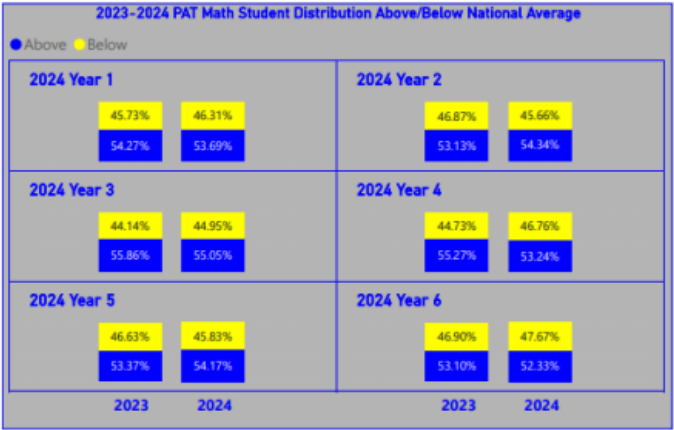
Our median: 393

Did not achieve 60% of Pre-primary students at or above mid-year target for Numeracy. Elastik report shows we had 52.38% of students above cohort mean.

PAT Testing 2024

Goal: At least 35% of all students (Year 1 - 6) will be at or above the National mean for Numeracy by the end of year 2024.

Result: **Target achieved.** Please see results from Elastik report.



2024:

Year 1 to Year 6 student results demonstrate >52% of all students were at or above the National mean for Numeracy in 2024. Results were similar to 2023.

1 Minute Maths Data 2024

Goal: Students will move across the norm ranges from 'Critically Low' → 'Below' → 'At' → 'Above' with a 5% upwards shift across whole school results from Term 1 2024 to Term 4 2024.

Result: **Target achieved.** We achieved an upwards shift across the norm ranges of more than 5%.

- In Addition, we went from 15% of students in Critically Low to only 6% in Critically Low at the end of Term 4 (a difference of 9%).
- In Subtraction, we went from 29% of students in Critically Low to only 12% in Critically Low at the end of Term 4 (a difference of 17%).
- In Multiplication, we went from 34% of students in Critically Low to only 14% in Critically Low at the end of Term 4 (a difference of 20%).
- In Division, we went from 43% of students in Critically Low to only 22% in Critically Low at the end of Term 4 (a difference of 21%). We also went from 7% of students in Above to 30% in Above at the end of Term 4 (a difference of 23%).

Below are whole school data results from the Peter Westwood 1 Minute Maths in 2024.

Whole school	Range	Term 1 2024		Term 4 2024	
		Total students	Percent	Total students	Percent
Addition	Above	43	28%	73	47%
	Normal Range	71	47%	49	31%
	Below	14	9%	25	16%
	Critically Low	24	15%	10	6%
Subtraction	Above	31	20%	58	42%
	Normal Range	64	41%	54	40%
	Below	16	10%	8	6%
	Critically Low	45	29%	17	12%
Multiplication	Above	18	14%	43	35%
	Normal Range	45	45%	49	40%
	Below	9	7%	13	11%
	Critically Low	45	34%	18	14%
Division	Above	9	7%	35	30%
	Normal Range	57	43%	48	41%
	Below	9	7%	9	7%
	Critically Low	56	43%	26	22%

2024:

We surpassed our 5% movement goal in all operations.

SCIENCE IN REVIEW

Science Learning Area Review 2024

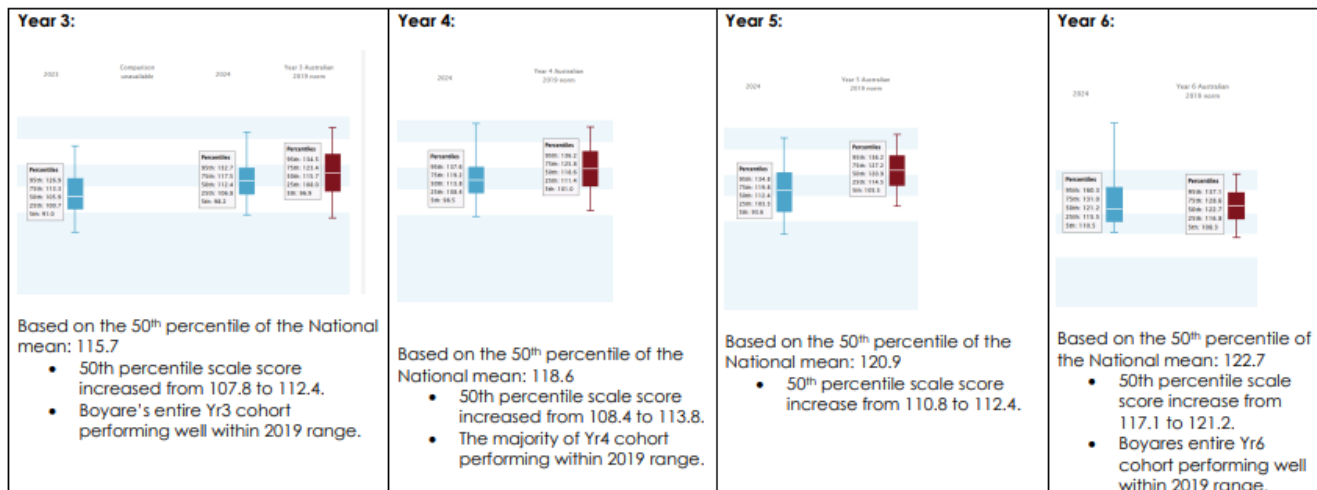
Operational Plan Goals 2024		Judgement-How are you going?	Evidence- How do you know?	Planning- What are you going to do to improve?
<ul style="list-style-type: none">85% of students to be able to log into PAT testing and be confident in navigating the system without support in Year 3 – 6.	<ul style="list-style-type: none">Students completed Science PAT Testing in Term 4.	<ul style="list-style-type: none">Assisted: 9.25%Independent: 90.75%	<ul style="list-style-type: none">Target of 85% has been achieved in 2024.Maintain independent login at 90% or above.Reduce assisted login to 7% and consider initial login as practice (not in data collection)	
<ul style="list-style-type: none">Science Attitude Survey	<ul style="list-style-type: none">Online platform (Forms)Survey was completed by students from Pre-primary to Year 6.5-star rating system.	<ul style="list-style-type: none">Students completed survey in Term 4.	<ul style="list-style-type: none">Continue Science Attitude survey in 2025 using Forms.	
<ul style="list-style-type: none">STEAM Expo 2024	<ul style="list-style-type: none">Great turnout during STEAM Expo Week.Prizes awarded for Design and Technology, Art and Science projects, through a blind student voting process.Capacity increased to include additional clay work.This year, classroom teachers coordinated the design and technologies aspect of the STEAM expo. The Mathematics display was organised by Row-Yi.	<ul style="list-style-type: none">Parents and students were recorded on an attendance log from the 09/9/2024–12/9/2024. <p>Monday</p> <ul style="list-style-type: none">Students: 24Parents: 19 <p>Tuesday</p> <ul style="list-style-type: none">Students: 29Parents: 11 <p>Wednesday</p> <ul style="list-style-type: none">Students: 13Parents: 11 <p>Thursday</p> <ul style="list-style-type: none">Students: 12Parents: 4 <ul style="list-style-type: none">Out of 78 students, 45 students attended with parents/carers afterschool. This is an increase from 2023.	<ul style="list-style-type: none">More interactive activities for students (eg. tote bag, word search, colouring)The opening of STEAM Expo to be aligned with an assembly.	
		<ul style="list-style-type: none">A printed copy of the STEAM Expo note handed to students.Prizes were awarded for Science, Art and Design and Technologies.Prizes and certificated were presented at Term 3, Week 10 assembly.		
<ul style="list-style-type: none">Science Quest	<ul style="list-style-type: none">Did not participate in Science Quest 2024.	<ul style="list-style-type: none">Unable to facilitate due to staff availability.	<ul style="list-style-type: none">Reinvestigate Term 1 2025.	
<ul style="list-style-type: none">Lego Club	<ul style="list-style-type: none">Lego Club is run in the Junior block during lunch with Tarin Henbury.	<ul style="list-style-type: none">Lego Club Run by Tarin in Term 1,2,3 and 4.	<ul style="list-style-type: none">Continue Lego Club in 2025.	
<ul style="list-style-type: none">Synergy Solar Car Challenge	<ul style="list-style-type: none">Did not compete in the Solar Car Challenge 2024	<ul style="list-style-type: none">Due to scheduling in Term 1.	<ul style="list-style-type: none">Boyare has signed up for 2025 Synergy Solar Car Challenge.	
<ul style="list-style-type: none">Western Power Circuit Breaker	<ul style="list-style-type: none">Miss Chua has utilised the circuit breaker kits in class with the Year 5's and 6's in Semester 1. Students integrated Science (Physical) and Technologies (Coding)	<ul style="list-style-type: none">Students used the circuit kits to learn about how circuits are formed. Drawing from this experience, students were able to transfer their knowledge to their Design and Technology projects in Term 3.	<ul style="list-style-type: none">Target met. Will not be proceeding with this in 2025. Substitution for Synergy Solar Car Challenge.	
<ul style="list-style-type: none">Science PAT Testing (Years 3-6) Term 1 & 4	<ul style="list-style-type: none">Students from Years 3-6 completed Science PAT Testing in Term 2 and 4.	<ul style="list-style-type: none">Data collated by Elastik.	<ul style="list-style-type: none">Recommence PAT Testing in Term 1 and 4 2025.	
<ul style="list-style-type: none">Trial investigation templates to be utilised by Science Specialist to maintain consistency throughout Pre-Primary to Year 6.	<ul style="list-style-type: none">Implementation of investigation templates from Term 2.Vocabulary books no longer utilised but choral activities at start of lesson are still facilitated.	<ul style="list-style-type: none">Mathew is currently using an investigation template from Years 3-6.	<ul style="list-style-type: none">Continue to utilise templates in class 2025.	

SCIENCE IN REVIEW CONTINUED

Strategic Plan Target:

- At Least 25% of all students (Year 3 – 6) will be at or above the National mean for Science by the end of year 2024.
- Our Target was exceeded. We had a total of 31/110 students at or above the 50th percentile resulting in 28.18%. Next year, we would like to increase the goal to at least 30% of all students (Year 3 – 6) will be at or above the National mean for Science by the end of year 2025. We will also focus on shifting students out of the 95th percentile by 5 % (approximately one student per class).

PAT Testing 2024:



Science Attitude Survey 2024:

Below are the results compared from 2023 to 2024.

2023 collated student responses 156

2024 collated student responses 135



TECHNOLOGIES IN REVIEW

Technologies Learning Area Review 2024

Operational Plan Goals 2024	Judgement-How are you going?	Evidence- How do you know?	Planning- What are you going to do to improve?
<ul style="list-style-type: none"> 90% of students to be able to log into PAT testing and NAPLAN Platforms and be confident in navigating the system without support in Year 3 – 6. 	<ul style="list-style-type: none"> PAT Testing Term 1 and Term 4. NAPLAN testing Years 3 & 5 in Term 2. 	Year 3 – 6 <ul style="list-style-type: none"> Independent: 101/111 = 91% Assisted: 10/111 = 9% 	<ul style="list-style-type: none"> 90% of students to be able to log into PAT testing and NAPLAN Platforms and be confident in navigating the system without support in Year 3 – 6. 50% of students to be able to log into PAT testing and NAPLAN Platforms and be confident in navigating the system without support in Year 1-2. 25% of students in Pre-Primary to login independently by end of Semester 2.
<ul style="list-style-type: none"> 50% Year 1 and 2 students to be able to login to PAT testing without support in the second semester test. 	<ul style="list-style-type: none"> Students from Year 1 and 2 completed PAT Testing in Term 4. 	Year 1's and 2's <ul style="list-style-type: none"> Independent: 26/39 = 67% Assisted: 13/39 = 33% 	<ul style="list-style-type: none"> 50% Year 1 and Year 2 students to be able to login to PAT testing without support in the Semester 2.
<ul style="list-style-type: none"> 25% Pre-primary to be able to login independently in Semester 2. 	<ul style="list-style-type: none"> Students from Pre-primary and completed PAT Testing in Term 4. 	<ul style="list-style-type: none"> Independent: 10/20 = 50% Assisted: 10/20 = 50% 	<ul style="list-style-type: none"> Maintain the target at 25% to be able to login independently in Semester 2.
<ul style="list-style-type: none"> Utilise year level scope and sequence documents. 	<ul style="list-style-type: none"> Utilised Scope and Sequence documents in conjunction with the Boyare Assessment Schedule. 	<ul style="list-style-type: none"> Uploaded onto Connect. 	<ul style="list-style-type: none"> Continue to utilise Technologies Scope and Sequence.

<ul style="list-style-type: none"> Explicitly teach ICT Skills using Word, Pages, PowerPoint, Keynote, Excel and Numbers etc. to be tracked on Boyare ICT Skills Continuum. 	<ul style="list-style-type: none"> Students log into Microsoft Office 365 on iPad Applications and via Connect. ICT Skills tracker surveyed students in Term 1 and Term 4. 	<ul style="list-style-type: none"> Students' login during Technology sessions with Specialist Teacher. Tracked student progress on Excel spreadsheet in Term 1 and Term 4. Tracked student progress on passports (physical version) 	<ul style="list-style-type: none"> Students to continue using Office 365 in 2025. Continue to track ICT Skills on tracker and passports.
<ul style="list-style-type: none"> Professional learning provided for all staff to develop the following: Digital Tech Committee share skills and strategies on an ongoing and needs basis. Including Techy Tuesday, whole staff meetings in phase of learning sessions. 	<ul style="list-style-type: none"> Techy Tuesday did not commence due to scheduling conflicts, availability and part timer allocations. 		<ul style="list-style-type: none"> Digital Tech Committee share skills and strategies on an ongoing and needs basis. Create a folder on Connect, with uploaded videos of tutorials for apps.
<ul style="list-style-type: none"> Continue to purchase iPad Stylus from Technologies Budget (additional 14) JBurrows 2 in 1 stylus (@\$70.00 each) 	<ul style="list-style-type: none"> At the beginning of 2024 we had a total of 17 styluses. 	<ul style="list-style-type: none"> Purchased 8 additional styluses. Making a total of 25 styluses. 	<ul style="list-style-type: none"> Purchases have been made and are being utilised in different learning areas.
<ul style="list-style-type: none"> Within current projects, make connections to other curriculum areas to make explicit the integration of the STEAM subject areas within design projects (including the purposeful use of Digital Technologies) Design Process- common steps teachers to utilise poster for the design process. 	<ul style="list-style-type: none"> Design process poster are placed on walls within the classroom. 	<ul style="list-style-type: none"> Teachers were handed design process posters at the end of 2022. Teachers have placed posters on display. 	<ul style="list-style-type: none"> Continue to refer to posters in 2025. Check in with staff to see if new posters are needed.

HUMANITIES & SOCIAL SCIENCES IN REVIEW

HASS Learning Area Review 2024

Operational Plan Goals 2024		Judgement-How are you going?	Evidence- How do you know?	Planning- What are you going to do to improve?
HASS	All staff to become familiar with and implement the Reconciliation Action Plan (RAP). Introduce at staff meeting early 2024.	The RAP was introduced at a staff meeting early 2024. It was updated and put on the Narragunnawall website and Connect for all staff to read.	See staff meeting minutes. RAP is on Connect.	Staff to continue reviewing our RAP at staff meetings throughout the year.
	Bi-annual moderation of all year levels 2023	This didn't happen in 2023 due to staff changes/instability.		Reschedule moderation for 2024.
HASS	10% of all students on E grades to move up to D grades compared to their Semester One grades	Achieved	Schedule A	In 2025, a checklist will be provided to staff to collect this data at report time (both Semester 1 and Semester 2).
	10% of all students of D grades to move up to C grades compared to their Semester One grades	Achieved	Schedule A	In 2025, a checklist will be provided to staff to collect this data at report time (both Semester 1 and Semester 2).
HASS	Teachers to become familiar with and utilise the HASS Teaching and Learning Exemplars or Inquisitive (trialled in 2023)	Some teachers are using the HASS Teaching and Learning Exemplars. Inquisitive has now expired. Other staff are using Scootle, Twinkl, Top Teacher and curriculum resources built over the years.	Discussions with staff	HASS Committee to continue reviewing and sharing appropriate teaching support materials for 2025.
	Upskilling using the HASS Teaching and Learning Exemplar	Not addressed in 2024.	Discussions with staff.	Remove from Operational Plan 2025.
	Boyar Faction Names to be changed to Noongar colours Red: Mirda Blue: Wooyan Green: Nodjam Yellow: Yoornt	Not yet actioned in 2024. Thomas sent out a survey in Term 3. Staff meeting discussion to discuss survey results in Term 4. Anonymous survey to be sent at the end of 2024 to decide about official Noongar names. Red → Fire (Mirda/Kaarl) Blue → Water (Wooyan/Kep) Green → Earth (Nodjam/Boodja) Yellow → Sun (Yoornt/Djaatl)	Emails, meeting minutes.	This will be finalised in 2025.
HASS	Celebrate Other Cultures Harmony Day – Dress-up day in national costume. Promote a multicultural lunch. Sharing of cultural artefacts from home. Whole school multicultural assembly. Storytelling from other countries by EAD/L and AEO and Allied Staff. Whole school craft activities. Invitations to the parent community to showcase an aspect of their culture. (Cooking, costumes, artefacts, folktales, art.) Incursion by a cultural group. Record number of students who dress up and record number of families that join us for cultural lunch.	Harmony Day was very successful; we had many families participating in the dress-up and shared lunch. It is a highlight in our school calendar. Chung Wah Chinese Dance Troop came and performed at our Harmony Day assembly. We did not have whole school craft activities or parent input this year, but we will continue for next year. Staff did Harmony Day activities in the classroom, and we had Harmony Heroes again this year. Two Aboriginal artist rugs were purchased for EC1 and EC2 from the PALS grant in 2024. Excellent feedback was given from both classes Hi Alison, I just wanted to pass on a huge thank you to yourself and the HASS team for our gorgeous new floor mat. The children have been very taken with the look and feel of the rug...they even lay on it doing "snow angel" movements on the day of its arrival! It has promoted lots of discussion and imagining. Red group used it as a starting point for an amazing circular construction that they built around the outside of the mat. It involved most of the class who worked like a dream team as they planned, discussed and created. I have never seen such a construction.	Photos from Harmony Day. Students came dressed in their cultural outfits and many families joined in with shared lunch.	In 2025 we can try to record number of students who came in multicultural dress and number of families who join us for lunch. We will push for class teachers to encourage parent input in the lead-up to Harmony Day.

STAFF HEALTH AND WELLBEING IN REVIEW

ACTive Life

Boyare PS 2024

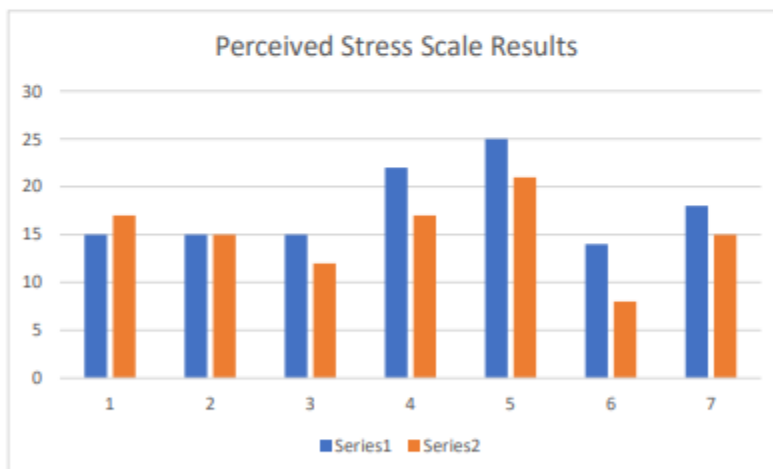
Evaluation report

The ACTive Life program was presented over 3 sessions. Attendance and mode of delivery varied across the sessions as follows:

- 9 participants registered for the program
- 5 participants attended the first session (1/8/24)
- 3 who did not attend were provided materials to complete independently
- 1 was unable to attend any sessions for medical reasons; 1 person withdrew after attending the first session
- Of the remaining 7 participants, all attended the second session (8/8/24). Only four participants were able to attend the third session (12/9) but the remaining three attended a make-up session on 4/12.

All participants completed the Perceived Stress Scale at the first and third sessions. "The Perceived Stress Scale (PSS) is the most widely used psychological instrument for measuring the perception of stress. It is a measure of the degree to which situations in one's life are appraised as stressful. Items were designed to tap how unpredictable, uncontrollable, and overloaded respondents find their lives. The scale also includes a number of direct queries about current levels of experienced stress".

The below graph shows the pre and post results of each participant (series 1 = pre-test, series 2 = post-test).



With one exception, all participants reported a reduction in perceived stress. The majority of participants started and finished in the average range. As the average range is determined by the age of the participant, so some changes may look large in the graph, but were not considered statistically noteworthy.

- Participant 1's results went up across the two sessions, however both were in the average range.
- Participant 4's pre to post results indicated a move from a clinically borderline level of stress (1 standard deviation above average) to the average range. This is particularly noteworthy given the post-test was conducted at the end of Term 4.
- Participant 5's pre to post results indicated a move from almost 2 standard deviations above the norm (considered statistically significant) to less than half a point above the average range.

STAFF HEALTH AND WELLBEING IN REVIEW CONTINUED

In addition, all participants completed an evaluation at the end of the final session, with a 5 point rating scale. Results are as follows.

Question	Percentage of respondents answering 4 or 5
How would you rate the overall usefulness of the content?	71
How would you rate the hands-on activities?	86
The overall experience of the training was positive	100
The amount of information was appropriate for the time available	100
The materials provided me useful information	100
The pace and style of the workshop was effective	86
The materials were presented in an organised manner	100
The workshop content was challenging	86
Participation was encouraged	100
The presenter responded to questions effectively	100
The presenter(s) was knowledgeable about the subject	100
The workshop met my personal learning goals	100
If no, please describe which of your goals were not met	100

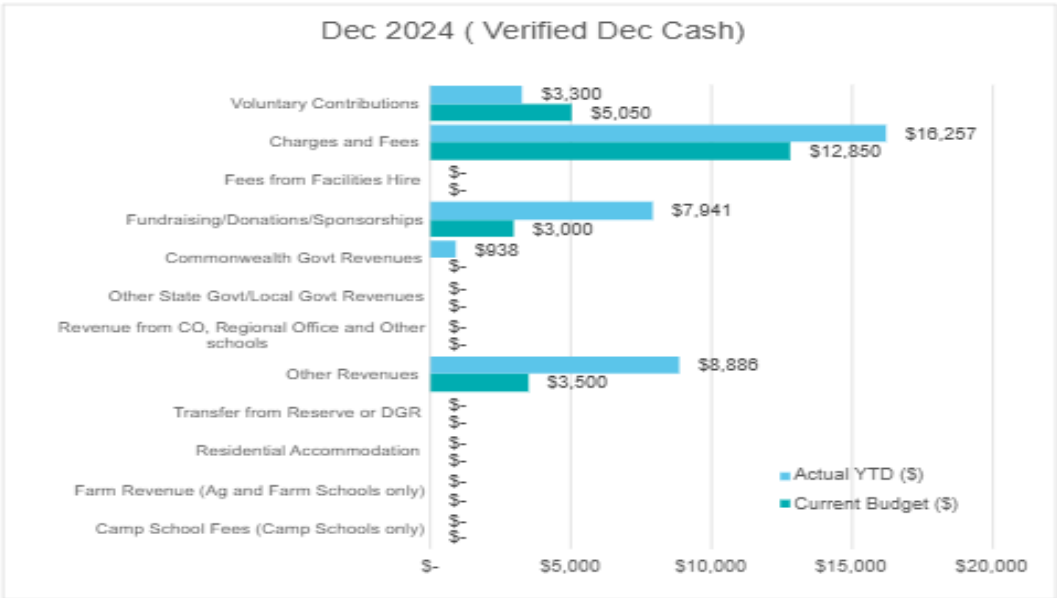
Overall, it appears that the program was considered useful by the staff participating, as evidenced by their assessment and evaluation results. Going forward, it may be useful to consider offering the program again to capture a different cohort of staff, or a more targeted intervention could be considered.

Melanie Lander
Senior School Psychologist
Boyare PS
12/12/2024

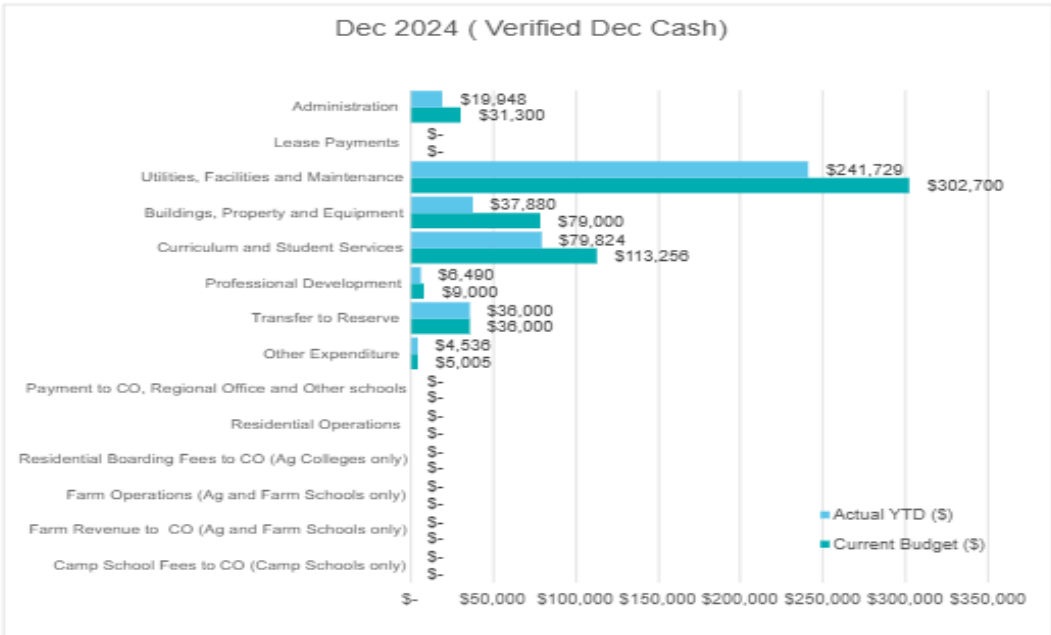
THE 2024 SCHOOL BUDGET IN REVIEW

ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	202,151	202,151
Carry Forward (Salary):	191,645	191,645
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	3,013,904	3,013,904
Locally Raised Funds:	24,400	37,322
Total Funds:	3,432,101	3,445,022
EXPENDITURE		
Salaries:	2,630,534	2,630,534
Goods and Services (Cash):	576,261	426,406
Total Expenditure:	3,206,796	3,056,941
VARIANCE:	225,305	388,082

Locally generated Revenue – Budget vs Actual



Goods and Services Expenditure – Budget vs Actual



FROM THE SCHOOL COUNCIL

As members of the Boyare Primary School Council, we work side by side with the school to ensure that the community's voice is heard and valued. We are proud of our school because it is safe, supportive, focused on the whole child and always looking for ways to improve.

Boyare Primary School has a clear direction and we value the stable leadership and staffing at Boyare Primary School, which ensures continuity across each classroom, using whole school approaches, which are evidence-based and trauma informed.

We believe that access to quality education can change our children's lives and improve their future prospects. At Boyare Primary School we cater to all students and use data to reflect on the needs of each cohort, ensuring a strong focus on English, Mathematics, Wellbeing and our Aboriginal heritage.

We are proud to be part of the School Council and are committed to continuous improvement through our learning cycle of plan, act, review and monitor.



We will ensure good school governance through an integrated system of decision making, which encompasses five foundations.

✓ Roles and
decision rights

✓ Effective
relationships

✓ Business/school
planning

✓ Integrity

✓ Accountability

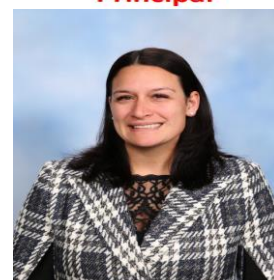
Suzana Petrovska

School Council Chair



Nicole Anderson

Principal



SNAPSHOTS FROM 2024





