



**Build - Belong - Become**



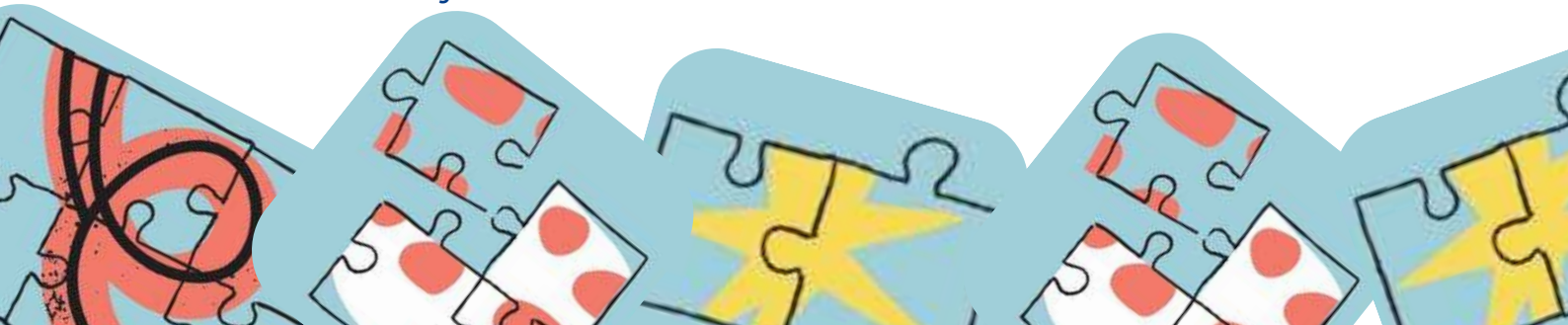
# ANNUAL REPORT

**2024**

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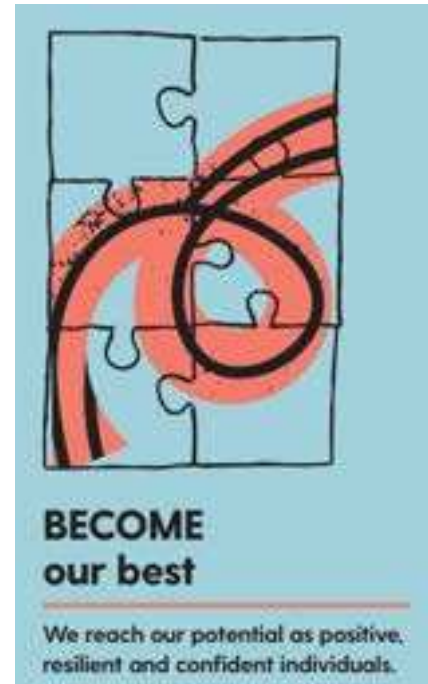
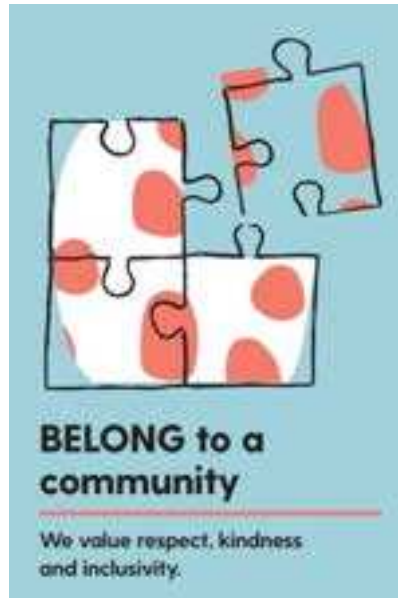


# Acknowledgement of Country

Bayswater Primary School acknowledges the Whadjuk people of the Noongar Nation as the Traditional Custodians of the land on which our students learn, grow and play. We pay our respects to elder's past, present and emerging.

## Our Vision

Building lifelong learners who belong to community to become their best.



## Our Values

**Respect for Self**

**Respect for Others**

**Respect for Learning**

**Respect for the Environment**

## Our Context

Ringling True since 1894, Bayswater PS has a long history of providing quality public education and is strongly supported by the local community. In 2024 we had an enrolment of 438 students. Bayswater Primary School has 4% of students with Aboriginal heritage and 15% of students with a background language other than English representing over 20 different countries.

The school has an active P&C who have supported several funding projects. In particular, the school has a strong sustainability focus, with parents and community members actively engaging in promoting this throughout the school.



# Principal's Message

Bayswater Primary School is an amazing place to be. The school has a strong and positive culture that is supported by great students, great staff and great parents. During 2024 we have worked hard to achieve the targets and strategies outlined in our School Plan 2022-2024 and I am pleased with the progress the school has made over this time. As we continue to use data to determine student progress and achievement, we identify areas for focus and continually work towards school improvement. The school is embedding quality teaching practices and evidence-based approaches to meet the diverse needs of our students. Whilst there is still work to be done, we have developed clarity around our whole school approaches and expectations. We listen to the feedback from our community to get better at what we do. It is the contribution of our whole community that ensures BPS is highly regarded as an excellent school.

I would like to thank staff, students, School Board, P&C and all parents and families for their ongoing effort and support in making 2024 a successful year for Bayswater Primary School. We look forward to a positive and productive 2025 as we continue to build, belong, become.

Chris Hennessy - Principal

# School Board Chair's Message

2024 has been an important year for the Bayswater Primary School Board as we began drafting the new 2025-2027 School Plan. This process has involved thoughtful collaboration with the school leadership team to ensure alignment with the school's values and long-term objectives. The Board remains committed to supporting the school's vision of "Build, Belong, Become" and will continue to play an active role in shaping the school's strategic direction. Our work this year has also included reviewing the school budget to ensure resources are allocated effectively to support student learning and well-being.

We extend our sincere gratitude to outgoing Board members Sianne Connor, Niall Rhatigan, Scott Adams, Kristy Hamilton, and Dan Bull for their valued contributions. Their insights and dedication have been instrumental in advancing the school's priorities and strengthening our school community. As we look ahead to 2025, the Board remains focused on fostering a positive learning environment and working closely with the Bayswater Primary School P&C. We are also pleased to note the re-elected Labor government's election promises, which will realise the resurfacing of the netball court and provide an exciting start to the redevelopment of the Imaginature playground. We are excited to continue building on the strong foundation laid by our predecessors and to support the school's ongoing growth and success.

Pia Castelli- School Board Chair



1. Successful Students - Student Performance

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Numeracy

The school has performed comparably to like schools in Mathematics, with Year 3 and Year 5 achieving at or above like schools in the top and bottom 20%. Year 3 results were close to like schools and Year 5 results we well above like schools.

The Year 3 mean of 409, was lower than the like school mean of 420. The Year 5 school mean for numeracy was 535 which was well above the like school mean of 510.

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 3 Numeracy					
		School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	493 and above	27%	18%	20%	14%	11%	8%
Strong	378 - 492	56%	51%	60%	60%	50%	50%
Developing	311 - 377	13%	25%	16%	20%	24%	27%
NAS	310 and below	4%	7%	5%	6%	14%	13%

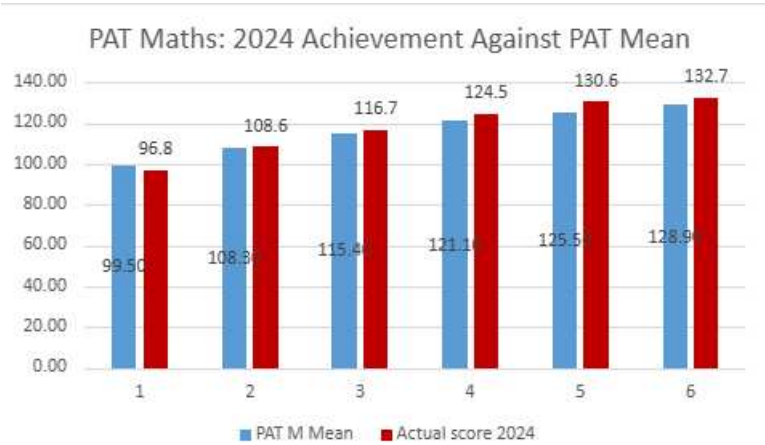
Proficiency Level	NAPLAN Score Range	Year 5 Numeracy					
		School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	577 and above	19%	35%	18%	18%	11%	11%
Strong	451 - 576	58%	45%	63%	61%	53%	53%
Developing	386 - 450	17%	20%	14%	14%	23%	23%
NAS	385 and below	6%	0%	5%	6%	12%	12%

Average Numeracy Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	450	434	501	511
2024	409	420	535	510

PAT Mathematics

The PAT Maths test scores indicated all year levels except Year 1 achieved at or above the PAT mean score. Most year levels were also achieving close to the target of 5% above mean.



Graph shows the PAT Maths average score against PAT mean score

## Achievement of Numeracy Targets

1.1 The percentage of students in Years 3 and 5 in the top and bottom bands in NAPLAN Numeracy will be better than like schools.

### Target achieved

1.2 The Year 3 and 5 means in NAPLAN Numeracy will be above like schools.

### Year 3 Target not achieved and Year 5 Target achieved

1.3 The average test scores in PAT Mathematics for students in Year 1-6 will be maintained above the test average by 5% or more.

### Target nearly achieved

## Reading

The school has performed well compared to like schools in Reading achieving above like schools in Year 3 and Year 5. In the top band, the school has achieved slightly higher results than like schools in Year 3 and significantly higher than like schools in Year 5. In the bottom band, Year 3 achieved comparably to like schools and Year 5 achieved better than like schools.

The Year 3 mean of 418, was a little lower than the like schools mean (422). In Year 5, the school mean (538) was better than the like schools mean (509).

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 3 Reading					
		School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	481 and above	27%	30%	28%	27%	16%	16%
Strong	368 - 480	54%	40%	51%	50%	45%	44%
Developing	282 - 367	19%	21%	15%	16%	24%	22%
NAS	281 and below	0%	9%	6%	8%	14%	16%

Proficiency Level	NAPLAN Score Range	Year 5 Reading					
		School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	555 and above	35%	45%	29%	29%	18%	17%
Strong	448 - 554	54%	41%	56%	52%	51%	48%
Developing	377 - 447	8%	12%	11%	13%	18%	21%
NAS	376 and below	2%	2%	4%	6%	11%	13%

Average Reading Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	435	430	530	518
2024	418	422	538	509

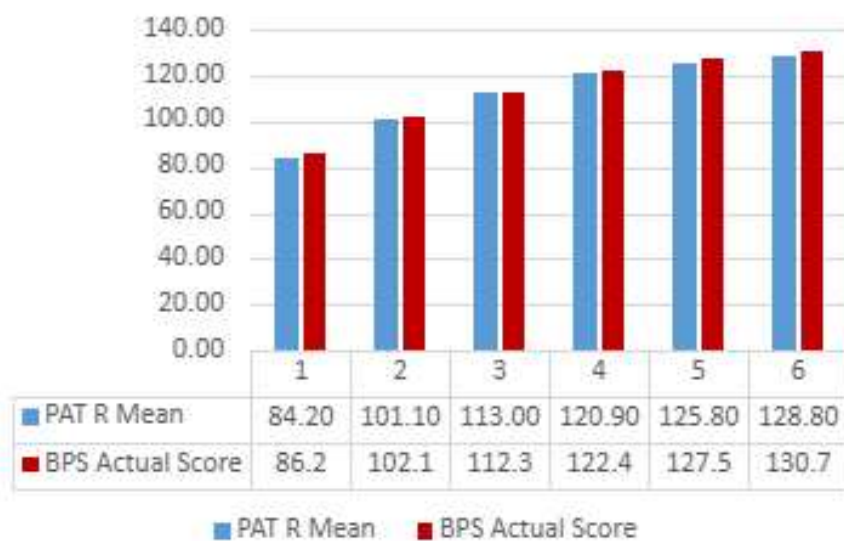


## PAT Reading

The PAT Reading results indicated that no year level achieved our aspirational target of 5% above mean. However, all years were above the national mean, with the exception Year 3 which was slightly below the national mean.



## BPS PAT Reading Score 2024 vs PAT Mean



Graph shows the PAT Reading average score against PAT mean score

## Achievement of Reading Targets

1.1 The percentage of students in Years 3 and 5 in the top and bottom bands in NAPLAN Reading will be better than like schools.

**Target achieved**

1.2 The Year 3 and 5 means in NAPLAN Reading will be above like schools.

**Year 3 Target not achieved and Year 5 Target achieved**

1.3 The average test scores in PAT Reading for students in Year 1-6 will be maintained above the test average by 5% or more.

**Target not achieved**

## Writing

The school has performed close to like schools in Writing. In the top bands the school has achieved better results than like schools and a has similar percentage of students in the bottom bands.

The Year 3 mean (411) was slightly lower than the 'like school' mean (434).

In Year 5, the school mean (515) was higher than the like school mean (502).



## NAPLAN Writing Performance in comparison to like schools

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 3 Writing					
		School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	503 and above	19%	11%	15%	11%	9%	7%
Strong	370 - 502	71%	63%	76%	78%	65%	66%
Developing	296 - 369	6%	14%	6%	7%	14%	17%
NAS	295 and below	4%	11%	3%	3%	10%	9%

Proficiency Level	NAPLAN Score Range	Year 5 Writing					
		School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	570 and above	17%	14%	17%	16%	10%	9%
Strong	455 - 569	55%	75%	62%	63%	54%	53%
Developing	385 - 454	23%	12%	16%	16%	22%	25%
NAS	384 and below	4%	0%	4%	5%	12%	11%

Average Writing Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	442	443	501	503
2024	411	434	515	502

### Achievement of Writing Targets

1.1 By 2024 the percentage of students in Years 3 and 5 in top and bottom bands in NAPLAN Writing will be better than like schools.

**Year 3 Target achieved in top band and not achieved in bottom band**

**Year 5 Target achieved**

1.2 By 2024 the Year 3 and 5 means in NAPLAN Writing will be above like schools.

**Year 3 Target not achieved and Year 5 Target achieved**





# Spelling

In the top bands, Year 3 is performing lower than like schools but Year 5 is performing well above. In the bottom bands, Year 3 is performing below like schools but Year 5 is performing above. The Year 3 mean of 403, was less than the like school mean (424). In Year 5, the school mean (529) was higher than the like school mean (510). Spelling will continue to be a focus in 2025 with a whole school approach to Sounds Write.

## NAPLAN Spelling Performance in comparison to like schools

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 3 Spelling					
		School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	489 and above	25%	17%	24%	21%	15%	14%
Strong	380 - 488	42%	40%	53%	50%	42%	44%
Developing	294 - 379	23%	31%	19%	23%	28%	27%
NAS	293 and below	10%	12%	4%	5%	13%	14%

Proficiency Level	NAPLAN Score Range	Year 5 Spelling					
		School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	553 and above	19%	43%	26%	30%	20%	19%
Strong	451 - 552	58%	43%	53%	49%	48%	46%
Developing	378 - 450	21%	12%	15%	15%	20%	21%
NAS	377 and below	2%	2%	5%	6%	11%	11%

Average Spelling Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	425	435	500	507
2024	403	424	529	510

## Achievement of Spelling Targets

1.1 The Year 3 and 5 means in NAPLAN Spelling will be above like schools.

**Year 3 Target not achieved and Year 5 Target achieved**



During 2024 the following activities helped to continue to drive a strong school improvement agenda:

- Completion of the BPS Handbook articulating the school's approach to the teaching of Literacy and Numeracy.
- Focus on reading fluency and supporting students at risk using a case management approach.
- Supported student wellbeing through whole school incursions and small focus groups.
- Developing staff knowledge and understanding of the needs of neurodiverse learners.
- Engagement with local community through the Creative Schools Program and Sustainability activities.
- Developing student voice and leadership with the implementation of Green Team and Student Forum.

## Recommendations 2025

- Use a case management approach to support Tier 2/3 learners in Reading.
- Continue to develop effective implementation of Sounds Write program for early intervention in Reading and Spelling.
- Build the capacity of staff in the teaching of Mathematics.
- Use data to identify key areas for whole school focus.
- Engage in Leading Cultures of Teaching Excellence Program.
- Develop Staff and Student Wellbeing Plan.
- Continue to provide opportunities for student voice and leadership.
- Develop a whole school approach to critical and creative thinking.

## 2. Quality Teaching

The school continued to focus on embedding a consistent explicit instructional model across all classrooms with audits conducted on the delivery of Literacy and Numeracy lessons.

Professional learning for staff on ADHD and Autism was provided to support the needs of neurodiverse learners. The Curriculum Committee worked on finalising the BPS Curriculum Handbook to articulate whole school programs and expectations in the teaching of literacy and numeracy. A data management program called Elastik was implemented to identify and fill learning gaps identified through whole school assessments. Case management plans were developed to support Tier Two students reading fluency.

### Achievement of Quality Teaching Targets

2.1 All teachers are implementing the Bayswater PS explicit teaching model for Literacy and Numeracy. **Target Achieved**

2.2 Staff survey results for 'I receive useful feedback about my work at this school' improves from 72% to 85%. **Target nearly achieved 80%**

2.3 Staff will improve the rating on the National School Improvement Tool for Analysis and Discussion of Data' from Medium to High. **Target achieved**

## 3. Learning Environment

### Wellbeing

The Wellbeing Committee implemented numerous initiatives aimed at fostering a positive environment for both students and staff members. A \$25 000 grant for student wellbeing was used for the School Chaplaincy Program and Standing Strong Incursions for the school. The Chaplain ran a small group wellbeing programs for selected students on conflict resolution. The Standing Strong Program aimed to provide students with strategies to support resilience and coping with worry. Activating student voice was a key focus with the introduction of student led teams - Green Team, Student Forum and Wellbeing Wagon.

A staff committee reviewed the Positive Student Behaviour Policy and developed a system for whole school positive rewards to be implemented in 2025. Teachers explicitly taught targeted behaviour expectations each fortnight to ensure students had a clear understanding of what appropriate behaviour looks like.

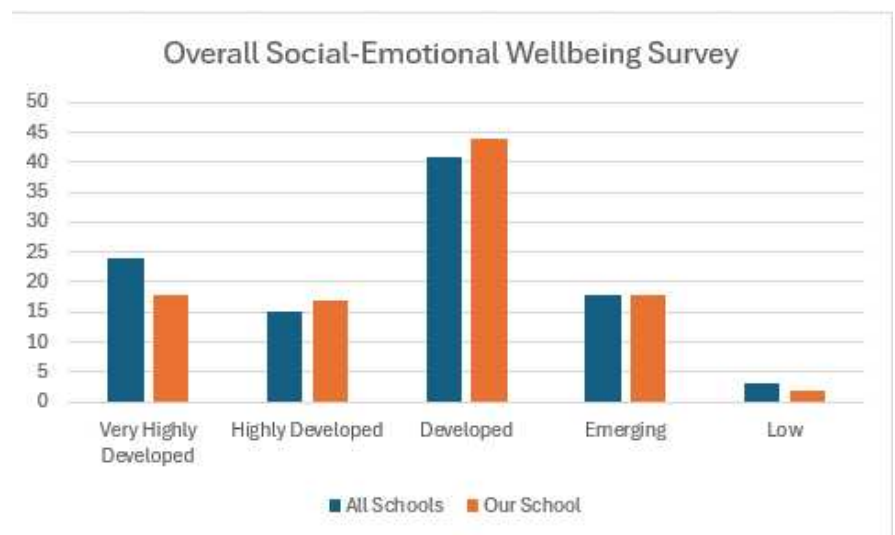
Data from student feedback on the Social-Emotional Wellbeing Survey indicated some specific areas of focus for selected groups of students. The School Chaplain will target these groups in the Wellbeing Program for 2025. The social-emotional skills program, Highway Heroes will be reviewed to ensure more effective delivery of this program across the school.

### SEW Survey

The Social Emotional Wellbeing survey results indicate that students in Years 3-6 are achieving similarly to all school means except we have fewer students in the Very Highly Developed category compared to All Schools. Data across the year levels shows significant growth in students social-emotional wellbeing by the time they reach Year 6. Year 3 and Year 5 cohorts had higher percentage of students in the low and emerging categories. These groups will be targeted for intervention in 2025.

The overall social-emotional wellbeing report provides a comparison of all students from our school and all schools, as distributed across each of the five developmental levels.

BPS SEW Survey results compared to all Schools



### Attendance

Bayswater PS's attendance rates were 91% in Semester 2 in 2024. The overall attendance for like schools was 92.1% and WA Public schools was 89.4%.

The regular attendance rate for Bayswater Primary School was slightly below 'like schools' but above WA Public schools. The school has less students than like schools and WA public schools in the indicated and moderate categories but more in the severe category compared to like schools. Attendance rates improved slightly in 2024.



The attendance rate table compares the overall percentage of attendance against Bayswater PS, like schools and WA public schools.

	School	Like Schools	WA Public Schools
2022	88.5%	90%	86.6%
2023	89.8%	91.5%	88.9%
2024	91%	92.1%	89.4%

The Attendance Category table compares the categories of attendance against 'like schools' and WA public schools.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2024	73.0%	19.9%	4.3%	2.8%
Like Schools 2024	73.5%	20.2%	5.1%	1.2%
WA Public Schools	65.0%	23.0%	9.0%	4.0%

## Achievement of Learning Environment Targets

3.1 The overall mean for attendance will be higher than like schools. **Target not achieved**

3.2 The overall mean score for Social and Emotional Wellbeing in the ACER Survey will be at or above the all school mean. **Target Nearly Achieved**

3.3 More than 80% of students will achieve consistently for 'showing confidence in making positive decisions and choices in Semester reports. **Target Achieved**

## 4. Resources

Lower than expected enrolment numbers in 2024 resulted in budget constraints. As a result, all grounds improvement and furniture replacement plans were put on hold. The Science Room upgrade was completed early in Term 1 and a resource grant of \$25,000 was spent on furniture, storage and equipment for the Science Program. A Waste Sorted grant was received for educating students on setting up and caring for the Worm Farms. A \$25,000 Wellbeing Grant was used to run whole school incursions to support student wellbeing and resilience through the Standing Strong Program.

The Master Plan Sub Committee was successful in securing a meeting with Education Minister, Mr Tony Butti, early in the year, which has resulted in an election promise to contribute significant funds for school upgrades including \$ 300,000 for basketball court resurfacing and \$40,000 for Junior Primary Playground Upgrade.

A number of extra-curricular options were made available to families throughout 2024, including Helping Hands Out of School Care, Young Engineers Robotics Club, Chess Club, Coding Club and Private Music Lessons. These extra curricula activities help contribute additional funding to the school.

## Achievement of Resources Targets

4.1 A Master Plan is developed to meet future needs of the school.

**Target not achieved - Positive funding outcomes achieved**

4.2 Supplementary funding through partnerships, grants and hire of facilities has increased.

**Target achieved**

4.3 Overall agreement by staff and parents for 'This school is well maintained' in the National Schools Opinion survey is higher than 90%. (Staff 74% and Parents 82%)

**Target nearly achieved - Improved rating**

## 5. Leadership

A distributed leadership model is operational in the school, with a number of middle leaders supporting curriculum development. Teacher leaders held positions for Curriculum, Literacy, Numeracy, Students at Educational Risk, Wellbeing, Aboriginal Cultural Standards Framework and ICT. In addition, Phase Leaders for Early Childhood, Junior Primary and Senior Primary supported the implementation of key priorities of the School Plan. Two Level 3 teachers led literacy and numeracy initiatives in the school and another teacher successfully achieved Level 3 teacher status during the year. Another teacher participated in the Future Leaders Program and implemented the before school Reading Club as a part of her leadership project. Further opportunities will be provided in 2025 to support the aspirations and development of middle leaders in the school.

### Achievement of Leadership Targets

5.1 Staff assess the school as high for 'An explicit improvement agenda' on the National School Improvement Tool. **Target achieved**

5.2 Staff rating on the School Culture Survey for Performance and Development Culture Feedback increases from an average of 3.2 to 4.0. **Target nearly achieved 3.8 - Improved**

5.3 Overall agreement for 'This school is well led' in the National Schools Opinion Survey is higher than 95%. **Target nearly achieved 90% - Improved**

5.4 Curriculum leadership positions are advertised and filled every year. **Target achieved**



## 6. Relationships

### Aboriginal Cultural Standards Framework

Bayswater Primary School is continuing to implement the Department of Education's Aboriginal Cultural Standards Framework (ACSF), which aims to develop respectful and collaborative relationships with Aboriginal students, families, and communities; create culturally safe learning environments; build on the strengths of Aboriginal students; and select and evaluate culturally responsive resources.

The school's ACSF Committee met once a term and developed our ACSF Operational Plan. The Committee compiled resources to support teachers in embedding Aboriginal and Islander histories and cultures across the curriculum and observing key dates including National Sorry Day (26 May), Reconciliation Week (27 May – 3 June) and NAIDOC Week (3-7 July – school celebration in Term 3). The ACSF Coordinator included information in the school newsletter each term to promote understanding of Aboriginal and Torres Strait Islander perspectives across the school community, including Noongar seasons and community events.



To support our journey towards cultural responsiveness, all staff participated in professional learning led by Alison Scott of Kwobap Consultancy. We continued our successful partnership with Yirra Yaakin Theatre Company, a locally cherished and nationally important company that supports Aboriginal theatre and culture, which presented performances of Boodjar Kaatijin (to understand the land) just before Reconciliation Week. Our Year 4 students participated in Reconciliation WA's Reconciliation in Education Program, learning about the diversity and longevity of Aboriginal and Torres Strait Islander histories and cultures in Australia. We continued to prioritise purchasing additional resources to support the teaching of Aboriginal histories and cultures, particularly in English, Humanities and Social Sciences (HaSS) and for the school library.

Staff self-assessment against the ACSF standards indicated that we have made encouraging progress towards cultural responsiveness.

## Achievement of Relationship Targets

6.1 Overall agreement for 'The school works with me to support my child to learn' in the National School Opinion Parent Survey is higher than 92%. **Target nearly achieved 80% - Improved results**

6.2 Staff rating on the National School Improvement Tool for School Community Partnerships' increases from Medium to High' **Target nearly achieved - Improvements noted**

6.3 Self-assessment on the School Board Survey demonstrates improved ratings across all areas of governance. **Target achieved**

6.4 School assessment of the Aboriginal Cultural Standards Framework indicates progress in each standard towards increased cultural responsiveness. **Target achieved**

## Specialist Programs

### Physical Education

Throughout the 2024 school year, students engaged in a wide range of sports and physical activities, including swimming lessons, cricket, Aussie rules, basketball, athletics, tennis, and dodgeball. These activities were made possible through partnerships with organisations such as Gecko Sports, WA Cricket, WA Football, SEDA College, and the Bayswater Tennis Club. By participating, students enhanced their teamwork, resilience, and skill development.

Students in Years 5 and 6 took part in the Interschool Winter Sports Program, where they competed against local public schools. In addition, we hosted our annual Faction Cross Country, Athletics, and Swimming Carnivals, which were highlights of the year. A select group of students also represented the school at the Interschool Cross Country and Athletics Carnivals.

We also celebrated the importance of physical activity with events like Ride to School Day and Walk Safely to School Day. Additionally, Senior Sport and Morning Fitness sessions were held weekly, providing students with opportunities to stay active and improve their overall fitness.





## Music

The Music program continued to display our immense talent at Bayswater Primary School. The senior choir, junior choir, and school band had multiple performances at assemblies, the ANZAC Service, the end-of-year concert, and the Crown Theatre. We received highly positive feedback from all these performances. In the classroom, junior students engaged in games and used xylophones to learn fundamental music skills, including singing, identifying the beat, improvising, and active listening. Senior students explored composition, music elements, and performance skills through playing the ukuleles and creating music on GarageBand.

## Languages

In 2024, our Italian language program continued with students from Year 1 to Year 6 enthusiastically embracing the language and culture of Italy. Through interactive lessons, including songs, games and digital technologies, students developed their speaking, listening, reading and writing skills. Students also explored the history and traditions of Italy. Some highlights of the year included learning about an array of cultural celebrations. This included the creation of cultural artifacts like masks and flags and tasting some of the food related to these important dates. The peer-to-peer exchange and sharing of work between senior and junior students remained a valuable initiative, providing an opportunity for students to showcase their language development progress and learn from one another.

## Science

This year, our students delved into the wonders of science through many exciting and thought-provoking hands-on activities. In the Science Lab, they explored Physical Science, learning about the fascinating uses of energy, including heat, sound, kinetic, light, and electricity. Highlights included a visit from the Fire Department and the class egg drop experiment. Chemical Science lessons focused on atoms and molecules, states of matter, and the differences between chemical and physical changes, with amazing experiments integrating Indigenous Science and Western Science in collaboration with chemistry academics from Curtin University and Edith Cowan University.

In Biological Science, students immersed themselves in the lives and survival of living things, particularly animals in our local habitats. In Earth and Space Science, students investigated weather patterns, erosion processes, and the phenomena of day and night in their classrooms. Additionally, we were thrilled to purchase many wonderful science resources and furniture for our newly fitted-out science room, enhancing the learning experience for all students.

We were fortunate to have the City of Bayswater sponsor School Tree Day, where Years 3-6 students planted trees at Riverside Gardens. During Science Week, students returned to Riverside Gardens for rotational activities, learning about animals and habitat management. Other exciting incursions included the Water Corporation's presentation on Water in Aboriginal Culture and sessions about rocks and mining with Australian Earth Science Education. This year also saw the creation of a student-led Green Team to help the school become more sustainable, and a STEM club to explore motion using our Lego Spike Prime kits.



Visual Arts at Bayswater Primary School continued to flourish in 2024:

- In the Shaun Tan Award for Young Artists, Year One student, Wren Rogers was selected to be an exhibiting artist with his print Tall, Blue Wren being on public display at the Evelyn H Parker Library in Subiaco.
- Students collaboratively constructed a scarecrow of Little Bo Peep, to enter in the Royal Show's annual competition which had the theme of Agriculture in Children's Rhymes and Songs.
- Of the twelve entries from Bayswater PS students for the Darlington Arts Festival, four won four prizes - two first places, a second place and an honourable mention.
- The art of every student at Bayswater PS was exhibited at Ellis House Art Centre. The Opening Night and subsequent exhibition were very well attended by the school community and public alike.
- The City of Bayswater invited our school to create the artwork for a Little Library, to be installed at the Bayswater Train Station. Year Five students collaboratively designed a series of images to be incorporated in the project, then commenced the painting of these, with the project to be completed early in 2025.

## Creative Schools

Participation in the Creative Schools Program continued in 2024 where creative teaching and learning strategies are used to cultivate student agency and engage students in deep learning. Two senior classes worked with creative practitioners to run projects based on curriculum outcomes. Showcases were held to celebrate the learning with our community. The school will be focusing on developing critical and creative thinking as a whole school approach in the next School Plan.

## Celebrating Learning - 2024 Highlights





# Celebrating Achievements - 2024 Highlights

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In 2024 we continued to run our annual school community events, such as Easter Hat Parade, Mother's and Father's Day Breakfast, ANZAC Day Ceremony, NAIDOC Day, Science and Book Week, Disco, Year 6 Camp, Book Character Parade and the School Concert.



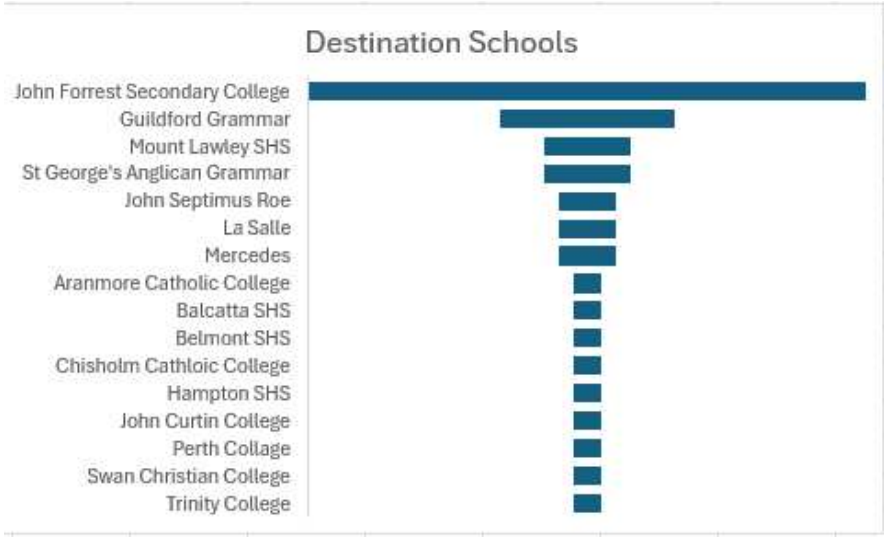


In 2024, 67% of the Year 6 students elected to attend a public government high schools, compared to 81% in 2022.

40% of our Year 6 students attend the local high school, John Forrest Secondary College, with 27% of the cohort enrolling at private schools (compared to 18% in 2023).

A number of students enrolled in specialist programs in the government schools.

Specialist programs include: Netball, Cricket, Tennis, Music and Academic Extension at John Forrest SHS, Arts and Languages at Mount Lawley SHS, and Academic Extension at Perth College.



## Finance Report

In 2024, the school leveraged our financial position to support key areas outlined in the school business plan. We had a decrease in the number of enrolments in 2024, which resulted in reduced student-centred funding for the school. Our focus continued to be supporting the professional development of staff, ensuring quality teaching and support. Some priority area plans were put on hold until 2025.

By effectively managing Student-Centred Funding, parent contributions, and P&C fundraising, funds were allocated towards various priorities, including:

1. Providing support for student well-being through school chaplaincy and psychology services. A wellbeing grant to support wellbeing incursions, a whole school positive behaviour system and updating resources for the wellbeing wagon.
2. Continuation of student educational support through the Tier 3 Program.
3. Purchasing new classroom furniture for ECE 1 and ECE 2.
4. Upgrading ICT devices with the leasing of 4 new Interactive panels for classrooms.
2. PRIME mathematics resources and acquiring a range of curriculum resources.
4. Offering professional development opportunities for staff in numeracy and literacy programs, including four early childhood Education Assistants attending Sounds-Write training.
6. A Grounds and Garden Master Plan was developed to replace the playground equipment and improve gardens. New native garden beds were planted in the school and the conditions of the Hillside Harvest gardens were improved.
7. A replacement plan and budget was developed for furniture and IT resources replacements in 2025.

# Financial Summary as at 31 December 2024

## Salary and Cash Online Budget Summary

### One Line Budget – Dec 2024

		Current Budget	Actual YTD
Carry Forward (Cash):	\$	79,799	79,799
Carry Forward (Salary):	\$	58,651	58,651
<b>INCOME</b>			
Student-Centred Funding (including School Transfers & Locally Raised Funds):	\$	4,569,013	4,569,013
	\$	254,941	254,941
<b>Total Funds:</b>	\$	4,962,404	4,962,404
<b>EXPENDITURE</b>			
Salaries:	\$	4,430,008	4,430,008
Goods and Services (Cash):	\$	395,044	395,025
<b>Total Expenditure:</b>	\$	4,825,053	4,825,033
<b>Variance:</b>	\$	137,351	137,370

## Income/Expenditure

Income	Current Budget	Actual YTD
Carry Forward (Cash)	\$79,799.08	\$79,799.08
Carry Forward (Salary)	\$58,650.39	\$58,650.39
Student-Centred Funding (including School Transfers & Locally Raised Funds)	\$4,569,013.10	\$4,569,013.10
Per Student	\$3,895,350.00	\$3,895,350.00
School and Student Characteristics	\$730,723.55	\$730,723.55
Disability Adjustments	\$48,946.28	\$48,946.28
Targeted Initiatives	\$130,712.45	\$130,712.45
Operational Response Allocation	\$1,415.00	\$1,415.00
Regional Allocation	\$0.00	\$0.00
School Transfers – Salary	\$86,782.07	\$86,782.07
School Transfers – Cash	\$86,782.07	\$86,782.07
Department Adjustments	\$-16,134.18	\$-16,134.18
Locally Raised Funds (Revenue)	\$254,941.03	\$254,941.23
Voluntary Contributions	\$21,468.00	\$21,468.21
Charges and Fees	\$59,182.40	\$59,182.30
Fees from Facilities Hire	\$75,136.27	\$75,136.37
Fundraising/Donations/Sponsorships	\$53,225.25	\$53,225.31
Commonwealth Govt Revenues	\$2,350.00	\$2,350.13
Other State Govt/Local Govt Revenues	\$0.00	\$0.00
Revenue from CO, Regional Office and Other schools	\$1,775.00	\$1,774.85
Other Revenues	\$44,805.91	\$44,805.96
Transfer from Reserve or DGR	\$0.00	\$0.00
Residential Accommodation	\$0.00	\$0.00
Farm Revenue (Ag and Farm Schools only)	\$0.00	\$0.00
Camp School Fees (Camp Schools only)	\$0.00	\$0.00
<b>Total</b>	<b>\$4,962,403.80</b>	<b>\$4,962,403.92</b>



Expenditure	Current Budget	Actual YTD
Salaries	\$4,430,008.46	\$4,430,008.46
Appointed Staff	\$3,395,845.23	\$3,395,845.23
New Appointments	\$0.00	\$0.00
Casual Payments	\$433,486.02	\$433,486.02
Other Salary Expenditure	\$677.20	\$677.20
Goods and Services (Cash Expenditure)	\$395,044.40	\$395,024.99
Administration	\$12,585.79	\$12,584.97
Lease Payments	\$31,438.55	\$31,440.00
Utilities, Facilities and Maintenance	\$90,203.53	\$90,203.33
Buildings, Property and Equipment	\$33,262.02	\$33,262.00
Curriculum and Student Services	\$171,537.76	\$171,518.33
Professional Development	\$18,106.76	\$18,106.76
Transfer to Reserve	\$0.00	\$0.00
Other Expenditure	\$15,931.36	\$15,932.17
Payment to CO, Regional Office and Other schools	\$1,937.23	\$1,937.23
Residential Operations	\$0.00	\$0.00
Residential Boarding Fees to CO (Ag Colleges only)	\$0.00	\$0.00
Farm Operations (Ag and Farm Schools only)	\$0.00	\$0.00
Farm Revenue to CO (Ag and Farm Schools only)	\$0.00	\$0.00
Camp School Fees to CO (Camp Schools only)	\$0.00	\$0.00
<b>Total</b>	<b>\$4,825,052.86</b>	<b>\$4,825,033.45</b>



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