



## Bull Creek Primary School Annual Report 2020

I am very proud to present the Bull Creek Primary School Annual Report to our school community.

In what has been a challenging period of time for all, our ability to stay connected and committed to a common cause has been a shining light. Each member of our Bull Creek Primary school community should be extremely proud of their efforts in remaining galvanised and resilient. A special thank you to our hard working staff who have worked tirelessly throughout this year to provide our students with quality and comprehensive learning programs.

At Bull Creek Primary, we have continued to establish a strong culture which is warm, welcoming and community orientated, encompassing high standards and an expectation for excellence. We have a shared commitment in embracing diversity and multiculturalism, with all students integrating in a safe and supportive environment which promotes academic, social and emotional growth. Students from our multi-cultural population bring with them a range of experiences that enrich our school culture and make the campus a unique place in which to teach and learn.

Building and maintaining positive and respectful relationships with our staff, students and parents is a priority. Clear and effective communication processes are well established which form strong relationships. These bonds facilitate an enhanced level of opportunity to develop student learning and well-being.

Whole school approaches are implemented to promote quality teaching and learning. Targeted funding is used to support, facilitate and strengthen school wide programs. Strategic resourcing for staff collaboration is in place which provides opportunities for development of plans, policies and whole school initiatives. The ability of our staff to provide academic, social and emotional support to address the needs of individual students is strong. Individualised plans are strategic, data driven and effectively resourced, which allows our students the best possible chance for success and performance. Staff incorporate strategies for the effective use of ICT to enhance learning and prepare our students as digitally literate, future citizens. Data analysis is rigorous and informs classroom planning and operational adjustments, resulting in ongoing improvement in student outcomes.

Teachers readily accept responsibility for student development, classroom initiatives and curriculum implementation. Staff are provided with quality and constructive feedback, and participate in ongoing processes of self-reflection and improvement. Teachers collaborate effectively and develop professional relationships. This assists in the overall success of our whole school programs and staff morale and well-being. This was vital during our COVID-19 home learning period when our teams created and delivered insightful learning programs.

**Endeavour** - *Aspire to achieve personal excellence through perseverance, risk taking and effort.*

**Learn** - *Develop the skills, knowledge and understandings to achieve high levels of personal competence.*

**Care** - *Contribute to a safe supportive environment and build positive relationships that demonstrate respect, kindness and empathy.*

**Inspire** - *Motivate, influence, guide and encourage a love of learning.*

This report provides an outline of our school's performance and an overview of our endeavours to foster ongoing achievement in key areas depicted in our 2019 - 2021 Business Plan.

I hope that by reading the Annual Report you gain an appreciation of the hard work and commitment of the staff, students and families in our school who continue to work together to ensure success for all students in a community that is inclusive and respectful.

I would like to take this opportunity to thank everyone for their ongoing support.

**Sue Martin**  
Principal



## STUDENT ACHIEVEMENT AND PROGRESS

Bull Creek Primary is dedicated to life-long learning and believe each student is capable of achieving success. The school has a strong improvement agenda and a high priority is given to school-wide analysis of systematically collected data on student outcomes including; academic, behavioural and attendance indicators. Staff are encouraged and assisted in monitoring student progress and there are clearly defined links between operational and classroom planning. All learning experiences are tailored towards levels of readiness and need.

### SCHOOL PERFORMANCE

#### NAPLAN

As a result of the COVID-19 outbreak, Education Ministers decided that NAPLAN would not proceed in 2020. The decision not to proceed with NAPLAN was taken to assist school leaders, teachers and support staff to focus on the well-being of students and continuity of education.

We have ensured that assessment and monitoring of student progress has remained an integral part of our whole school plans and procedures.

#### PAT TESTING RESULTS

A major purpose of the NAPLAN assessment is to provide teachers, parents and caregivers with information about the achievement of their children in relation to nationally agreed bands and provides data for whole school and individual teacher planning for improvement. At Bull Creek Primary, students complete PAT testing, an online set of assessments which provides data that can resemble NAPLAN. PAT assessments test students' conceptual understanding and provide a detailed insight into student progress in the areas of Literacy, Numeracy and Science.

#### UNDERSTANDING PAT DATA

The results below indicate our Year Three and Five students' performance in key areas of Literacy and Numeracy. The two representations display stanine distributions and percentile ranks and the comparison between same year level students across Australia.

##### Percentile Ranks

Percentile ranks provide a simple means of indicating the rank order and position of a student's result in relation to a norm-reference sample.

For example, a student's percentile rank of 45 means that 45 per cent of the reference sample achieved a test score lower than or equal to the test score obtained by the student. A student's percentile rank of 96 means that 96 per cent of the reference sample achieved a test score lower than or equal to the test score obtained by the student.

##### Stanine Score

Stanine scores are derived from percentile ranks. Percentile ranks are divided into nine categories called stanines (short for 'standard nine') and the digits '1' to '9' are used as category labels.

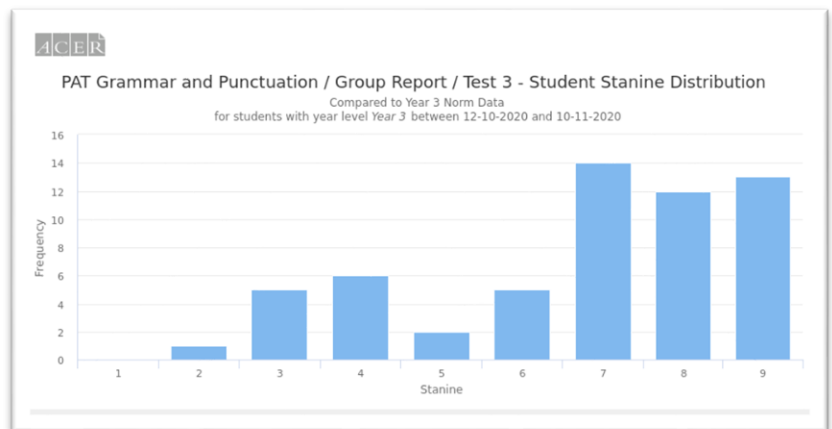
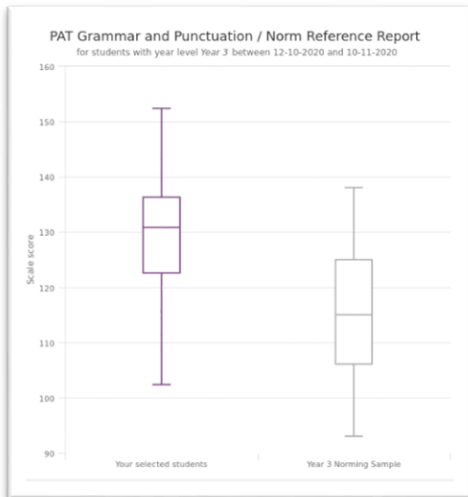
The following graphs illustrate that our students have performed exceptionally well when compared to the Australian norms for their year level.

#### WHERE TO FROM HERE?

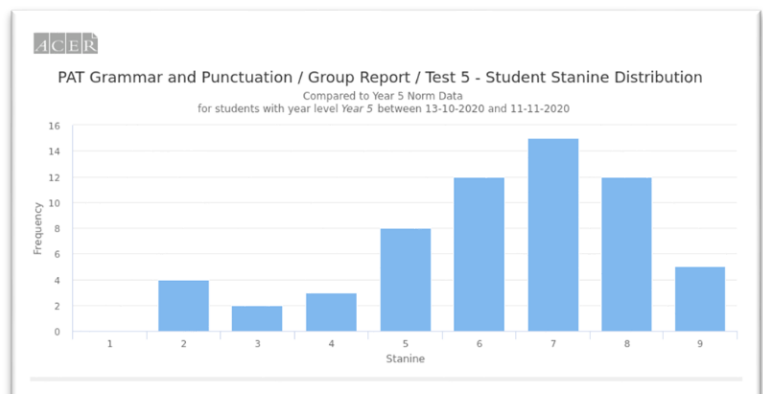
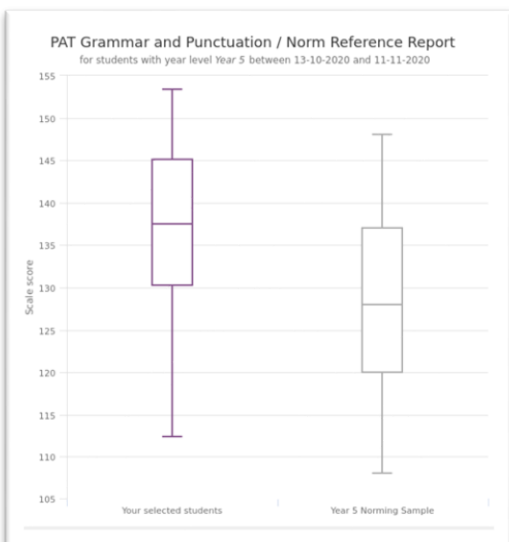
We are determined to reduce the length of each "tail line" depicted in the norm referenced data, which will decrease the number of students in stanines 1-3. Focusing on individualised programs and support to address this goal.

We aim to increase the number of students in stanines 6-9 through interrogation of diagnostic results to plan for and target specific areas of need.

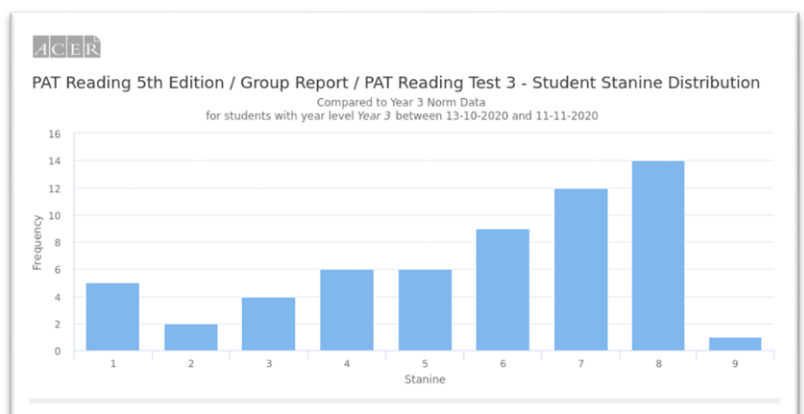
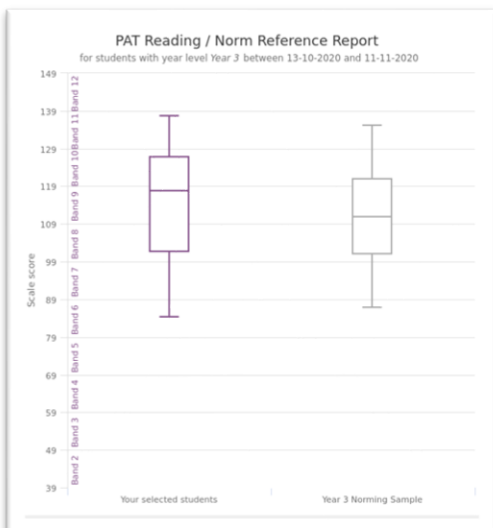
## Year 3 – Punctuation and Grammar



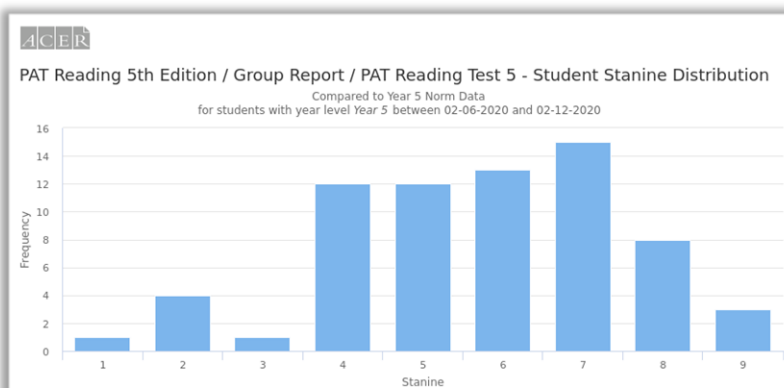
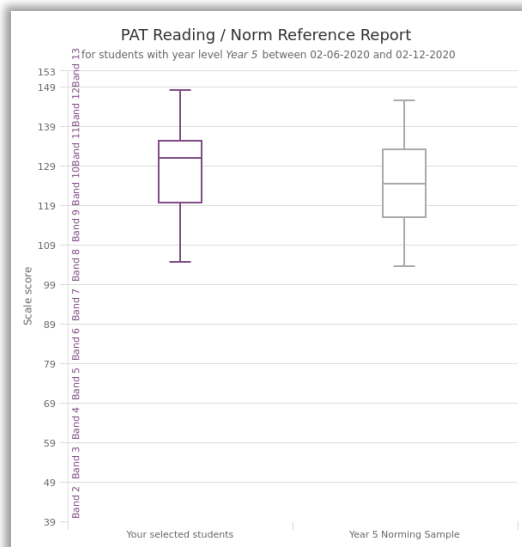
## Year 5 – Punctuation and Grammar



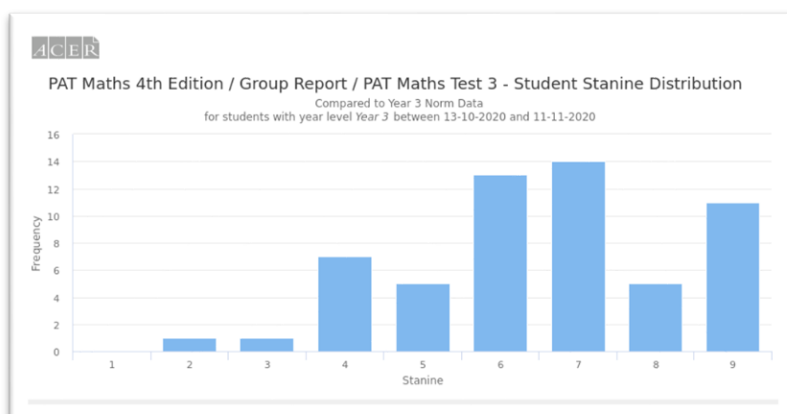
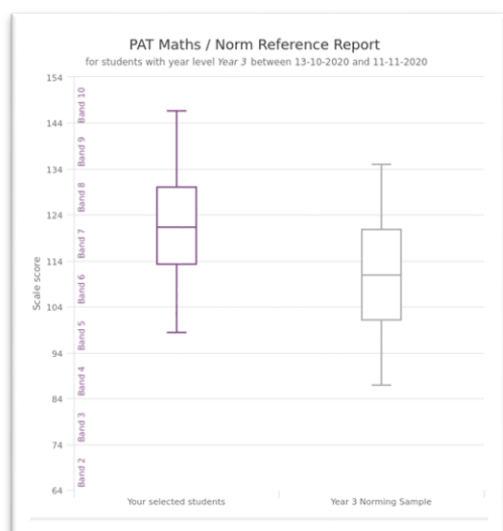
## Year 3 – Reading



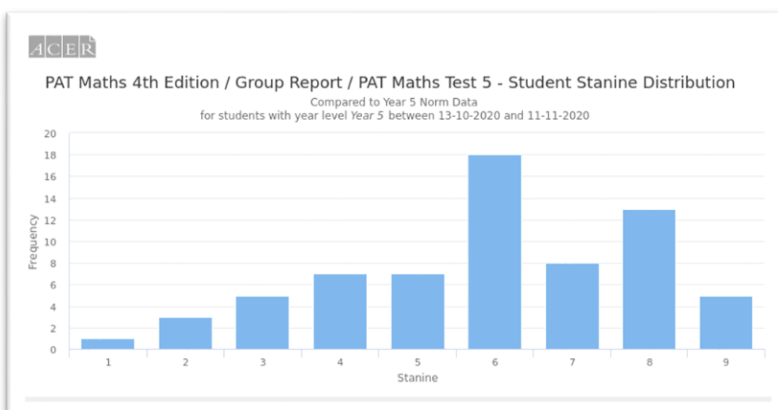
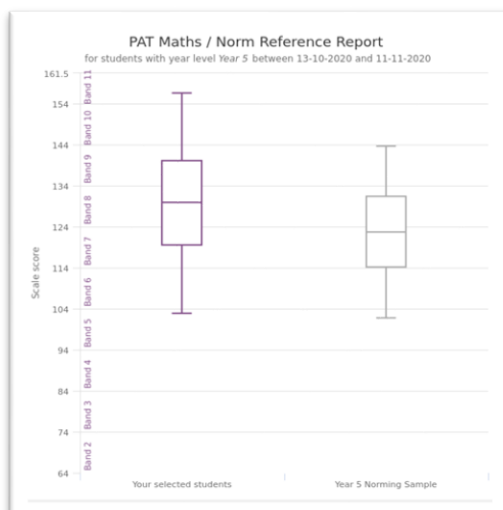
## Year 5 – Reading



## Year 3 – Maths



## Year 5 – Maths



## PRIORITY FOCUS AREAS

### LITERACY

#### TARGET

For all students to increase their score results in PAT-Reading (PP-Year 6) and PAT-Punctuation and Grammar (Years 3-6) from Term 1 to Term 4 2020.

STRATEGIES FOR IMPROVEMENT	MONITORING
<ul style="list-style-type: none"><li>Continued implementation of the Bull Creek Instructional Framework ensuring a consistent, whole school approach.</li><li>Use the Bull Creek Primary School Literacy Scope and Sequences.</li><li>Whole school approaches to Phonics and Phonemic Awareness.</li><li>Mini-Lit Program to support students at Educational Risk.</li><li>Explicit teaching and modelling of sentence types and writing genres.</li><li>Cars and Stars Reading Comprehension Program.</li><li>Explicit teaching of tier two vocabulary words.</li><li>Magic Words high frequency word lists.</li><li>Reading Rangers program to assist students at risk (recommence 2021).</li><li>Literacy Blocks (including Literacy Warm-ups).</li><li>Sounds Write Professional Learning PP-2 teachers.</li></ul>	<ul style="list-style-type: none"><li>Collaborative moderation sessions against the achievement standards.</li><li>PAT R Reading Comprehension assessment for Years PP -6.</li><li>PAT R Punctuation and Grammar assessment for Years 3-6.</li><li>Class Monitoring Tool.</li><li>Phonological Awareness Screening in K-PP and Students at Risk.</li><li>On Entry Assessment data PP-Yr. 1.</li><li>High Frequency Word Targets from K- 6</li><li>Case management of individual students.</li></ul>

Bull Creek Primary has continued its strong focus on Literacy throughout 2020. As NAPLAN 2020 was cancelled, PAT Reading Comprehension and PAT Punctuation and Grammar assessments were used as whole school assessment tools to investigate achievement against Australian Norms. PAT assessments enabled students to experience tests in an “online” situation. The Magic Words program for high frequency words also enabled consistent data to be collected and school targets to be set.

A whole school consistent approach to lesson delivery continued with the use of the Bull Creek Instructional Framework. Literacy teaching and learning was supported through professional learning (Sounds Write Program) for PP-Year 2 teachers and resources addressing synthetic phonics (additional decodable readers throughout the school). The whole school focus on explicit instruction in a literacy block using scope and sequence documents also impacted the improvements within the school as evidenced in PAT assessment data.

Children not attaining prescribed targets are provided with a support program through:

- Individual and Group Education Plans to address student needs.
- Mini-Lit program.
- Education Assistants working with individuals and small groups.
- School Volunteer Program. (Ed Connect)
- Sounds Write program.
- Sound Waves (Phonics based spelling program used in Year Three to Year Six).

## RECOMMENDATIONS FOR 2021

For reading and spelling to continue as focus areas to support writing improvement. The use of the Bull Creek Instructional Framework for lesson delivery across the school and for the focus of classroom observations. The continued use of Sounds Write (Years K-2) as a synthetic phonics program, the Cars and Stars comprehension program (P-6) and the introduction of the Heggerty Phonemic Awareness program (Years K-2). In depth analysis of PAT R, On Entry, NAPLAN, PA Screening and Mini-Lit Screening to target specific areas of need. Continue to case manage individual students and to monitor student progress electronically using the class monitoring tool.

## NUMERACY

### TARGET

For all students to increase their score results in PAT-Mathematics (Year 1-Year 6) from Term 1 to Term 4 2020.

STRATEGIES FOR IMPROVEMENT	MONITORING
<ul style="list-style-type: none"><li>Integration of manipulatives and concrete materials from K-6 to support teaching of Mathematical concepts in alignment with scope and sequences.</li><li>Rigorous analysis of data gathered from major assessments including NAPLAN, Diagnostic Mathematics tests, on-entry data, PAT tests and whole school monitoring tools.</li><li>Integration of Mathematical Vocabulary outlined in scope and sequences in warm ups.</li><li>Explicit teaching of problem solving strategies.</li><li>Utilising the Western Australian Curriculum judging standards for accurate reporting on student achievement.</li><li>Emphasises on differentiation utilising Mathematics grouping capabilities.</li><li>Consolidating delivery of Signpost, Mathematics and New Wave Mathematics.</li></ul>	<ul style="list-style-type: none"><li>Implementing Diagnostic Test, A and B from Years 2-6 and effective On-Entry assessment of PP-1.</li><li>Assessment of Numeracy concepts utilising Mathematics Post-Assessments, Westwood Basic Facts</li><li>All student results recorded digitally on whole school monitoring tools in order to track student progression and accurately report on achievement.</li><li>Planning and teaching to be informed by the identified areas of strength and weakness derived from analysis of NAPLAN and major assessments.</li><li>Peer observations and coaching to improve to improve delivery of Mental Maths and Problem Solving lessons.</li></ul>

Bull Creek Primary has continued a strong focus on Numeracy throughout 2020. Whole school Mathematics Plans and Scope and Sequences were implemented and supported by key resources including Signpost and Mathematics. A focus on developing mental maths and problem solving strategies was established and delivered in explicit and engaging learning experiences.

As NAPLAN 2020 was cancelled, PAT Mathematics assessments was used as a whole school assessment tool to investigate achievement against Australian Norms. PAT assessments enabled students to experience tests in an "online" situation.

Students who are not achieving at the level in prescribed targets are provided with support strategies including:

- Individual and Group Education Plans to address areas of need.
- Concrete materials and manipulatives integrated to support conceptual understanding.
- Small group instruction delivered by Education Assistants.
- Student ability groups created utilising Mathematics capabilities.



## RECOMMENDATIONS FOR 2021

- Rigorous analysis of PAT data, On-Entry results and previous NAPLAN data, to identify concepts of weakness and inform forward planning.
- Increase opportunities for moderation to gauge student achievement and inform consistent and accurate whole school reporting.
- An increased use of concrete materials, manipulatives and resources to improve student engagement and support conceptual understanding.
- Professional development is undertaken on key areas including problem solving and vocabulary, to enhance teacher implementation and delivery of the key components of whole school maths plans.
- Year Two and Four students to complete NAPLAN online practice testing.

## QUALITY TEACHERS

Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement. This includes classroom based learning, mentoring and coaching practices.

The school has a coherent and sequenced plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned. All teachers understand and use effective teaching methods – including the Bull Creek Instructional Framework to maximise student learning to ensure every student is engaged, challenged and learning successes are celebrated.

We have a strong Pastoral Care Focus, through the implementation of the Promoting Alternative Thinking Strategies Program (PATHS) across the school.

Teachers implement cooperative learning approaches. They readily accept responsibility for student development, classroom initiatives and curriculum implementation and our whole school approaches about effective teaching are understood and implemented. The teachers receive regular feedback and teacher collaboration is resourced.

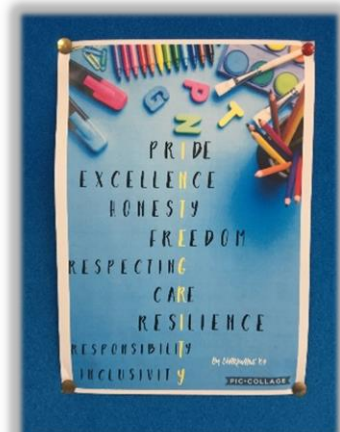
## HEALTH AND WELLBEING

### TARGET

High standards in student achievement and increased participation of students in healthy lifestyle behaviours.

Focus areas:

- Maintain health and wellbeing of staff and implement a health and wellbeing strategy to support all employees.
- Promote and engage with initiatives to support students, families and communities most at risk, including drug, alcohol and road safety programs.
- Use data including student voice to examine the impact of teaching.
- Identify appropriate metrics for measuring wellbeing.





STRATEGIES FOR IMPROVEMENT	MONITORING
<ul style="list-style-type: none"> <li>• Explicitly teach PATHS learning experiences as part of teaching program and explicitly teach mindfulness strategies through Smiling Minds.               <ul style="list-style-type: none"> <li>○ Whole school Mindfulness sessions each Monday after lunch.</li> <li>○ Mindfulness strategies taught throughout the week by 50% of teachers.</li> </ul> </li> <li>• Staff to receive 'Be You' PL to support implementation of whole learning community approach to health and well-being.               <ul style="list-style-type: none"> <li>○ Be You Network meetings attended each term to collaborate with other schools in our area that are implementing the Be You Framework.</li> </ul> </li> <li>• Staff utilise Challenges and Choices program.</li> <li>• Staff utilise Department of Education Protective Behaviours resource.</li> <li>• Explicit teaching of BCPS Values.               <ul style="list-style-type: none"> <li>○ On Monday mornings during CRE block and incidentally throughout the teaching program.</li> <li>○ Values leaders address the school at lunch time to promote the value of the week.</li> <li>○ Aussie of the Month awards align with values program.</li> <li>○ Values focus in assembly by host class.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Be You Surveys</li> <li>• Values assemblies</li> <li>• Aussie of the Month awards align with values program.</li> <li>• Newsletters</li> <li>• Challenges and Choices assessment tasks.</li> <li>• My learning community member activity log of PL undertaken.</li> <li>• Incursions/Excursions/Whole school events               <ul style="list-style-type: none"> <li>○ Harmony Day, Walk Safe to School Day, Mental Health Day morning tea, Life Ed Van, Constable Care Safety School Bike Program, St John Ambulance Year 1-2 Incursion, Multicultural Week.</li> </ul> </li> </ul>

### RECOMMENDATIONS FOR 2021

- Review of the PATHS program in our school.
- Continue to embed the Smiling Minds program across the school.
- Increase weekly whole school mindfulness sessions.
- Continue to resource the protective behaviours kits.
- Undertake PL as identified from staff surveys and progress to student/family surveys.
- Continue to develop Values Leaders roles and responsibilities.
- Continue schedule of incursions/excursions as per whole school events listed in scope and sequence.
- Provide further opportunities for student voice within the school.
- Review whole school scope and sequence document.
- Modify Values Program and Protective Behaviours curriculum across the school for increased effectiveness.
- Develop sensory/mindfulness garden for students to access during play times and staff to use as an additional learning space.
- Modelled lessons for classes to utilise Bike Safety Simulation Track.
- Continue to promote staff wellbeing.





## COOPERATIVE LEARNING

### TARGET

All teachers use Cooperative Learning Strategies and Higher Order Thinking Skills (HOTS) aligned with the school Scope and Sequence Framework.

STRATEGIES FOR IMPROVEMENT	MONITORING
<ul style="list-style-type: none"><li>• All teachers follow Kagan Cooperative Learning Structures and teach each structure as listed in their year level on the BCPS Cooperative Learning Scope &amp; Sequence.</li><li>• Classes display Cooperative Learning Visual prompt charts.</li><li>• All teachers to include Cooperative Learning in their term planning.</li><li>• Teachers and EAs to collaborate in their clusters about teaching, learning, assessment among a multitude of other school related issues.</li></ul>	<ul style="list-style-type: none"><li>• Teacher planning documents.</li><li>• Cooperative Learning incorporated into Instructional Framework.</li><li>• Use of Kagan seating plans in classrooms.</li><li>• Teachers demonstrating successful use of Kagan structures at staff meetings.</li><li>• Teachers recording their Kagan structures on shared drive for others to access.</li></ul>

### RECOMMENDATIONS FOR 2021

- Ongoing PL refresher courses.
- An allocation of time during staff meetings once per term to share Cooperative Learning ideas.
- Time provided for Co-operative Learning Key Area Committee meetings.
- Ongoing use of Co-operative Learning Scope & Sequence.
- Ongoing use of displays in classrooms.

## DIGITAL TECHNOLOGIES

Students engage in Digital Technologies with a focus on highly engaging, inclusive and interactive learning experiences. The ongoing purchase or loans of specialist educational hardware including: Sphero, BBC micro:bit, Edison, Bee-bots and Makey Makey have provided opportunities for students to apply their knowledge and skills in digital technologies. Students have navigated mazes and obstacles and developed games that require them to demonstrate their understanding of angles, length, time and speed.

The students have also used a wide range of educational software, apps and coding programs such as; Science Journal, EdScratch, micro:bit, Tinkercad, Sphero Edu, dB Meter, Micro:bit, Scratch, Studio Code and Pencil Code, Pages, QR Creator and PicCollage to name a few. They have developed their computational thinking and created amazing interactive games, animations, QR codes and data displays or presentations.

The purchase of an additional 16 iPads in 2021, to compliment the original 16 iPads in the Digital Technologies room will eliminate sharing arrangements. Improved bandwidth and better placement of the modem has reduced buffering and connectivity issues.

For the first time our students in Years Five and Six have used 3D software (Tinkercad) to design and 3D print a project using our UP 3D printers. The 3D printers were purchased as part of the successful application for a school laboratory grant last year.





Bull Creek students are digital citizens and have been taught the importance of protecting their private information online, being responsible online and demonstrating safe behaviours regarding passwords, cyberbullying and netiquette.

## SCIENCE

Students in Pre-Primary to Year Six are engaged in science lessons with a focus on inquiry-based investigations that foster their curiosity and interest in science. Students have had access to a wide range of specialist scientific equipment to enable them to conduct and record their observations.

Students engage in online assessment and revision activities including teacher developed Quizizz and PAT Science. Cross-curricular integration of digital technologies, such as the use of measuring apps, has provided opportunities for students to collect, analyse and communicate their findings using modern methods.

Additional paving outside the science room and new air conditioning have made it safer and more comfortable for students to conduct their investigations. An additional, 16 iPads are being ordered next year to complete the classroom set. This will support individual student access to teacher developed science curriculum resource files, across the scope and sequence stored on all 32 iPads.

In collaboration with the South Metro PEAC, students in B4 attended a Scitech Biological Science Show #1 Nature's Ninjas incursion during Term Three. The CSIRO partnership has been put on hold this year due to COVID-19 and will be reviewed next year.



National Science Week took place from the 15 to 23 of August with the school theme 'Deep Blue: innovation for the future of our oceans'. Students participated in fun lunchtime science activities throughout the week. They also researched marine organisms and produced labelled diagrams which were presented in a whole school display on Friday 21 August. Students were able to read and view their peers interesting and informative labelled diagrams. Prizes were awarded to over 20 students.

## SUSTAINABILITY

Sustainability has continued to be a focus at Bull Creek Primary School since 2018.



Our Sustainability Program has suffered the impact of the unprecedented challenges of 2020, however, as we move forward into 2021 we continue to believe and acknowledge our responsibility to prepare and empower students, teachers and the wider community in developing and nurturing lifelong sustainable practices.

This year has seen the following achievements;

- The inaugural year for the selection of Green Team Leaders.
- Waste Wise Accredited School with our next waste audit scheduled for Term 1 2021.

- Water Wise Accredited School for the 11th year running.
- Promoting healthy eating across the school with our waste free lunches.
- Replenishment of fresh organic soil in all the vegetable garden beds.
- Planting and harvesting of established vegetables.
- Native plant donations kindly accepted from the City of Melville, Sercul PAP Plant Grant and UGC Group.
- Collection and use of recycled materials for the design and creation of wind chimes.
- Continue to work in partnership with the mindfulness team to create and expand both mindfulness and sensory gardens.



## MUSIC

With a wide range of experiences and performance opportunities on offer, Bull Creek Primary School has a strong history fostering musicianship in our students.

All students from Pre-primary to Year Six take part in Music classes. We cover a range of musical styles and genres with activities utilising singing, movement, dancing, games, theory and instrumental work. At every assembly we sing a whole school song which provides a regular opportunity for our students to perform and showcase their learning. This highlights our great community spirit and leaves a happy tone throughout the school.

Bull Creek has a Junior Choir for all Year Three students. The Junior Choir has weekly rehearsals learning a range of songs and vocal exercises to develop singing technique, build confidence and sing in harmony. In 2020 the Junior Choir sang at our Celebration Night.

The Senior Choir is a voluntary choir for Year Four to Six students. Through weekly rehearsals they continue to develop their singing skills. The Senior Choir sang at our ANZAC and Music Assemblies. The major performance this year, the Massed Choir Festival, managed to go ahead in Term Four with a concert outside the Perth Concert Hall. We sang with students from thirty other schools.

Selected Year Three to Six students at Bull Creek participate in the Instrumental Music School Services (IMSS) Program, with our students learning violin, viola, cello and classical guitar. The senior students form a string ensemble and perform at various functions throughout the year.

## VISUAL ARTS

This year, for the first time, there were three Art Monitors appointed to help out in the art room. These invaluable helpers often came before school, during recess or lunch to assist with setting up or packing up. Throughout the year the children have learnt about a variety of artists and art movements ranging from Abstract art including artists such as Mondrian, Klee and Kalder, Pop Art and artists such as Warhol, Lichtenstein and Haring, Op art including artists Bridget Riley and MC Escher. We have covered mediums such as paint, soft pastel, water soluble oil pastels, mixed media, collage and clay.



clay figure modelling.

Clay is always a favourite medium for many children. This year W2 made clay mobiles, W1 and W2 made clay hands with Mendhi designs engraved, S5 and S6 made coil pots, B4 designed an abstract face as a relief tile and the B5 and B6 classes hand built human figures. By building on clay skills sequentially each year, the children have shown that they are capable of pleasing results with more complicated projects in upper school as seen by the

Most classes had a focus on Aboriginal Art to tie in with NAIDOC celebrations and to continue to expand the children's exposure and understanding of the breadth of Aboriginal artistic styles. Younger children looked at more traditional styles such as X-ray art found on rock walls. Children in S5, S6 and B4 looked at Wandjinas as well as the designs of Jimmy Pike and contemporary symbol art using bright acrylic paints on canvas.

In the W1 and W2 classes we made cross curricula connections between German and Visual Art through our study of a German artist called Franz Marc. As well as learning about the artist and his style, we practised some German speaking through the guidance of Frau Colgan. In particular, we focused on German words for animals, colours and feelings with children using simple sentences to describe what can be seen in their Marc inspired art work. This was an enjoyable unit of work that built on the previous year's success when the idea was first introduced and is certainly one worth continuing to explore in future years.



The year six children finished their year off by working in small groups to design and paint individual poles that became part of a sculptural installation of 12 wooden totem poles that are now permanently displayed in the gardens outside the Banksia classrooms. The idea grew from an entry exhibited in the previous year's Sculpture Walk that was made using long cardboard tubes but was not able to be permanent. The wooden poles were installed with the help of three wonderful parents. Each pole is signed by the children who painted it. The installation serves as a reminder of the students' time at Bull Creek as well as a gift to the school by the graduating year six children.

## LANGUAGES – GERMAN

Despite the fact that there were a lot of events we had to cancel this year, such as the German Day Out or the Laternentag, it is important to mention the amazing things we did achieve in 2020.

We were very lucky to have a German Language Assistant with us for the full semester. He celebrated Karneval, a traditional German festival with us, explained the difference between the German and Australian school system and supported our German learning in many different ways.

The students took part in two poster competitions this year called "Love Learning Language" and the annual art and poetry competition called "What makes me happy".

Two successful cross curricular projects occurred this year during Science week and the Year 3s took part in a German - Art project. This year's artist was Franz Marc. Frau Perna and Frau Colgan worked collaboratively to incorporate language and art.

We engaged students in language challenges and continued using the online Education Perfect Program as part of our day to day German program for Years Four to Six.

Year One - Three students made a German Word Adventkalender where each day before the holidays students were responsible for teaching their class a German word.

Felix and Franzi, the two hand puppets, played a big part in the learning of German for our junior classes. They assisted with yoga, treasure hunts, songs or making a movie.





## PHYSICAL EDUCATION

Students from Pre-Primary to Year Six take part in Physical Education lessons where the teaching and emphases are on games skills and strategies, dance, and team skills. Our staff provide a quality, inclusive comprehensive program, which aims to develop our students' fundamental movement skills and abilities to perform across a range of physical activities. We also recognise the importance of good sportsmanship and cooperation in relation to Physical Education. This is emphasised in all theoretical and practical opportunities. Assessment is thorough and derived from the Western Australian curriculum. Students are given a variety of opportunities to showcase their skills across an extensive list of success criteria. Assessment is designed with the aim of providing all students the opportunity to succeed no matter their individual strengths, weaknesses or inabilities.

At Bull Creek Primary, students engage in a variety of learning experiences which focus on development in a number of different sports. The emphasis of each learning experience is developing the skills, knowledge, fitness and movements necessary in order to have success with each sport/activity. Students engage in a variety of activities and sports, some of which we represent at an interschool level. Key sports and activities include; Athletics, Cricket, AFL, Netball, Basketball, Tennis, T-Ball, Minkey, Handball and Soccer.

Bull Creek Primary aims to achieve excellence and acknowledges the role Physical Education plays in bringing together families and the wider community. This year the impact of COVID-19 significantly reduced the opportunity to participate in whole school events which Bull Creek Primary has taken pride in achieving success in over recent years. Despite these lack of opportunities, we were able to participate in some key events including our Swimming Carnival, Modified Cross Country Carnival, Athletics Faction Carnival and Interschool Athletics Carnival.

A special sense of community was evident at carnivals and events where all students attended with the support of parents and relatives. The exceptional sportsmanship, support, and respect carried out by all is reflective of the high standard and strong culture we have developed at our school.

### **Notable 2021 Achievements**

- ✓ SCISA Interschool Athletics Carnival Outright Runner Up
- ✓ Interschool Cross Country Carnival Runner Up



## KINDERGARTEN ORIENTATION

In 2020 the Kindergarten Orientation comprised of informational workshops presented by various stakeholders. These included information from the kindergarten teachers, school psychologist, school nurse, a speech therapist, P&C representative, the EAL/D teacher and a school tour. The purpose of these sessions was primarily to highlight how schools and parents can work in partnership to collaboratively assist their children.

### TARGET

75% of enrolling Kindergarten parents attend the Kindergarten Orientation Program.

STRATEGIES FOR IMPROVEMENT	MONITORING
<ul style="list-style-type: none"><li>• Provide links and sense of community amongst parents and the school including Kindergarten staff and education specialists.</li><li>• Encourage parental involvement in the Kindy Orientation Program.</li><li>• Provide parents with an understanding of how to support early learners through participation in the Kindergarten Orientation Program and information from specialist presenters.</li><li>• Parents who enrol their child in Kindergarten are encouraged to participate in the Kindergarten Orientation program.</li><li>• Information workshops for parents to enhance their knowledge in children's development and school readiness.</li><li>• Early Intervention- opportunity for early detection and referrals of children to agencies.</li></ul>	<ul style="list-style-type: none"><li>• Parent surveys at completion of the Kindergarten Orientation Program.</li><li>• Attendance of parents at sessions/information workshops.</li><li>• Student enrolment records.</li></ul>

**The aim of the Kindergarten Orientation program at Bull Creek Primary School is to:**

- Welcome parents and their children to the school community.
- Promote positive relationships between the school, staff and families.
- Increase confidence, familiarity and independence in readiness for Kindergarten.
- To assist EAL/D students and parents with the acquisition of Standard Australian English.
- Assist and advise parents of local support, in the areas of child development and behaviour management.

### RECOMMENDATIONS FOR 2021

For Parent information talks to continue and look into the possibility of getting an Occupational Therapist in addition to our repertoire of specialists.

## ENGLISH as an ADDITIONAL LANGUAGE or DIALECT (EAL/D)

The EAL/D program at Bull Creek Primary School works towards addressing three performance indicators.

1. The extent to which the students' oral and written English competence improves.
2. The extent to which personnel in the school are empowered to address EAL/D students' particular needs.
3. The extent to which parents become involved in decisions affecting their children's education.

In regard to the first performance indicator, classroom support programs for eligible EAL/D students in collaboration with mainstream teachers were implemented throughout the year.



Assessment and progress monitoring of individual EAL/D students was ongoing using ESL/ESD Progress Maps. Each student's progress and levelling in the four English areas was assessed using PM Benchmark kits, collected writing samples and in consultation with mainstream teachers in a moderation process.

At the end of each semester the data was reported to parents on each child's progress on the formal semester school reports.

With reference to the second performance indicator, information on the traits and the learning needs of EAL/D students was disseminated through incidental and formal teacher meetings. This gave mainstream teachers an insight into language acquisition theory and needs of the additional language learner.

Information regarding specific cultural and religious protocols and needs has been provided to teachers for individual student cases. Cultural celebrations have been created for teacher's use including the celebrations of Chinese New Year, Ramadan and Eid, Diwali, Easter and Christmas, Harmony Day, NAIDOC and Multicultural Weeks.

With parent involvement being a focus, parents are kept informed of their child's progress through informal and formal meetings. Where necessary an interpreter service is provided to ensure complete understanding of the information being discussed.

In cases where the recommendation was that a student would benefit from attending Beaconsfield Intensive English Centre, parents are informed and guided through the process through meetings and tours of Beaconsfield I.E.C in order that they are able to make an informed decision as to what is best educationally and socially for their child. Parents are also encouraged to participate and contribute to cultural events and celebrations. Unfortunately, due to the COVID-19 pandemic this year all events that were scheduled for parent involvement were cancelled. It is hoped that these events will be reinstated during the following year.

## **USE OF RESOURCES**

Targeted funding is used to implement appropriate Teaching and Learning adjustments to support our English as an Additional Language students and the Students at Educational Risk.

## **NATIONAL QUALITY STANDARDS**

### **LEARNING ENVIRONMENT**

The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour. The school creates classrooms and applied learning environments in which all students are engaged, challenged, feel safe to take risks and are supported to learn. Students at Educational Risk and with poor attendance are identified and are provided appropriate intervention strategies and support.

### **NATIONAL QUALITY STANDARDS**

Staff at Bull Creek Primary School implement programs that will positively influence all children's outcomes from Kindergarten to Year Two and beyond. We value the importance of Early Years Learning Framework by providing Kindergarten to Year Two students with high quality Early Childhood Education.



## TARGET

To meet all seven Quality Areas, in particular Area One which we are still working towards.

STRATEGIES FOR IMPROVEMENT	MONITORING
<ul style="list-style-type: none"><li>Teachers to use the Early Years Learning Framework, the WA Kindergarten Curriculum guidelines and the WA Curriculum F-Yr2 when planning learning outcomes and activities</li><li>Regular communication with families</li><li>Student referral to other agencies as part of early communication</li><li>Records of student progress are passed on to relevant teachers</li><li>Opportunities are provided for unique play and learning including child centred learning incorporating children's ideas and interests</li><li>Promote individuality by encouraging students to make decisions and problem-solve</li><li>Experiences are intentional at all times, particularly follow-up activities</li><li>Further stimulate children's critical thinking skills and enrich their learning through shared sustained conversations with teachers, EA's and other children</li><li>Outdoor areas to be used to compliment and extend the teaching and learning program</li><li>Regular routines such as transitions to be restructured to minimize times children are made to wait unnecessarily</li></ul>	<ul style="list-style-type: none"><li>Achievement checklists: Green = meeting, Amber = working towards, Red = Not evident</li><li>Evidence collected by all Kindy to Year Two teachers</li><li>Effective collaboration with families regarding the education and care of their children through parent/ teacher meetings, newsletters, school reports, IEP's, connect, assemblies.</li><li>The availability of a variety of resources, furniture and equipment</li><li>Parent Survey's allow for valuable community input.</li><li>Individual Student Files were introduced across the school, containing assessments and work samples and record of intervention on the front.</li><li>On Entry Assessment is completed in Pre-Primary- Year One to enable growth to be measured.</li><li>The number of school tokens issued for positive Behaviour is recorded each term.</li><li>Collaboration with Year Level teachers in common DOTT times to ensure a consistent approach.</li></ul>

All Early Childhood staff are consistent and committed educators supporting good quality standards of education and care for children. Positive relationships are fostered with children, promoting a sense of security and belonging. Shared understandings of school values are supported through programs such as PATHS and Be You.

All PP-Yr2 teachers participated in Sounds-Write Professional learning / training, allowing this program to be implemented. Additional decodable reading resources were purchased along with the "Heggerty Phonological Awareness Program." The implementation of the Heggerty Program has enabled a consistent approach towards teaching Phonological Awareness throughout K-2.

COVID 19 and the related cleaning requirements impacted upon the amount of concrete materials that could be utilised for play in 2020. However, there has been increased collaborative practise amongst teaching staff with the sharing of resources, including warm ups. This support was especially evident during online learning. COVID restrictions also impacted the implementation of some recommendations for 2020.

## RECOMMENDATION FOR 2021

- Complete reflection tool and improvement plan for Quality Areas One – Educational Program and Practice by the end of Term 3.
- Continue to build on outdoor imaginative play resources for the Pre-Primary and Kindy areas including a mud kitchen.
- Utilise outdoor spaces to compliment and extend teaching and learning programs.
- Reduce the use of blackline masters to document children's learning.
- Continue to provide opportunities for differentiation including cross-setting for Phonics and/or Cars and Stars.
- Continue a strong relationship with families by promoting communication through Connect.
- Utilise support from outside agencies.
- Build upon staff's sharing of resources.
- Develop a consistent approach to utilising the Magic Words Program.



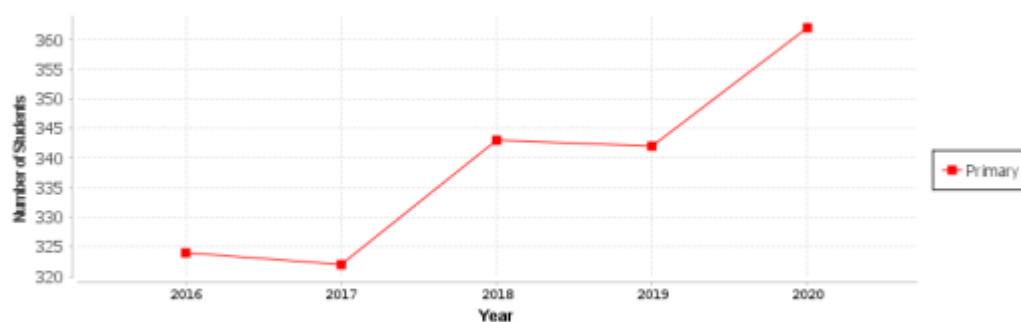
## ENROLMENT TRENDS

A spike in total enrolments has occurred at Bull Creek Primary as depicted in the tables and graphs below. Primary numbers have grown by 20 since 2019 and continue to increase with new families moving into the area.

	Kin	PPR	Pri	Total
Male	18	20	157	195
Female	23	14	171	208
Total	41	34	328	403

	Kin	PPR	Pri	Total
Aboriginal			5	5
Non-Aboriginal	41	34	323	398
Total	41	34	328	403

	2016	2017	2018	2019	2020
Primary (Ex. Kin)	324	322	343	342	362
Total	324	322	343	342	362

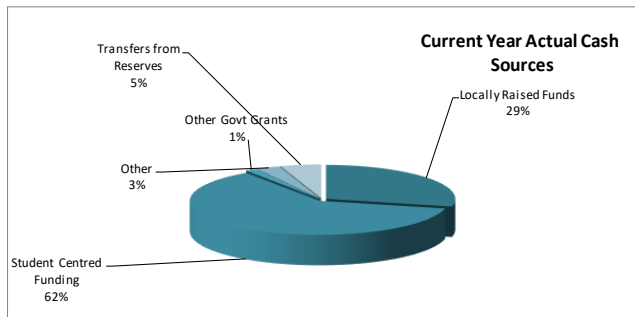
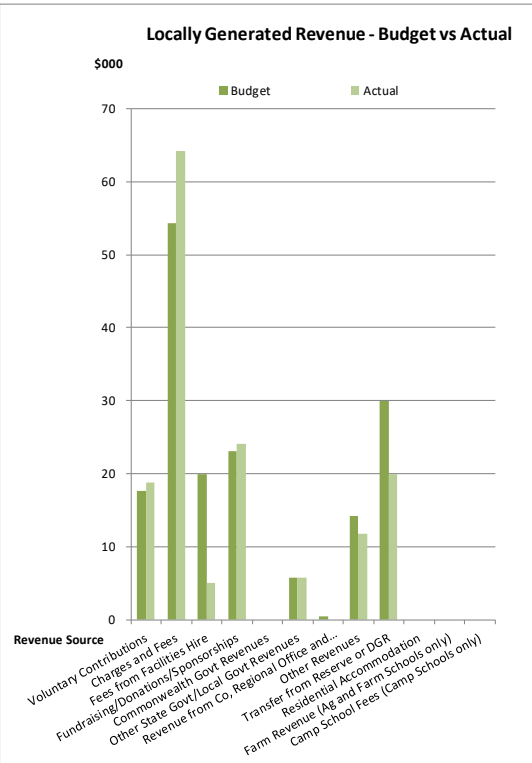


## FINANCE

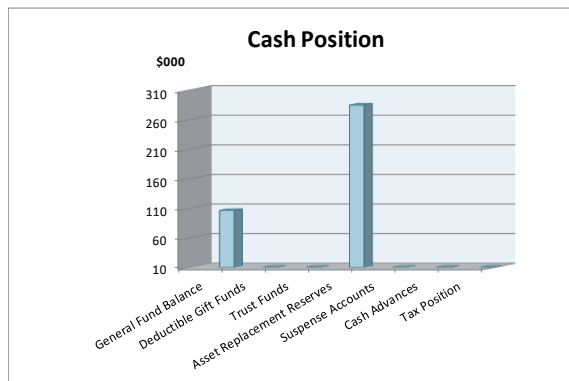
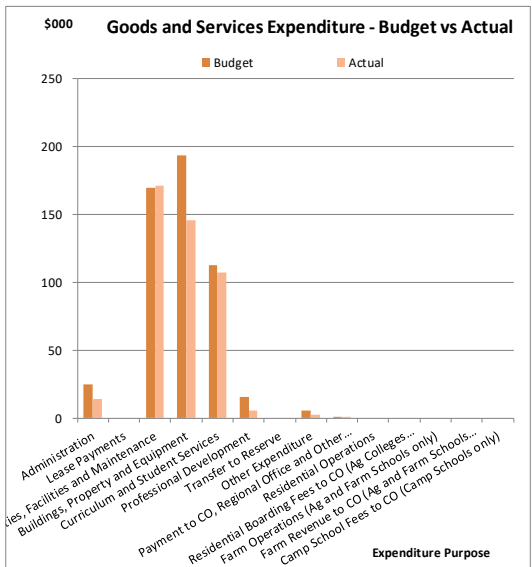
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### Bullcreek Primary School Financial Summary as at 31 December 2020

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 17,625.00	\$ 18,774.00
2	Charges and Fees	\$ 54,288.00	\$ 64,225.36
3	Fees from Facilities Hire	\$ 20,000.00	\$ 5,000.00
4	Fundraising/Donations/Sponsorships	\$ 23,133.00	\$ 24,045.79
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 5,734.00	\$ 5,734.35
7	Revenue from Co, Regional Office and Other Schools	\$ 500.00	\$ -
8	Other Revenues	\$ 14,190.00	\$ 11,713.22
9	Transfer from Reserve or DGR	\$ 30,000.00	\$ 20,000.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>		<b>\$ 165,470.00</b>	<b>\$ 149,492.72</b>
<b>Opening Balance</b>		<b>\$ 161,461.00</b>	<b>\$ 161,460.79</b>
<b>Student Centred Funding</b>		<b>\$ 241,513.30</b>	<b>\$ 241,513.30</b>
<b>Total Cash Funds Available</b>		<b>\$ 568,444.30</b>	<b>\$ 552,466.81</b>
<b>Total Salary Allocation</b>		<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>		<b>\$ 568,444.30</b>	<b>\$ 552,466.81</b>



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 24,435.00	\$ 13,649.08
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 169,056.36	\$ 170,881.50
4	Buildings, Property and Equipment	\$ 193,428.00	\$ 145,573.20
5	Curriculum and Student Services	\$ 112,108.00	\$ 107,282.39
6	Professional Development	\$ 15,011.00	\$ 5,624.30
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 5,161.00	\$ 2,631.25
9	Payment to CO, Regional Office and Other Schools	\$ 665.00	\$ 665.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>		<b>\$ 519,864.36</b>	<b>\$ 446,306.72</b>
<b>Total Forecast Salary Expenditure</b>		<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>		<b>\$ 519,864.36</b>	<b>\$ 446,306.72</b>
<b>Cash Budget Variance</b>		<b>\$ 48,579.94</b>	



<b>Cash Position as at:</b>	
Bank Balance	\$ 378,833.09
Made up of:	\$ -
1 General Fund Balance	\$ 106,160.09
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 284,211.72
5 Suspense Accounts	\$ (4,584.72)
6 Cash Advances	\$ -
7 Tax Position	\$ (6,954.00)
<b>Total Bank Balance</b>	<b>\$ 378,833.09</b>

## ATTENDANCE RATES

We monitor attendance closely, advising parents of unauthorised absences and when attendance is unsatisfactory. We believe in supporting parents to ensure that student attendance is maximised. Attendance Plans are put in place to support students and families who are at Moderate and or Severe Risk.

The 2020 attendance rates are not available for publication as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years.

## RELATIONSHIPS AND PARTNERSHIPS

All staff at Bull Creek Primary and parents are treated as partners in the promotion of student learning and wellbeing. The school places a high priority on student and staff wellbeing and has processes in place to provide both academic and non-academic support to address individual needs. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents.

The School Board and the P&C are very active in the school and provide the school guidance and support.

## SCHOOL BOARD

### 2020 CHAIR REPORT – BULL CREEK PRIMARY SCHOOL BOARD

This meeting, held once per year during Term 4, is open to the entire school community with the aim of presenting the Board's Annual Report. Having sat on the Bull Creek Primary School Board since 2018, I was happy to take on the role of Board Chair in September when David Hewitt was unable to continue in this position due his new work commitments. As a Board we thank David for his contribution. I am a board member in the parent category, so I have a very direct interest in ensuring the best outcomes for our community and students.

### ACKNOWLEDGEMENTS

I would like to acknowledge Ms Martin our Principal, who has been unwell and away from School for a considerable portion of the year. The Board, and I am sure the entire school community, wishes her well and we look forward to her return next year. I would also like to acknowledge both Ms McCarthy and Ms Owen, who have shared the workload of Ms Martin in her absence and ensured the school has kept functioning seamlessly during a year unlike any other.

### ROLE OF THE SCHOOL BOARD

It is important to touch on the role of the Board in an Independent Public School. An overview of this role can be found on the Department of Education website and will likely be available on a soon to be upgraded school website. ([www.education.wa.edu.au/dl/l9872k](http://www.education.wa.edu.au/dl/l9872k))

In summary, the Board's role is to work with the Principal to determine the overall strategic directions of the school and the business plan, monitor the school's performance and support the school to achieve its objectives.

### BULL CREEK PRIMARY SCHOOL BOARD

Ideally, the Board is comprised of four Parents, four Community Representatives, four Staff and the Principal. Currently, the Board is comprised of:

<u>Parent Representatives</u>	<u>Community Representatives</u>	<u>Staff Members</u>	<u>Board Chair</u>
Sara Di Candilo	David Hewitt	Sue Martin (Principal)	Darren Roberts
Paige Goodsell	Matt Woodall	Sue Bolton	
Chris Hodson		Rob Hofmeester	
		Julie McCarthy (Board Secretary)	
		Tracey Owen	

In addition, Rasa Subramaniam from the Bull Creek Lions Club has agreed to join the Board as a community member. We welcome Rasa. We are looking to add another community member in the near future who can further provide feedback from the community around new residents into the area and the external perception of the school in the community.

### **BOARD ACTIVITIES FOR 2020**

The Board met as much as possible in light of restrictions through the middle of the year regarding COVID. Unfortunately, we were unable to hold our term 2 meeting however we have covered a number of important items this year.

Notable items include:

- 2019 Annual Report was reviewed and approved by the Board.
- The board has begun a process of review of itself, governance and direction. This began in 2019 with specific board training undertaken by the then chair and Principal. In 2020 this has further included:
  - A board committee review of the board handbook with specific focus on code of conduct sections to ensure they were consistent with current legislation and department guidelines. Some minor modifications have been made.
  - Review of governance issues regarding membership including creating a formal register of members and identifying a need in 2021 for conducting elections for staff and parent members as many board members will have served their fixed three-year terms.
- Reviewed and endorsed the budget prepared by the school, with monitoring of performance where possible (due to fewer meetings).
- Reviewed and approved the list of Voluntary Charges for 2021.
- Approved the 2021 Professional Development Days for the school.
- The Board had held conversations around communication and provided some advisory to the school on the development of a new school website. This is now underway and expected to roll out very soon.
- Received many presentations from the staff on the school processes and procedures.
- Reviewed a number of school policies to provide feedback to the Principal on those policies. Most notably the Student Behaviour Policy including Good Standing.

I would like to note that the School Surveys that were intended for 2020 have been delayed until 2021. The feedback of the school community is important to the administration of the school and the Board, however this delay was unavoidable.

It important to note, prior to the Board endorsing any action or initiative or report, robust discussion is undertaken by the Board members to ensure a full understanding is achieved. The staff members have been very patient and helpful in ensuring non staff board members understand the issues prior to decisions being taken.

### **LOOKING FORWARD TO 2021**

As we close out another year and start to think about 2021, areas of focus for the Bull Creek Primary School Board for 2021 will be to:

- Continue the review and improvement of governance of the Board.
- Welcome and absorb feedback from new members on the external perception of Bull Creek Primary School.
- Improve awareness within the school community about the role of the Board.
- Resume the task of increasing the Board's profile in and around the school. For example, school newsletter, a Board section on the new website and having (non-teacher) Board members present merit certificates at school events.

On a personal note, I would like to thank each of our Board members for their efforts and volunteering their time to support the students, parents and staff of Bull Creek Primary School this year.

I look forward to the Board collectively working together in 2021 to support the Principal and staff to make Bull Creek Primary School the best it can be into the future.

Darren Roberts  
Chair, Bull Creek Primary School Board



## PARENTS AND CITIZENS ASSOCIATION (P&C)

The Bull Creek P&C consists of a great group of people who work together and aim to provide the best possible education opportunities and facilities for all children attending our school. This involves providing financial assistance for the purchase of equipment and resources and the improvement of facilities. Our main purpose is to fundraise to be able to supply the school with educational items or facilities that fall outside the parameters of the school budget.

The P&C is active in many activities within the school including:

- Managing the School Canteen.
- Coordinating the "Book Club" orders.
- Operating the Uniform Shop.

While 2020 was a challenging year for fundraising due to ongoing restrictions, we were still able to make several significant donations to the school, including the following:

- \$2,227 for new flag poles
- \$1,500 for decodable readers
- \$9,560 for shade structures in the Kindergarten/Pre-Primary area
- \$2,000 to the School Library for new books and resources
- \$2,175 for a bike path to supplement the new Bike Safety course
- \$806 for mature shade trees
- Approximately \$650 toward the Year 6 graduation
- \$837 for Spelling City

There have also been donations of 'Book Club Reward Dollars' to classrooms and Aussie of the Month prize winners.

Our P&C operates the Uniform Shop and the School Canteen. These are run with the help of volunteers for the benefit of the whole school community.

The Uniform Shop is open every Monday morning. As all of our students proudly wear the school uniform, we endeavor to provide excellent quality, service and value.

The School Canteen is open three days a week - Monday, Wednesday and Friday and is run by a paid Manager. Nutritional, affordable and tasty meals are available for the children and staff and a canteen service is also provided to a surrounding local school.

Bull Creek is fortunate to have dedicated and hard working parents and families supporting the school.

