Principal’s Address

Our Promise
I would like to welcome you to Ballajura Primary School’s 2015 School Report.

At Ballajura we continue to be passionate about education. The highly innovative educational approaches adopted by our school validate that every student can be a high achiever and every student matters, every day. Our motto – inspire, participate, learn and succeed encapsulates our desire to realise every child’s passions and dreams.

As one of WA’s independent public schools, Ballajura sets a high standard for staff and students. Our outstanding NAPLAN results over the last five years, is evidence that our approach to education works - our aim is to be one of Western Australia’s highest performing schools. Along with academic performance, we focus on the social capacities and emotional resilience of our students. We accept it is our role to provide the highest quality educational experience for our students regardless of their background.

In 2015, Ballajura continued with its explicit instruction teaching methodology to ensure students had automatized learning concepts and were achieving grade level benchmarks. We set clear expectations that our students would accomplish their goals, and supported them with the very best that education can offer. As a result, our whole school celebrated achievement and student success across many domains.

Teaching in our school means meeting high expectations – our highly professional culture is determined and maintained by everyone in our organisation. Ballajura’s teachers receive outstanding professional development, including an association with the prestigious Melbourne-based Haileybury Institute. Teachers consistently share their curriculum and teaching expertise, meaning school is a place for learning for our teachers just as it is for our students.

In 2015, Ballajura’s executive team comprised of highly qualified senior educators and managers who modelled their enthusiasm to staff, students and families. Holding high expectations of the children in their care – as well as of themselves and colleagues – this professionalism was vital to the school’s success. The leadership team consistently works within the school community to support positive change.

The Secret to Our Success
At Ballajura, we establish clear expectations for ourselves and create the conditions that enable everyone to perform at their best by designing accountability settings in which staff can demonstrate their effectiveness.

In 2015, our priorities and our commitment to the Ballajura community remained constant: for every child to be provided with an outstanding education – whatever their ability – whatever their personal circumstances – whatever their background. We continue to be a school for everyone.

NAPLAN
Within this report, you will find detail about Ballajura Primary School’s 2015 NAPLAN performance. We continue to make no excuses for what we believe in and the outcomes we seek. For many years, the school’s NAPLAN results have significantly outperformed the Australian mean and consistently sit more than one-standard deviation above our expected performance targets. As a school, we are punching well above our weight - we have refused to accept that your postcode should determine your academic outcomes or your opportunities in life.

In 2015, Ballajura Primary School students made excellent academic progress across the curriculum against all schools, significantly outperforming like schools, and ranking amongst the highest band of socio-economic schools within the state. NAPLAN data indicates equalled or improved performance in most of the five tested areas; writing, language conventions and numeracy, with impressive value adding in reading in Year 3 and 5. Pre-primary on-entry data reflected strong performances in reading and numeracy.

At Ballajura, we believe quality feedback to students is essential to their success – we inform them of the steps, expectations and outcomes necessary to reach the next level. We believe student data drives improvement – it helps us to be more scientific about the point of teacher delivery for every child.

Our students continue to be our best ambassadors. At the conclusion of 2015, Ballajura graduates occupied a significant proportion of the available places in our local high school’s academic enrichment program and several students were successful in winning scholarships to other government and private schools throughout Western Australia. Local high school leaders have reported that they are immediately able to recognise a former Ballajura student by their academic readiness, manners, work ethic and respect.

Building a Champion Team
At Ballajura, every staff member commits to our school goals, practices and beliefs – everyone! Our children’s success is a result of a team approach. We are positive, forward thinking and optimistic about every opportunity presented to us. We demonstrate confidence in our approaches and in everything we do.

We believe educating children is a science – we accept the research that tells us that the very best teachers make a significant difference to a child’s chances of social, emotional and academic success. Our job is to ensure excellent academic outcomes for children – essentially to teach them to
be highly literate and numerate – no shortcuts, no excuses. Teachers, parents and fellow students are all enlisted to support any child who may need extra help. This includes supporting parents with homework, or targeted individual programs that assist in learning.

As students’ progress through school, it is important to ensure they develop essential skills, knowledge and understandings in a range of disciplines. At Ballajura, we want parents, families and our community to support our students learning at home and in school, and to value education as a powerful driver for future success and fulfilment. Together, we can make dreams come true!

Ballajura Primary continues to live up to its reputation as an outstanding school. With increasing demand for enrolment places from within and outside of the Ballajura community, the school is closing in on its enrolment capacity.

This school report provides parents and the wider community with a summation of Ballajura Primary School’s performance across the 2015 school year. It highlights events and activities that the school has participated in toward achieving its academic, cultural and development objectives. I look forward to leading our wonderful school and encourage you all to celebrate our history, embrace our culture and remain open to the changes which will shape our future.

David Wanstall
Principal

Staff Profile
Ballajura Primary School has a large staff comprising 73 members.
- 3 Administrative Staff
  Principal, 2 Associate Principals
- 41 Teaching Staff
- 29 Support Staff

As an Independent Public School (IPS) we have greater control over the overall governance of our school and using a one-line budget, can employ staff we feel best suit the current and emerging needs of our students. Ballajura Primary School has always attracted a high calibre of staff; however, since being granted IPS status, we are now able to better manage the recruitment and appointment of our teachers and support staff, ensuring that our students have the best people possible education.

All staff are committed to ensuring that Ballajura Primary is a school of excellence, focussing on the development of improved service delivery, culture, belief, curriculum and student outcomes.

All teaching staff meet the professional requirements to teach in Western Australian Public Schools and can be found on the public register of teachers of the Teachers Registration Board of WA.

Professional Learning
Ballajura Primary School is committed to selecting, supporting and providing professional learning for all staff. The high standards we set our staff ensure quality instruction is delivered by comprehensively trained, capable and professional people. Staff are expected to continually renew and build on their skills and are encouraged to develop their personal expertise in a collaborative environment.

In the quest to raise student expectations, improve student performance and effect change in teacher efficacy the staff continue to participate in a variety of professional learning (PL) opportunities. In 2015 these included;

- Explicit Teaching Model
- PM Reading Assessment
- Guided Reading
- Moderation and reporting
- Sharing best teaching practice
- Teacher Coaching
- Teacher Mentoring
- Minilit
- Reading, Writing and Excellence in Explicit Instruction
- The Reading Hierarchy
- CNAP—Customised NAPLAN Analysis Platform

School Board
From the Chairman

On behalf of the Ballajura Primary School Board, I would like to recommend to you the 2015 School Report.

In 2015, the School Board continued to be proactive in matters of feedback, educational direction and policy, while promoting the school in the wider community. The Board worked extensively to develop a culture of inclusive decision making with distributed responsibilities while overseeing financial management processes through the One Line Budget.

Members of the Board are indebted to the school’s leadership team and staff for the outstanding governance and educational outcomes they provide the Ballajura community. I look forward to the continued stewardship of our school and ensuring the Board acts as the ongoing custodian of this wonderful institution. The work of the Board is vital to the achievement of the school’s ambitious goals in the 2015 – 2017 Strategic Plan and reflects the core values of the honesty, excellence, fairness, respect.

Trevor Schorer
Board Chair
Student Profile

In 2015 student enrolment peaked at 687 students. Of the 687 students, 43% students have a language background other than English (31 different languages are spoken) and 3% are Indigenous. It is expected that our school enrolments will increase to above 700 in 2016. The school continues to receive enrolments from families moving into the area and a number of out-of-boundary enquiries.

The graph indicates students numbers for fulltime students in Years PP- 6. In 2015 82 Kindergarten students were enrolled. The graph demonstrates the growing trend of increased enrolments.

Student Attendance and Engagement

In 2015, the average attendance at Ballajura Primary School, was 93.6%. This compares to the state average of 92.7%. The work undertaken by the school in investigating student absences and building strong relationships with families, is having flow on effect in improving the cycle of lateness and non attendance. Students identified as ‘At Risk ’ are continually monitored and supported.

Destination Schools

The following table indicate 2016 destination schools for our 2015 student cohort.

In 2016, students from Ballajura Primary School took up 70% of places in Ballajura Community College’s extension classes.

A total of 9 graduating Year 6 students were also awarded scholarships and or entry into the gateway programs in the following schools for the 2016 school year.

- Governor Stirling x 2
- Mount Lawley x 2
- Girrawheen Senior High School x 1
- Hale School x 1
- John Forest High School x 1

<table>
<thead>
<tr>
<th>Destination Schools</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ballajura Community College</td>
<td>29</td>
<td>28</td>
<td>57</td>
</tr>
<tr>
<td>Mercy College</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Ashdale Secondary College</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Governor Stirling Snr High School</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Holy Cross College</td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>John Septimus Roe Anglican College</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Perth Modern School</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Bullsbrook College</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Ellenbrook Christian College</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Ellenbrook Secondary College</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Girrawheen Senior High School</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Hale School</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>John Forest Secondary College</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Kolbe Catholic College</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Perth College</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Servite College</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Shenton College</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Swan Valley Anglican Community School</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Woodvale Secondary College</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
At Ballajura Primary School, it is our passion to ensure that every child has an outstanding education resulting in a high literacy and numeracy competency. Our two mantras, ‘All Students Can Be High Achievers’ and ‘Every Student Matters Every Day’, signify our determination for all students to be successful. As a school that prides itself on meeting the needs of every child, we aim to achieve the twin goals of excellence and equity. We provide opportunities that extend and challenge every child to achieve the highest possible standards and their personal best. We strive for excellence by ensuring that our practices are based on current and informed research and strategies. We hold ourselves accountable for the outcomes we achieve. Using reliable data, we rigorously reflect and assess our processes and achievements. We celebrate our successes and make informed and confident determinations about our future direction.

We maintain our commitment to provide high quality education for every child whatever their ability, wherever they live, whatever their background.

**Our Commitments**

Ballajura Primary School is committed to:

- High standards and expectations
- Raising student performance
- Continual improvement
- Quality teaching
- Teacher accountable learning
- Positive relationships
- Supportive culture

**Pillars of Success**

Our school’s vision for teaching and learning is supported by ‘four pillars’. These pillars guide our actions. These include:

- Teacher directed learning
- Explicit instruction
- Moving children’s knowledge from short term to long term memory
- Positive teacher relationships

In addition, our school has established six (6) given. These are:

1. Strong relationships
2. High expectations
3. Presentation/Handwriting
4. Correction
5. Display
6. Setting tone

**Culture**

All staff across the school work towards developing and establishing school cultures that have an emphasis on:

- Clear teacher and student commitment to expectations of high academic performance
- Emphasis on student uniform/dress code
- A focus on grounds and facilities
- Staff dress and professionalism
- Relationships and respect
- Working as a team
- Supportive culture

**Priorities**

In implementing the 2015-2017 Business Plan, the school has selected the Australian Council of Educational Research National School Improvement Tool to align priorities, targets and focus areas. This evidence based self review tool provide a framework for the school to self review and report school performance. The 8 areas include:

1. Explicit Improvement Agenda
**Target 2: EXCELLENCE IN TEACHING AND LEARNING**

Ballajura Primary School will create an environment which encourages, supports, and builds staff capacity for teaching excellence. We will work conscientiously to build teacher capacity around our core priorities, including the development of leadership skills.

**Target 3: STRENGTHENING EARLY CHILDHOOD EDUCATION**

At Ballajura Primary School, we believe it is important that all children have the best start in life to achieve optimal health, development and wellbeing, and they acquire the skills for life and learning. We expect all our students to meet the expected literacy and numeracy standards and that overall levels are continuously improving.

**Target 4: PROMOTING A POSITIVE AND SAFE ENVIRONMENT**

Ballajura will provide a safe, healthy and supportive environment for staff and students, underpinned by a value rich learning environment that supports quality learning and positive behaviours.

**Target 5: STRENGTHENING EARLY CHILDHOOD EDUCATION**

As an Independent Public School, Ballajura is able to set its own strategic directions, have authority for day-to-day decision making and are in an ideal position to make decisions that best cater for its students.

Note: Targets within each of the above categories can be located in the schools business plan. Progress against each of the targets has been endorsed by the School Board and is available at the school site.

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**Improving Student Performance**

In determining the quality of student performance, Ballajura Primary School has made use of a diverse range of data collected from a number of sources including NAPLAN, Years 3 and 5, PAT (Standardized Progressive Achievement Testing, PP to Year 6) and diagnostic assessments. Students are assessed in the following areas: comprehension, vocabulary, grammar, spelling, writing and numeracy.

The school also tests year 2, 4 and 6 students on NAPLAN in Term 2. These tests are analysed for the purpose of identifying gaps in the students’ learning and working to provide opportunities for students to close these gaps before the next National Testing Cycle. By using the nationally normed PAT and NAPLAN off year cycle assessments, we can successfully identify students at risk well before academic performance becomes an issue. Analysis of high quality data is having an impact on teaching/learning programs.

**NAPLAN 2015**

**The Big Picture**

The 2015 NAPLAN results clearly demonstrate that students’ achievement rates have continued to progress. This is a direct result of our explicit teaching practices, a consistent approach to curriculum delivery, pedagogy, culture, belief and the targeted intervention programs and strategies implemented across the school. The work done by our education assistants and support staff, have also contributed to the significant improvement in student performance.

**Comparison Ballajura Primary Student Performance to WA Performance**

<table>
<thead>
<tr>
<th>NAPLAN 2009 - 2015</th>
<th>Student Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 3</td>
</tr>
<tr>
<td></td>
<td>2009  2010  2011</td>
</tr>
<tr>
<td></td>
<td>2015  2009  2010</td>
</tr>
</tbody>
</table>

- **Numeracy**
  - 2015: 1.00, 2013: 1.9, 2011: 3.0
  - 2013: 1.9
  - 2011: 3.0
  - 2009: 1.00

- **Reading**
  - 2015: 1.00, 2013: 1.9, 2011: 3.0
  - 2013: 1.9
  - 2011: 3.0
  - 2009: 1.00

- **Writing**
  - 2015: 1.00, 2013: 1.9, 2011: 3.0
  - 2013: 1.9
  - 2011: 3.0
  - 2009: 1.00

- **Spelling**
  - 2015: 1.00, 2013: 1.9, 2011: 3.0
  - 2013: 1.9
  - 2011: 3.0
  - 2009: 1.00

- **Grammar & Punctuation**
  - 2015: 1.00, 2013: 1.9, 2011: 3.0
  - 2013: 1.9
  - 2011: 3.0
  - 2009: 1.00

**Above Expected** - more than one standard deviation above the predicted school mean
**Expected** - within one standard deviation of the predicted school mean
**Below Expected** - more than one standard deviation below the predicted school mean

No data available or number of students is less than 6
The relative assessment table on the previous page indicates that students attending Ballajura Primary are continuing to perform above expected performance.

In 2012-2014 Ballajura Primary achieved 10 green boxes out of 10 tested areas, achieving more than one-standard deviation above expected performance. Ballajura Primary School is the only school in WA to achieve more than one-standard deviation above expected performance 3 years in a row.

In 2015 Ballajura Primary achieved all green boxes in Year 3. In Year 5 the school achieved 2 green boxes and 3 yellow boxes (achievement within expected performance). In 2015 there was an influx of new Year 5 enrolments totalling 12. This equates to 15% of the Year 5 cohort and was a factor in the Year 5 cohort not achieving above expected performance. However, the results were ………………………………

The above data demonstrates Ballajura Primary School average school NAPLAN mean performance for Year 3 and Year 5 for 10 areas tested.

In 2015 Ballajura ranked 34 out of 700 government primary schools based on the mean performance. The mean score was 494.3.

From the data it can be noted that Ballajura Primary School was the only school in the top 34, with a decile ranking of 5. The decile school ranking (1-9, 1 being the highest ranking) is a statistical measure of social disadvantage using information from census. This supports our belief that postcode does not count in relation to student performance. It is about effective teaching.

Ballajura Primary 2015 NAPLAN

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar and Punctuation</td>
<td></td>
</tr>
<tr>
<td>Top 20%</td>
<td>47%</td>
</tr>
<tr>
<td>Middle 60%</td>
<td>51%</td>
</tr>
<tr>
<td>Bottom 20%</td>
<td>1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Top 20%</td>
<td>53%</td>
</tr>
<tr>
<td>Middle 60%</td>
<td>46%</td>
</tr>
<tr>
<td>Bottom 20%</td>
<td>1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
<td></td>
</tr>
<tr>
<td>Top 20%</td>
<td>50%</td>
</tr>
<tr>
<td>Middle 60%</td>
<td>46%</td>
</tr>
<tr>
<td>Bottom 20%</td>
<td>1%</td>
</tr>
</tbody>
</table>

2015 NAPLAN Comparison Table - The table above demonstrates the performance of students at Ballajura Primary School compared state and national performance. Ballajura Primary School students performed above the national mean and state in all areas tested. The staff and students at Ballajura Primary School are to be congratulated on these outstanding results.
In Year 3 and Year 5 there were more than 30% of students in the top 20% of students in Australia in all areas tested except Reading.

In Year 3 there were 3 out of 5 areas tested where there were more than 45% of students in the top 20%. These areas were Grammar, Spelling and Writing.

In Year 5 In Year 3 there were 2 out of 5 areas tested where there were more than 45% of students in the top 20%. These areas were Grammar and Writing.

The challenge ahead is to extend our students and increase the number of students in the top 20%.

Of particular interested in Year 3 and Year 5, in 8 out of 10 areas tested there was 4% or less students in the bottom 20%. This often equates to 1 or 2 students. We can confidently say that we have all but eliminated the bottom end.

**Longitudinal Data - Year 3 and Year 5**

In all the examples below, students at Ballajura Primary School Primary demonstrated significant progress as compared to like WA public schools and Australian schools. This provides, validation that the model of instruction, curriculum delivery, and our identification of explicit content is placing students, in the school, in a highly advantageous position compared with other schools in terms of progress. Our Year 3 students out performed Year 5 state level student performance in Writing and Grammar and close in Spelling to out perform Year 5 performance.
The graphs below demonstrate the value adding of students from Year 3 –5 from 2013—2015 and the school effectiveness in relation to their performance. Value adding gives an insight into how students are progressing and what influence Ballajura Primary is having on their progress. Value-added measures can indicate in which areas and with which students our school is performing well or performing below expectations. This assists us in directing physical and human resources to improve the learning outcomes of our students.

As demonstrated below, the results in reading, writing and numeracy (My School Website), clearly demonstrate that students at Ballajura Primary have made significant improvement in 2 years as compared to similar schools (orange) and expected performance of students across Australia (purple). The students at Ballajura Primary as indicated by the blue line, are clearly working well above expected performance and in some cases 1 1/2 to 2 years above their year level.

It is clearly evident that our explicit teaching practices and effective teaching are having a marked effect on improving student performance.
Reading Year 3 - 5

Numeracy Year 3 - 5

Science

The science program continues to undergo a positive transformation under the direction of Mrs Nicole Zaleck and Miss Tara Grant, who replaces Mrs Zaleck while on maternity leave.

Each year in September, classes from level Yr 3-6 are tested in PAT Science (Progressive Achievement Testing) which in order measures and monitors student performance against Australian schools. The data collected during the testing cycle will become the comparative data for measuring teacher value -adding in the following year when students are again tested in November.

Science Value Adding

This table demonstrates Ballajura Primary School performance against the Australian Mean. Analysis of results indicate that in 2015 the Year 3 and Year 6 cohort are slightly above the Australian mean. The year 4 and Year 5 cohort are slightly below the Australian mean. As part of our data analysis the science specialist will work with teachers and administration team to determine what further strategies can be implemented to improve the student’s performance.

<table>
<thead>
<tr>
<th>Year</th>
<th>MEAN</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>PP</td>
<td>AUST</td>
<td>School</td>
<td>School</td>
<td>School</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>115.8</td>
<td>119.0</td>
<td>116.0</td>
<td>116.2</td>
</tr>
<tr>
<td>4</td>
<td>120.9</td>
<td>120.0</td>
<td>120.9</td>
<td>118.6</td>
</tr>
<tr>
<td>5</td>
<td>121.2</td>
<td>115.0</td>
<td>122.2</td>
<td>119.9</td>
</tr>
<tr>
<td>6</td>
<td>124.5</td>
<td>121.0</td>
<td>124.5</td>
<td>126.8</td>
</tr>
</tbody>
</table>

Among the many whole events the schools holds to support the development of curriculum areas, a whole science day is held each year involving students from K-6. The students are involved in hands on activities throughout the day as well as participating in a science incursion.
Progress Against Targets as Outlined in Business Plan 2015-2017

Below is a summary of summary progress against the schools targets as documented in the 2015 - 2017 Business Plan.

SPELLING TARGETS

Year 3 Target:
Maintain or exceed the percentage of students in Year 3 NAPLAN in the top 2 bands (bands 5,6) in Spelling as compared to 2014 NAPLAN results.

Data:
In 2014 - 77 % students were in the top 2 bands.
In 2015 - 76% students were in the top 2 bands. A slight decrease of (1%) in 2015 results as compared to 2014.
In 2015, 7% more students were in band 6 as compared to 2014.
In 2015 6% students were in bands 1-3 as compared to 32% in Australian schools.
Outcome: Target Achieved.

Year 3 Target:
Maintain or exceed the percentage of students in Year 5 NAPLAN in the top 3 bands (bands 6,7,8) in Spelling as compared to 2014 NAPLAN results.

Data:
In 2014 -88 % students were in the top 3 bands.
In 2015 - 76% students were in the top 3 bands. A decrease of 12% in 2015 results as compared to 2014.
In 2015, 11% more students were in band 6 as compared to 2014.
In 2015 4% students were in bands 1-3 as compared to 25% in Australian schools.
Outcome: Target Not Achieved only by 2%.

YEAR 5 TARGETS

Year 5 Target:
Maintain or exceed the percentage of students in Year 5 NAPLAN in the top 3 bands (bands 6,7,8) in Reading as compared to 2014 NAPLAN results.

Data:
In 2014 - 78 % of students were in the top 3 bands.
In 2015 - 67% students were in the top 3 bands. A decrease (11%) in 2015 results as compared to 2014.
In 2014 - 46 % students were in the top 2 bands.
In 2015 - 38% students were in the top 2 bands. A decrease of (8%) in 2015 results as compared to 2014.
In 2015, 10% less students were in band 6 as compared to 2014. In 2015 there was a similar % of students in band 6 as Australian schools.
In 2015 12% students were in bands 1-4 as compared to 18% in Australian schools.
Outcome: Target Not Achieved. In 2016 the challenge to increase students in top 2 bands. Close monitoring of progress of Year 4 students. Identify how to maintain progress from Year 3—5. Reading is a school priority.

READING TARGETS

Year 3 Target:
Maintain or exceed the percentage of students in Year 3 NAPLAN in the top 2 bands (bands 5,6) in Reading as compared to 2014 NAPLAN results.

Data:
In 2014 - 65 % students were in the top 2 bands.
In 2015 - 63% were students in the top 2 bands. A slight decrease (2%) of students demonstrated Band 5, 6 in 2014 as 2015.
In 2015, there were 15% less students in band 6 as compared to 2014. There were more students in band 6 in 2014 as compared to 2015.
In 2015 there was a similar % of students in band 6 as compared to Australian schools.
In 2015 14% students were in bands 1-3 as compared to 27% in Australian schools
Outcome: Target Achieved.

Year 5 Target:
Maintain or exceed the percentage of students in Year 5 NAPLAN in the top 3 bands (bands 6,7,8) in Reading as compared to 2014 NAPLAN results.

Data:
In 2014 –71 % students were in the top 2 bands.
In 2015 - 84% students were in the top 2 bands. I
In 2015, 11% more students were in band 6 as compared to 2014.
The number of students in top 2 bands is significantly higher than Australian schools by 37%.
Only 33% students were in bands 1-3 as compared to 25% in Australian schools.
Outcome: Target Achieved.
Student Performance

**NUMERACY TARGETS**

**Year 3 Target:**

*Maintain or exceed the percentage of students in Year 3 NAPLAN in the top 2 bands (bands 5,6) in NUMERACY as compared to 2014 NAPLAN results.*

**Data:**

In 2014 – 46% students were in the top 2 bands.
In 2015 - 71% students were in the top 2 bands. There was 25% increase in 2015 results as compared to 2014.
In 2014 76% students were in the top 3 bands.
In 2015 - 72% students were in the top 3 bands. A slight decrease (4%) in the 2015 results as compared to 2014.
In 2014 - 35 % students were in the top 2 bands.
In 2015 - 49% students in the top 2 bands. An increase (14%) in 2015 results as compared to 2014.

In 2015 9% students were in bands 1-3 as compared to 29% in Australian schools.

**Outcome:** Target Achieved.

**Year 5 Target:**

*Maintain or exceed the percentage of students in Year 5 NAPLAN in the top 3 bands (bands 6,7,8) in NUMERACY as compared to 2014 NAPLAN results.*

**Data:**

In 2014 - 46% students were in the top 2 bands.
In 2015 - 71% students were in the top 2 bands. There was 25% increase in 2015 results as compared to 2014.

In 2014 76% students were in the top 3 bands.
In 2015 - 72% students were in the top 3 bands. A slight decrease (4%) in the 2015 results as compared to 2014.
In 2014 - 35 % students were in the top 2 bands.
In 2015 - 49% students in the top 2 bands. An increase (14%) in 2015 results as compared to 2014.

There was 1% more students in band 6 as compared to 2014.
In 2015 3% students were in bands 1-4 as compared to 22% in Australian schools.

**Outcome:** Target Not Achieved.

**LANGUAGE CONVENTIONS TARGETS**

**Year 3 Target:**

*Maintain or exceed the percentage of students in Year 3 NAPLAN in the top 2 bands (bands 5,6) in Language Conventions as compared to 2014 NAPLAN results.*

**Data:**

In 2014 –78 % students were in the top 2 bands.
In 2015 - 80% students were in the top 2 bands. A increase of (2%) in 2015 results as compared to 2014.
In 2015, 10% more students were in band 6 as compared to 2014.
In 2015 7% students were in bands 1-3 as compared to 27% in Australian schools.

**Outcome:** Target Achieved.

**Year 5 Target:**

*Maintain or exceed the percentage of students in Year 5 NAPLAN in the top 3 bands (bands 6,7,8) in Language Conventions as compared to 2014 NAPLAN results.*

**Data:**

In 2014 – 83 % students were in the top 3 bands.
In 2015 - 77% students were in the top 3 bands. A slight decrease (6%)in 2015 results as compared to 2014.

In 2014 - 66 % were students in the top 2 bands.
In 2015 - 58% students in the top 2 bands. A slight decrease (8%) in 2015 results as compared to 2014.

In 2015 10% students were in bands 1 - 4 as compared to 16% in Australian schools.

**Outcome:** Target Not Achieved.
Ballajura Primary School
Financial Summary as at 31 December 2015

### Revenue - Cash

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Voluntary Contributions</td>
<td>$27,694.00</td>
<td>$27,694.00</td>
</tr>
<tr>
<td>2. Charges and Fees</td>
<td>$67,362.00</td>
<td>$67,362.00</td>
</tr>
<tr>
<td>3. Fees from Facilities Hire</td>
<td>$1,314.60</td>
<td>$1,313.76</td>
</tr>
<tr>
<td>4. Fundraising/Donations/Sponsorships</td>
<td>$3,114.00</td>
<td>$3,113.76</td>
</tr>
<tr>
<td>5. Other State Govt/Local Govt Revenues</td>
<td>$20,227.00</td>
<td>$20,227.27</td>
</tr>
<tr>
<td>6. Revenues from Co., Regional Office and Other Schools</td>
<td>$27,694.00</td>
<td>$27,694.00</td>
</tr>
<tr>
<td>7. Other Revenues</td>
<td>$63,552.00</td>
<td>$63,553.33</td>
</tr>
<tr>
<td>8. Transfer from Reserve or DGR</td>
<td>$178,467.00</td>
<td>$178,467.00</td>
</tr>
<tr>
<td>9. Residential Accommodation</td>
<td>$3,114.00</td>
<td>$3,113.76</td>
</tr>
<tr>
<td>10. Farm Revenue (Ag and Farm Schools only)</td>
<td>$61,759.00</td>
<td>$61,758.58</td>
</tr>
<tr>
<td>11. Camp School Fees (Camp Schools only)</td>
<td>$20,227.00</td>
<td>$20,227.27</td>
</tr>
<tr>
<td>Total Locally Raised Funds</td>
<td>$422,175.00</td>
<td>$422,175.98</td>
</tr>
</tbody>
</table>

### Contingencies Revenue - Budget vs Actual

- **Budget**
- **Actual**

### Current Year Actual Cash Sources

- **Locally Raised Funds**: 16%
- **Other**: 6%
- **Student Centred Funding**: 58%

### Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Administration</td>
<td>$38,582.00</td>
<td>$38,578.30</td>
</tr>
<tr>
<td>2. Lease Payments</td>
<td>$218,912.00</td>
<td>$218,320.96</td>
</tr>
<tr>
<td>3. Utilities, Facilities and Maintenance</td>
<td>$296,396.00</td>
<td>$284,352.29</td>
</tr>
<tr>
<td>4. Curriculum and Student Services</td>
<td>$174,503.00</td>
<td>$160,502.93</td>
</tr>
<tr>
<td>5. Professional Development</td>
<td>$19,922.00</td>
<td>$18,053.69</td>
</tr>
<tr>
<td>6. Transfer to Reserve</td>
<td>$320,600.00</td>
<td>$320,600.00</td>
</tr>
<tr>
<td>7. Other Expenditure</td>
<td>$36,374.00</td>
<td>$36,035.79</td>
</tr>
<tr>
<td>8. Payment to Co., Regional Office and Other Schools</td>
<td>$311,134.40</td>
<td>$311,134.40</td>
</tr>
<tr>
<td>9. Residential Operations</td>
<td>$311,134.40</td>
<td>$311,134.40</td>
</tr>
<tr>
<td>10. Contingencies Expenditure</td>
<td>$311,134.40</td>
<td>$311,134.40</td>
</tr>
<tr>
<td>Total Goods and Services Expenditure</td>
<td>$1,249,444.00</td>
<td>$895,263.50</td>
</tr>
<tr>
<td>Total Forecast Salary Expenditure</td>
<td>$1,249,444.00</td>
<td>$895,263.50</td>
</tr>
<tr>
<td>Total Expenditure</td>
<td>$1,249,444.00</td>
<td>$895,263.50</td>
</tr>
</tbody>
</table>

### Cash Position

- **General Fund Balance**: $920,580.08
- **Deductible Gift Funds**: $0.00
- **Fundraising/Donations/Sponsorships**: $0.00
- **Asset Replacement Reserves**: $0.00
- **Current Year Cash**: $0.00
- **Cash Advances**: $0.00
- **Tax Position**: $8,731.96

### Bank Balance

- **Balance**: $920,580.08
Finance