West Byford PS
Independent Public School

2019 Annual Report

School Profile 2019

West Byford is a Level 5 Independent Public School, located approximately 41kms south of Perth in the Shire of Serpentine Jarrahdale. Byford is a rapidly developing area, with seven government primary schools contributing students to Byford Secondary College. Although Byford is now an urban area, it is also within close proximity to rural areas, national parks and nature reserves. The Shire of Serpentine Jarrahdale is currently the fastest growing local government in Western Australia and the population of the shire is expected to double by the year 2036. Much of this population increase is due to growth in the suburb of Byford. Community and commercial facilities are rapidly being developed to cater for the large population growth. Student enrolments at WBPS in 2019 were 779 after a peak of 1023 students in October 2016. Building is continuing within the local intake zone, with demands for enrolment places high. The school has a significant population of English as an Additional Language / Dialect students who add positively to the cultural diversity of the school. The school's Index of Community Socio-Educational Advantage (ICSEA) is 1000.

School Vision

- Build a reputation as a school with high standards and a professional approach.
- Work collaboratively to better meet community needs.
- High standards of behaviour and school dress.
- Students rewarded for excellent behaviour and commitment in the classroom.
- Immaculate school grounds and classrooms.
- Professional, hardworking staff with high standards and a commitment to the school.
- A collaborative environment with common approaches to teaching across all classrooms.
- Direct Instruction of skills in Literacy and Numeracy.
- Straight talking and honesty when communicating, using plain language and contacting parents in a timely manner.

TRACK Agreements

All students at West Byford PS are expected to follow TRACK agreements developed by students, staff and parents. TRACK stands for:

- Try your Best
- Respect
- Appreciate
- Cooperate
- Kindness.

All classrooms display the TRACK Agreements that underpin behaviour management and pastoral care processes. TRACK agreements support the Friendly Schools Plus program that is taught across the school.

2019 Principal's Report

2019 was the final year of the 2017—2019 Business Plan (BP), an ideal opportunity to reflect on school performance, celebrate successes, and plan for improvement where needed. The school BP targets were deliberately aspirational and challenging, and focussed on maintaining the high standards across the school, both socially and academically. A detailed analysis of targets achieved, and targets not met over the three year period is contained within this report. The school vision of well behaved, well dressed, well mannered students continues to guide the culture of the school; one which has distinguished our school and driven the demand for enrolments despite multiple options within the Byford community.

The Parent and Student surveys conducted in 2019 indicated overwhelmingly that students and parents are happy to be a part of our school, and would recommend the school to others. The fact that 2019 Student Attendance exceeded like schools and WA Public Schools, including for Aboriginal students; and less percentage of students are at severe or moderate risk, supports this notion. More detailed information on each survey is contained within this report.

In key areas of Student Achievement, Attendance and Behaviour the school continues to achieve good results. This year, however, we had mixed results in NAPLAN, with Year 5 students achieving above expected in three NAPLAN areas, and Year Three students achieving below expected in three NAPLAN areas. As the programs, whole school approaches and curriculum expectations haven't altered in this time; the results were a opportunity to reflect and question accepted practice within the school and ensure refinements were made to the Curriculum Documents and the Business Plan for the next three year cycle. Importantly, results were also the catalyst for a renewed focus on classroom feedback to ensuring teaching is of high quality. It is, however, important that one year's results are taken in context, and that wholesale changes aren't made unnecessarily. Over three years the school has achieved 21 out of 24 academic targets.

In Years One to Six, the school achieved all eight Literacy, Numeracy and Science targets set. In Pre-Primary, all three Literacy and Maths targets were achieved, with On Entry Writing data unavailable for the DoE. In Kindergarten, one out of four targets were achieved, with significant progress made during the year—for example 0% of K students were at target for the Pre Literacy test in February, versus 68% in Term 4. Targets have been increased for the next Business Plan cycle to ensure the school is constantly striving for higher standards.

Consistent, firm and fair behaviour management is a keystone of school culture, and the 2019 data indicates school processes continue to be effective. In 2019 there were 568 behaviour incidents (779 students—0.73 per student), which is commensurate with 2017 and 2018 figures with a similar student population. Eight students were suspended (for a period of 20.5 days) and 14 students withdrawn (for a total of 27 days). 'Discipline' (and uniform) is commonly cited by parents as a reason for wanting to enrol at the school.

The School Board have continued to help shape the school's direction with their valuable input on policies and processes, and feedback on school performance data. Their common sense approach is very much appreciated. The Board also welcomed Ms Jasveen Kaur, who represents the increasing EAL/D community. Thank you to Mrs Nicole Wilton for once again chairing the Board in such a professional and positive way.

The P and C Association again excelled with a number of very successful fundraising efforts throughout the year. This allowed them to make a number of donations to the school, including: $6200 towards ECE play equipment, $4000 for extra shade in Chat Space and $1000 (reoccurring annually) to the Chaplaincy and Breakfast Club program. Thank you to Mrs Jenny Dinsdale for very competently leading the P and C in her role as President, and to the hard working committee members, fundraisers and volunteers! The money donated adds significantly to the quality of school resources, and their efforts are very much appreciated! Thank you also, to Mrs Chery Morgan who has done an incredible job managing the school canteen, providing delicious healthy food, whilst at the same time keeping the canteen financially viable—an outstanding effort!

2019 Principal's Report

The Leavers' Committee once again arranged a very successful Colour Fun Run, with monies raised funding the excellent Leaver's Yearbook, Graduation lunch (including transport) and gift to the school (see photo in this report). We thank this hard working and supportive committee for their support!

Congratulations to the 2019 Head Students, Ava O'Neill and Cale Hillyard for their outstanding leadership in 2019. They have lead by example, and set a high standard for others to aspire to. Watching them speak at the Graduation Assembly reinforced what articulate, responsible and intelligent young adults they are! They have both worked diligently to represent the school in a positive and responsible way. I'm sure they will achieve great success in their futre education and beyond.

Finally, best wishes to our 2019 Graduating students. They have impressed as an amiable, good humoured group who have worked hard in the classroom, and behaved responsibly out of it—including when representing the school at excursions and interschool sporting events. I'm sure they will look back on their time at West Byford with a sense of pride. I wish them every success in their secondary education.

2019 Leavers Gift to the School

2019 Staffing

Figure 8 Potential retirements as per age group

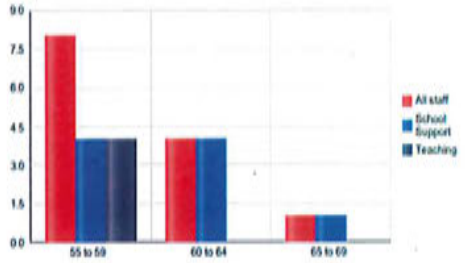


Figure 8 identifies the number of staff in each occupational group who could retire in the next ten years.

Occupational Groups	Total Headcount	% Full Time	% Part Time
Admin	6	33%	67%
Cleaner	5	0%	100%
Gardener	1	0%	100%
Other	3	33%	67%
Total	86		

Table 3 identifies the current proportion of full time employees for each occupational group.

Figure 3 Categories of staff employment

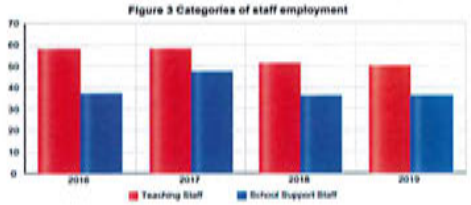


Figure 3 demonstrates the spread of teaching and school support staff over the last five years. For the purpose of this profile, 'Teaching Staff' includes teachers, heads of department and teaching leadership staff.

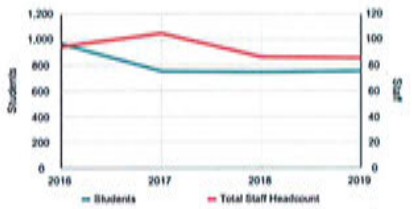
2.1 Students and Staff Trend

Table 4 presents the student and staff numbers (teaching and support) for each year since 2016.

Table 4 Students and staff trend

Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2016	95	58	37	973
2017	105	58	47	757
2018	87	51	36	746
2019	86	50	36	758

* Note: student numbers are taken from Semester 1 schools online figures each year



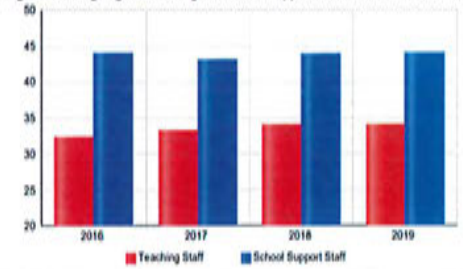
5.1 Average Age

Table 8 provides the average age of all staff members, teaching staff and school support staff as well as the average age of males and females.

Table 8 Average age of all staff members 2016 to 2019

Year	All Staff	Teaching Staff	School Support Staff	Males	Females
2016	37.1	32.3	44	41	36.8
2017	37.8	33.2	43	41.9	37.5
2018	38	33.9	43.8	44.1	37.6
2019	38.2	34	44	41.6	37.9

Figure 5 Average age of teaching and school support staff members 2016 to 2019



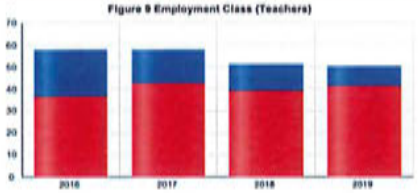
9. Teacher Data (Non-leadership staff under teachers agreement)

Table 15 identifies the number and percentage of staff employed under permanent and fixed-term contracts

Table 16 Employment Class (Teachers)

Year	Headcount		Percentage	
	Permanent	Fixed-Term	Permanent	Fixed-Term
2016	36	22	62%	38%
2017	42	16	72%	28%
2018	30	13	70%	24%
2019	41	9	82%	18%

Figure 9 Employment Class (Teachers)



7.1 Sick and Personal Carers leave of teaching staff

Table 10 Sick leave for teaching staff

Sick/Personal Carers Leave	Leave with evidence (days)	Leave without evidence (days)	Unpaid (days)	Average Sick/Carers leave per Teaching Staff FTE
2016	215.2	208.4	0	7.8
2017	156	221	0	8.2
2018	216.5	172.5	14	9.0
2019	199	183	97.5	9.9

7.2 Sick and Personal Carers leave of school support staff

Table 11 Sick leave for school support staff

Sick/Personal Carers Leave	Leave with evidence (days)	Leave without evidence (days)	Unpaid (days)	Average Sick/Carers leave per School Support Staff FTE
2016	165	178.5	7.2	10.6
2017	160.9	126.5	1	10.3
2018	155.2	108.1	195.6	17.1
2019	137.9	115.1	48.4	11.3

Figure 6 illustrates the sick and personal carers leave trends for teaching and school support staff between 2016 and 2019.

3. Gender Profile

The gender profile below relates to all staff members as well as teaching and school support staff specifically. It details how many male and female staff members are employed at West Byford Primary School using both headcount and FTE.

Table 5 Gender profile

Year	All Staff (Headcount)		Teaching Staff (Headcount)		School Support Staff (Headcount)	
	Male	Female	Male	Female	Male	Female
2016	6	89	5	53	1	36
2017	6	99	5	53	1	46
2018	5	82	4	47	1	35
2019	6	80	5	45	1	35
Year	**All Staff (FTE)**		**Teaching Staff (FTE)**		**School Support Staff (FTE)**	
	Male	Female	Male	Female	Male	Female
2016	5.6	79.9	4.8	51.0	0.8	28.9
2017	5.2	84.3	4.4	49.2	0.8	35.1
2018	4.8	68.7	4.0	42.4	0.8	26.3
2019	5.4	68.6	4.6	41.8	0.8	26.8

Table 1 FTE and headcount of staff for occupation groups

Occupation Group	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	4	4.0	0	0.0	4	4.0
Teacher	44	40.4	2	2.0	46	42.4
Mainstream EAs	9	7.4	0	0.0	9	7.4
Education Support EAs	11	9.7	0	0.0	11	9.7
Admin	6	4.0	0	0.0	6	4.0
Cleaner	5	2.8	1	0.7	6	3.5
Gardener	1	0.8	0	0.0	1	0.8
Other	3	2.2	0	0.0	3	2.2
Total	83	71.3	3	2.7	86	74.0

Figure 1 presents the FTE and headcount data from Table 1.

Figure 1 FTE and headcount of staff for occupation groups

4. Women in Leadership

Table 6 shows how many women held Teaching leadership (Principal/Deputy Principal) positions in 2016 and currently in 2019.

Table 6 Women in Teaching Leadership roles

Year	Leadership + HOD
2016	2
2017	3
2018	2
2019	2

Table 6a shows how many women held School support leadership (Manager Corporate Services) positions in 2016 and currently in 2019.

Table 6a Women in School Support Leadership roles

Year	Manager Corporate Services
2016	1
2017	1
2018	1

Attendance 2019

Attendance % - Primary Year Levels

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2017	94%	94%	94%	94%	93%	93%	95%
2018	92%	93%	94%	94%	94%	94%	93%
2019	92%	92%	93%	93%	93%	93%	91%
WA Public Schools 2019	91%	91%	92%	92%	92%	92%	92%

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2017	93.9%	93.1%	93.8%	94.3%	86.5%	81.2%	94%	92.6%	92.7%
2018	93.5%	93.3%	93.7%	91.5%	85.9%	80.8%	93.4%	92.9%	92.6%
2019	92.5%	92%	92.7%	89.9%	85.1%	79.5%	92.5%	91.6%	91.6%

WBPS ATTENDANCE TARGETS 2019

Aboriginal student attendance rate to be 90% or above (89.9%)
Whole-school student attendance rate to be 93% or above (92.5%)
Unauthorised absences (as a component of all attendance) to be 2% or less.
Students categorised as Severe risk (0–59% attendance) to be 1% or less of the school population (0.8%)
Students categorised as Moderate risk (60–80% attendance) to be 4% or less of the school population (5.4%).

Attendance Overall Primary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2017	81.4%	14.8%	2.7%	1.0%
2018	77.5%	17.0%	4.7%	0.9%
2019	72.9%	20.8%	5.4%	0.8%
Like Schools 2019	70.3%	21.6%	6.6%	1.6%
WA Public Schools	73.0%	19.0%	6.0%	2.0%

The school attendance rate for 2019 (92.5%) is above Like schools (91.6%) and WA Public Schools (91.6%).

The school Aboriginal Attendance rate (89.9%) is above Like schools (85.1%) and WA Public Schools (79.5%).

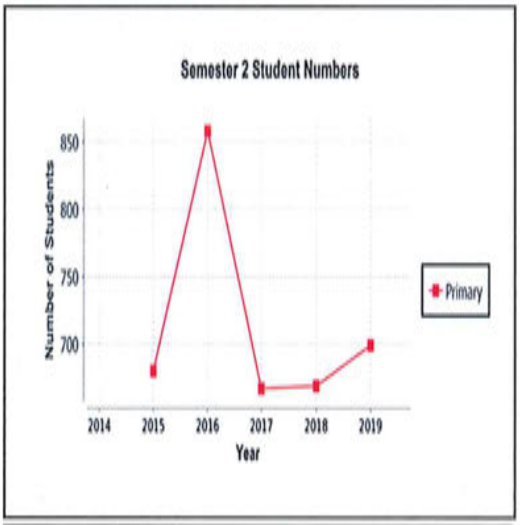
The school has less students at Severe Risk (0.8%) than WA Public Schools (2.0%) and Like schools (1.6%) and more students with Regular attendance (77.5%) than Like Schools (70.3%) and 0.1% lower than WA Public Schools.

The school has less students at Indicated Risk (20.8%) than WA Public Schools (19.0%),and Like schools (21.6%) and less % of students at Moderate Risk (5.4%) than WA Public Schools (6.0%) and Like schools (6.6%).

2019 Student Information

Census Year	Month	Total Enrolments
2013	February	328
2013	August	385
2014	February	585
2014	August	623
2015	February	828
2015	August	833
2016	February	973
2016	August	1018
2017	February	757
2017	August	747
2018	February	746
2018	August	756
2019	February	758
2019	August	779

Student enrolments in August 2019 increased by 23 students from August 2018, making a total of 779 students enrolled. This consisted of 48 supported EAL/D students, 45 ineligible EAL/D students (not supported), 19 Aboriginal students, and 24 students accessing Disability Resourcing. New houses continued to be built in the local intake zone, which positively impacted enrolments. The school is well placed for any future increased numbers, with spare transportable classrooms in place. A new Primary School (Beenyup) is opening in February 2020, but this is unlikely to significantly impact enrolments.



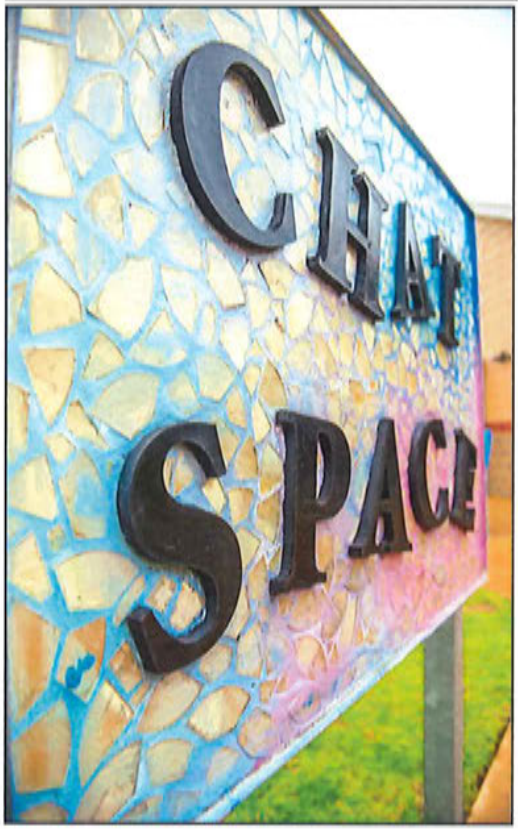
Student Numbers (as at 2019 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(40)	99	99	88	121	92	99	101	739
Part Time	80								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	44	57	287		388
Female	36	42	313		391
Total	80	99	600		779

	Kin	PPR	Pri	Sec	Total
Aboriginal		3	16		19
Non-Aboriginal	80	96	584		760
Total	80	99	600		779



2019 School Assessment Data

YEAR 1 – 6 ASSESSMENT SUMMARY 2019

TARGET REVIEW ACHIEVED TARGET MAKING PROGRESS REGRESSED	Waddington Reading At or Above Chronological Age		Waddington Spelling At or Above Chronological Age		PAT Maths Stanine 4 or Above		PAT Reading Comprehension Stanine 4 or above		PAT Spelling Stanine 4 or above		PAT Vocabulary		PAT Grammar & Punctuation		PAT Science Stanine 4 or above	
TARGET	Target = 75%		Target = 75%		Target = 75%		Target = 75%		Target = 75%		Target = 75%		Target = 75%		Target = 75%	
Year Level	Feb %	Nov %	Feb %	Nov %	Feb %	Nov %	Feb %	Nov %	Feb %	Nov %	Feb %	Nov %	Feb %	Nov %	Feb %	Nov %
Year 1	90	98	92	98	86	99	23	65								
Year 2	89	88	94	91	71	93	34	75	46	84						
Year 3	78	71	80	87	42	72	44	68	66	90	48	77	62	89	31	58
Year 4	61	64	73	83	70	92	66	84	79	97	71	88	61	88	47	74
Year 5	63	63	83	93	62	90	77	88	85	99	85	94	78	95	73	81
Year 6	37	68	62	67	79	98	70	90	86	95	66	85	69	85	58	89
% of WBPS Students At or Above Stanine 4/Chronological Age	70	76	81	87	68	91	52	78	72	93	68	86	68	89	52	76

Targets were achieved in all eight assessment areas, acknowledging two classes regressed (or remained stagnant) in Waddington Reading. PAT Targets for the 2020-2022 Business Plan period will be increased to 75% of students at Stanine 5, as successful target results have been achieved over the last three years.

Kindergarten Assessment - 2019

Achieved Target / Making Progress / No Progress	Kindergarten Pre-Literacy Test 75% of students at 80% by end of Kindergarten			Kindergarten Oral Language Assessment 60% of students at age appropriate score (8) by end of Kindergarten			Kindergarten Numeracy Baseline Test 75% of students at 90% by end of Kindergarten			Kindergarten Numeracy Advanced Test 90% of students at 50% by end of Kindergarten		
	% of Students at or above 80%			% of Students at 8 or above			% of Students at or above 90%			% of Students at or above 50%		
Class	%Term 1	%Term 4	% Improve	%Term 1	%Term 4	% Improve	%Term 1	%Term 4	% Improve	% Term 1	%Term 4	% Improve
Alice Fairweather T4												
Bandicoots 20	0	80	100	10	60	95	5	100	100	5	65	90
Echidnas 20	0	70	100	5	45	95	0	80	100	5	65	90
Alysha Puglia G1												
Wombats 20	0	60	95	0	35	80	5	65	100	5	65	95
Joeys 20	0	60	100	10	65	100	10	75	100	20	55	95
Percentage of Kindergarten Students overall	0	68	98	6	51	92	5	80	100	9	63	92

Kindergarten Targets were achieved in the Numeracy Baseline Test, with progress made in Pre-Literacy (0—68%), Oral Language (6 to 51%) and the Advanced Numeracy Test (9 to 63%). Pleasingly, 96% of Kindergarten students improved in the four assessment areas, which verifies that effectiveness of the Kindergarten program. The level of student oral language when entering Kindergarten, and during PP remains a concern, with 10% or less students at an age appropriate level. 27% of PP students completing On Entry Assessment in 2018/2019 were identified with potential language concerns. This translates to 26 students from an average cohort of 94. See table below:

Average PP enrolment, 2018-2019	Average number of PP Students identified via On Entry, 2018-2019	Average % of total PP, 2018-2019
94	26	27%

2019 School Assessment Data

On-Entry Assessment - 2019

	Speaking and Listening Target 60% at PP 0.5 in Feb and 1.0 end of Pre Primary			Reading Target 50% at PP 1.0 end of Pre Primary			Writing Target 50% at PP 1.0 end of Pre Primary. No Data Available. New scale score only			Numeracy Target 80% at PP 1.2 end of Pre Primary		
Achieved Target / Making Progress / Not Progressed	% of Students At or Above Progression Point Feb 0.5 / Dec 1.0			% of Students At or Above Progression Point Feb 0.5 / Nov 1.0			% of Students At or Above Progression Point Feb 0.5 / Nov 1.0			% of Students At or Above Progression Point Feb 0.5 / Nov 1.2		
Class	Feb%	Nov%	% Improve	Feb%	Nov%	% Improve	Feb%	Nov%	% Improve	Feb%	Nov%	% Improve
Miss McClenaghan – G1 Number of students in class = 23/23	70	78	100	26	78	100			100	92	96	100
Mrs Murray – G3 Number of students in class = 23/23	70	78	100	35	70	100			100	100	96	100
Mrs Clark – G2 Number of students in class = 24/24	67	96	100	21	92	100			100	92	96	100
Miss Marinan – G4 Number of students in class = 24/22	34	64	100	46	59	100			100	100	86	100
Percentage of Pre Primary Students overall	60	79	100	32	77	100			100	96	94	100
Percentage of Students State Wide	62	State not tested		63	State not tested			State not tested		92	State not tested	

School On Entry targets in Speaking and Listening, Reading and Numeracy were achieved, with 100% of students, in all assessment areas, improving from February to November. Writing scores were not available, as the DoE moved to a new scale score system. WBPS students continue to achieve higher scores in Numeracy, than Speaking and Listening, and Reading. Oral language skills are a concern, both in Kindergarten and Pre Primary.

WBPS ASSESSMENT SUMMARY 2017 - 2019

Please note: 2017 targets were increased to 75% from 70% in 2016.
***Making Progress* and *Regression* comparisons are to the previous year.**

TARGET REVIEW: ACHIEVED TARGET / MAKING PROGRESS / REGRESSED	Waddington Reading At or Above Chronological Age			Waddington Spelling At or Above Chronological Age			PAT Maths Stanine 4 or Above			PAT – R Comprehension Stanine 4 or above			PAT Spelling Stanine 4 or above			PAT Vocabulary			PAT Grammar & Punctuation			PAT Science Stanine 4 or above		
TARGET	Target 75%			Target 75%			Target 75%			Target 75%			Target 75%			Target 75%			Target 75%			Target 75%		
YEAR	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
YEAR 1	96	99	99	97	99	98	100	100	99	70	81	69												
YEAR 2	81	86	88	85	89	91	98	90	93	66	69	75	89	83	84									
YEAR 3	83	73	73	96	84	87	95	90	72	82	67	69	99	87	90	90	82	77	96	90	89	86	73	66
YEAR 4	69	67	64	78	93	83	88	97	92	77	88	84	91	96	97	77	91	88	90	97	88	69	84	74
YEAR 5	51	51	63	71	75	93	90	87	90	86	78	88	94	93	99	85	90	94	79	83	95	73	80	81
YEAR 6	61	60	68	49	55	67	88	91	96	74	86	90	88	92	95	72	85	85	76	89	85	75	80	89
% of Students At or Above Stanine 4 or Chronological Age	71	73	76	79	83	87	93	93	91	76	79	78	92	90	93	81	87	86	85	88	89	72	79	76

87.5% of 2017—2019 targets for Years 1 to 6 were achieved, with the exception of Waddington Reading (2017/2018) and Science (2017). Because of this success, PAT targets for the 2020—2022 Business Plan will be increased to 75% of students achieving Stanine 5. Waddington Reading and PAT Reading results, whilst each is a different type of test, indicate there is work to do in improving Reading achievement.

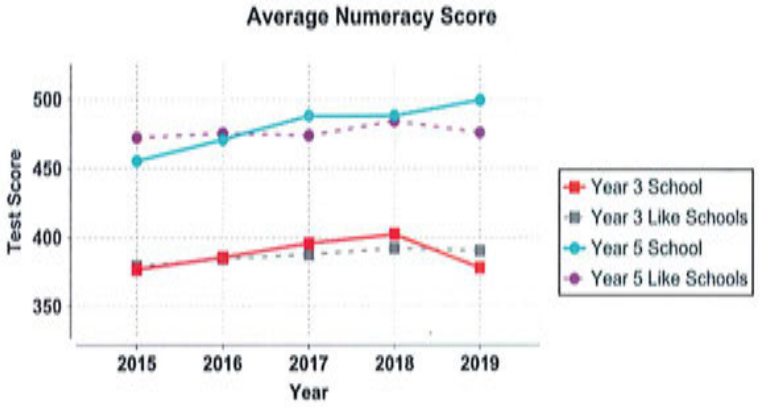
NAPLAN 2019

NAPLAN Comparative Performance Summary

	Year 3			Year 5		
	2017	2018	2019	2017	2018	2019
Numeracy	0.1	0.3	-1.0	1.1	0.7	1.3
Reading	-0.2	-0.8	-1.2	0.1	0.9	1.5
Writing	1.0	0.1	-1.1	0.4	0.2	-0.2
Spelling	0.7	0.2	-0.5	1.0	-0.3	1.5
Grammar & Punctuation	0.8	-0.3	-1.3	0.1	0.2	0.6

Above Expected - more than one standard deviation above the predicted school
Expected - within one standard deviation of the predicted school mean
Below Expected - more than one standard deviation below the predicted school mean
If blank, then no data available or number of students is less than 6

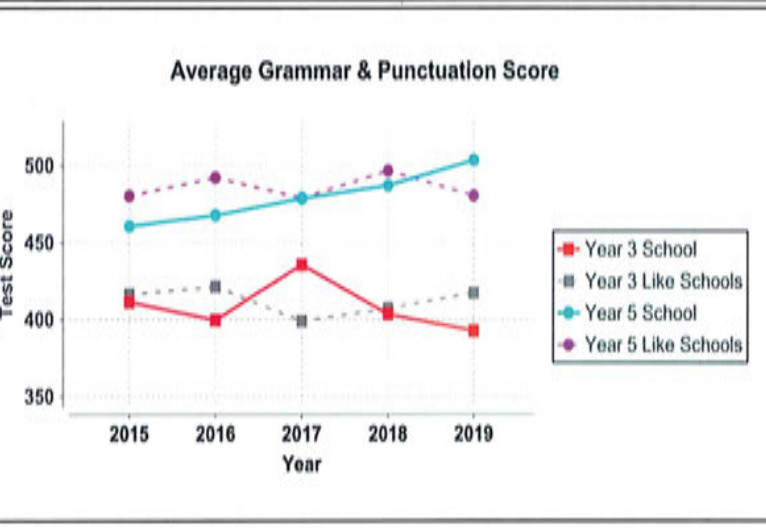
2019 NAPLAN Comparative Performance was mixed, with Year 5 students achieving above expected (green) in three areas (Numeracy, Reading and Spelling) and as expected in Writing, and Grammar and Punctuation—a very pleasing result! Year Three results were disappointing, with below expected results (red) in Reading, Writing and Grammar and Punctuation—and as expected in Numeracy and Spelling. A thorough review of Year 3 NAPLAN identified a number of improvements for implementation in 2020: more time spent on NAPLAN preparation, limit staff turnover in Year 3 where possible (acknowledging unavoidable parental and sick leave), focus on keyboard skills, increased scrutiny of planning and collaborative practices, and increased classroom observation and feedback to assist staff. The effect of NAPLAN being online is still be determined, in particular the level of IT skills needed to successfully navigate the tests.



The Average Numeracy Score for Year 5 significantly exceeded Like Schools. Year 3 results were disappointing, achieving below Like Schools, reversing a positive trend from 2015.

Average Numeracy Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2015	377	379	456	472
2016	386	385	471	475
2017	396	388	488	474
2018	402	392	488	484
2019	378	391	499	476



The Average Grammar and Punctuation Score for Year 3 (393 to 417) was significantly below Like Schools, and 10 points lower than 2018. Year 5 results exceeded Like Schools by 23 points, continuing a positive trend over the last 5 years.

Average Grammar & Punctuation Score

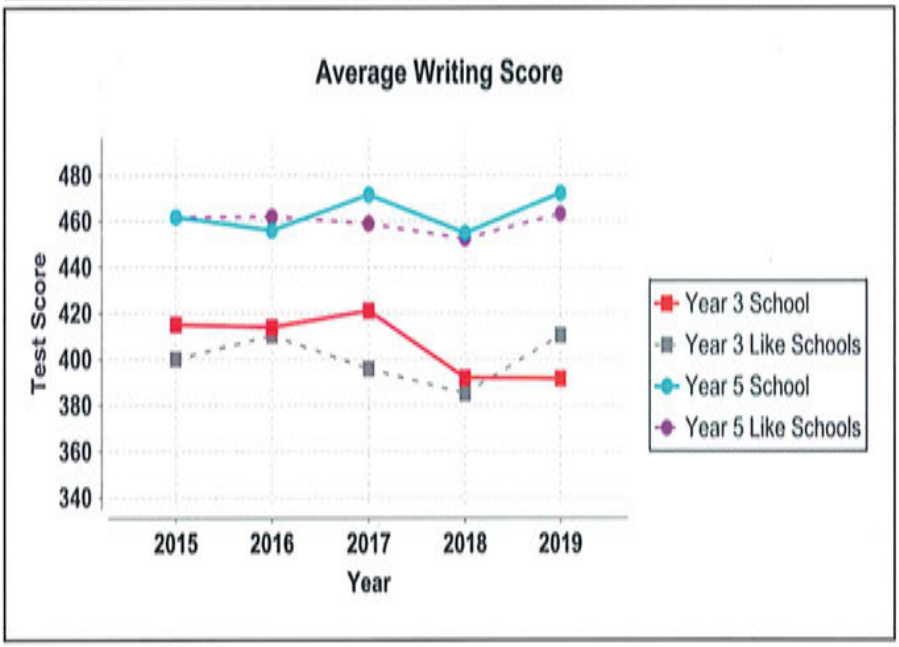
Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2015	411	416	461	480
2016	400	421	468	492
2017	436	399	479	479
2018	403	407	487	497
2019	393	417	503	480

NAPLAN 2019

The Average Reading Score for Year 3 was below Like schools (390 to 409). Year 5 results were well above like schools (509 to 487). Reading Progress from 2017 to 2019 was above Like, WA Public and Australian Schools. Significant intervention is planned to reverse the negative trend in Year 3.

Average Reading Score

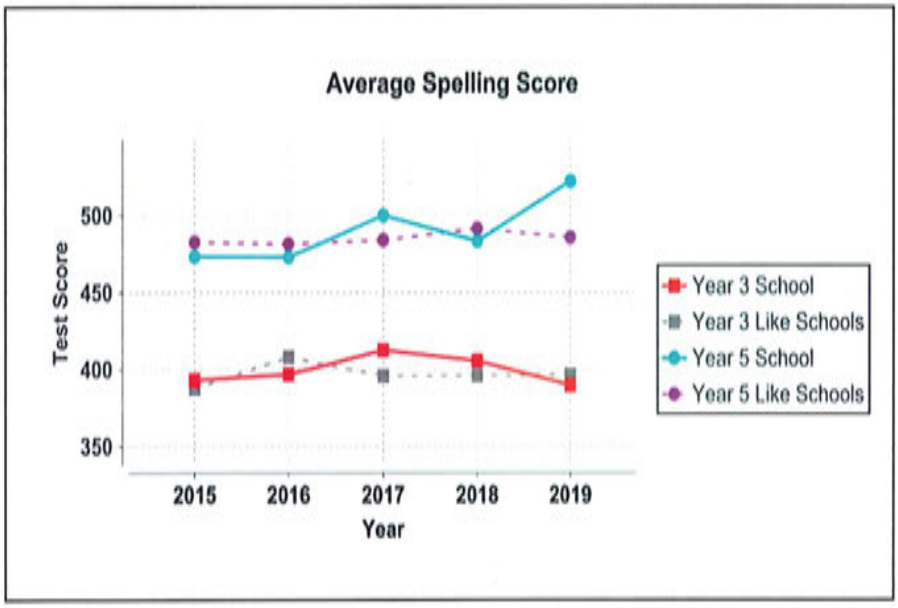
Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2015	393	399	462	477
2016	383	407	449	485
2017	402	393	484	480
2018	390	402	493	497
2019	390	409	509	487



The Average Writing Score for Year 5 (472 to 463) exceeded Like schools. Year 3 results were below Like Schools, matching their Reading performance, although the score achieved was identical to 2018 (slightly above Like Schools).

Average Writing Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2015	415	400	462	462
2016	414	410	456	462
2017	421	396	472	459
2018	392	385	455	452
2019	392	410	472	463

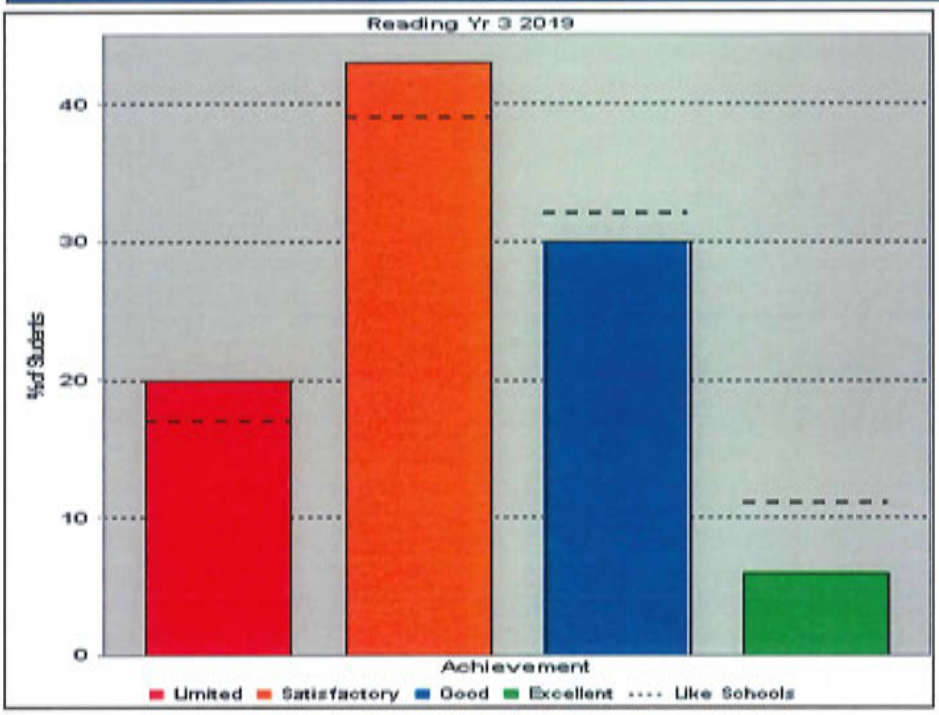


The Average Spelling Score for Year 3 was below Like schools, with the average score less than 2018. The Year 5 Average Spelling Score was 36 points above Like Schools—a very pleasing result that was an improvement of 38 points over 2018.

Average Spelling Score

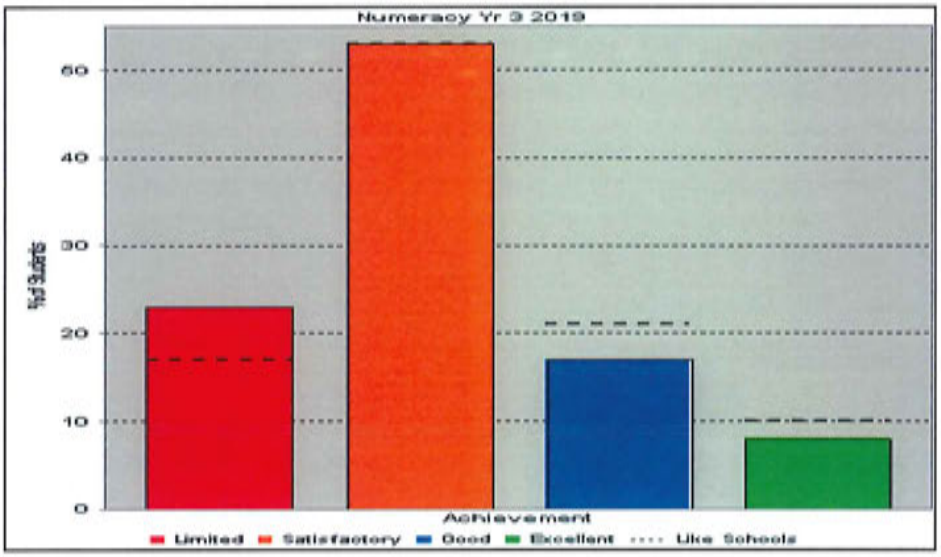
Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2015	393	388	473	483
2016	397	408	473	482
2017	413	396	500	484
2018	406	396	484	492
2019	390	397	522	486

NAPLAN 2019



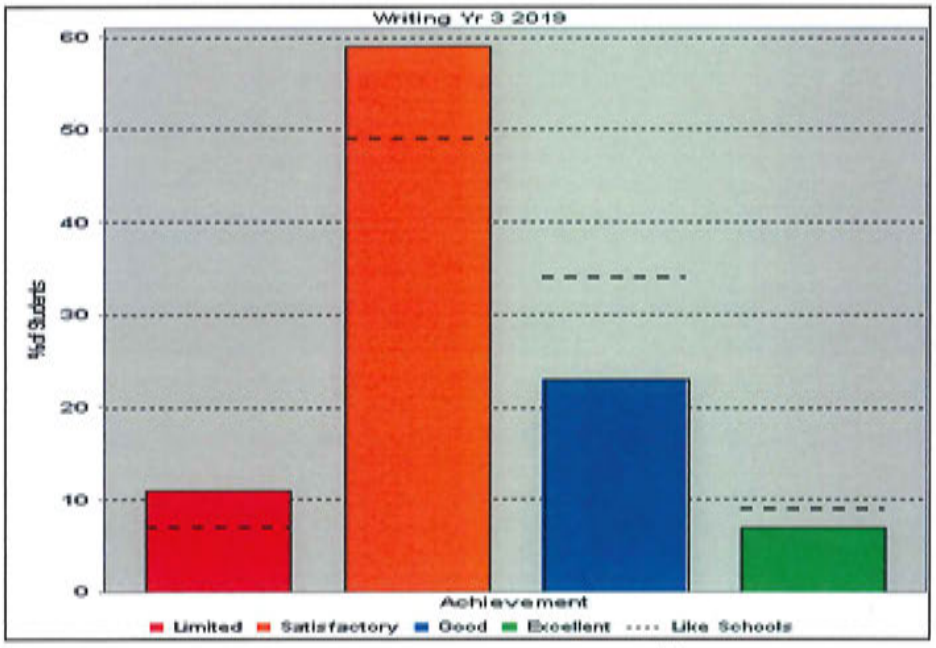
Year 3 NAPLAN 2019

Reading—The percentage of students with excellent and good achievement was below Like schools, with a higher percentage of students than Like schools achieving limited and satisfactory performance.



Year 3 NAPLAN 2019

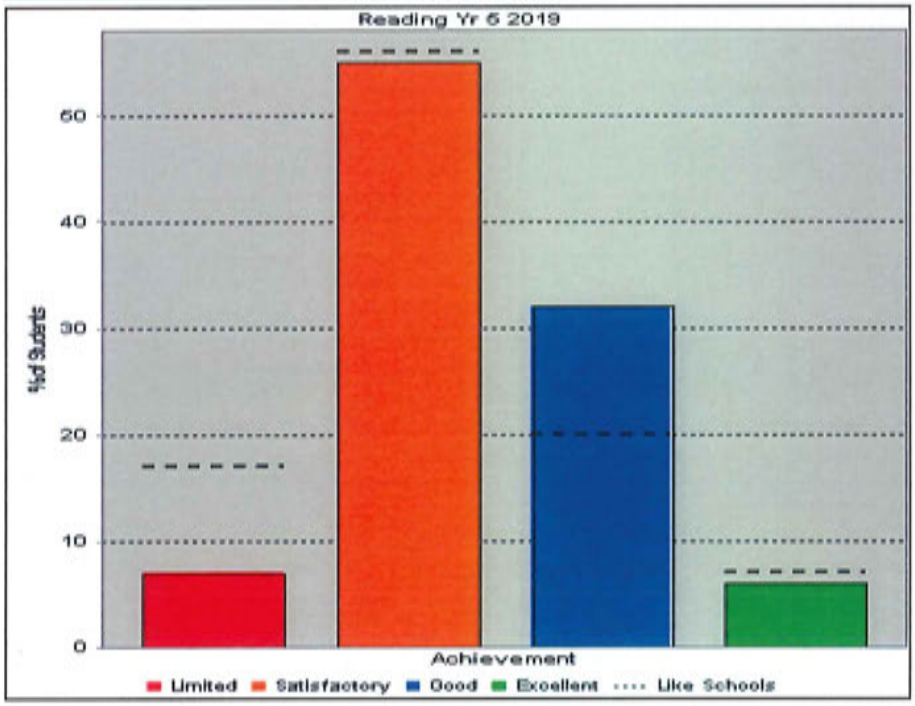
Numeracy—The percentage of students with excellent achievement and good achievement was below Like schools, and matched Like schools with satisfactory achievement. The % of students achieving Limited performance was above Like schools.



Year 3 NAPLAN 2019

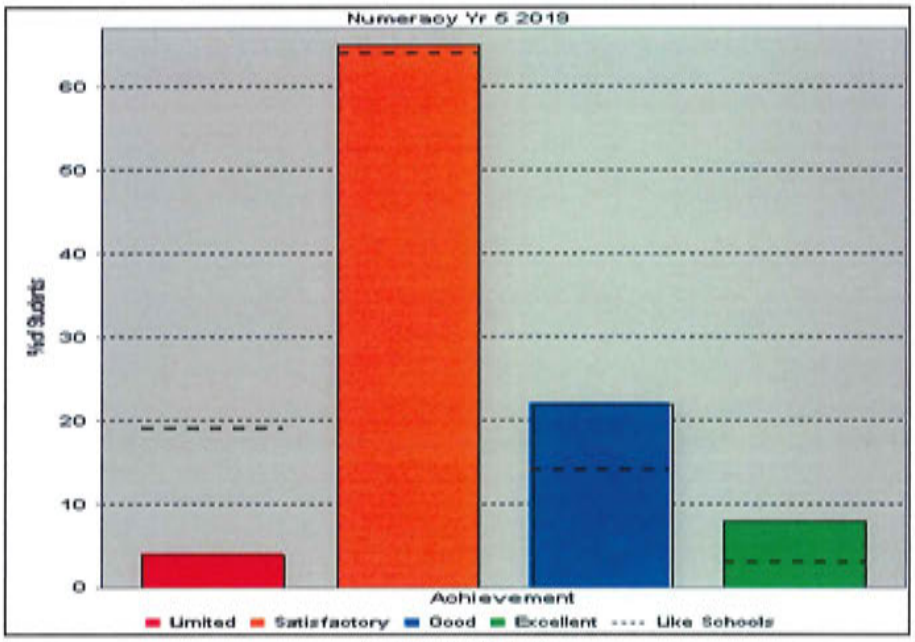
Writing—The percentage of students with excellent achievement was below Like schools, and good achievement well below Like Schools. The percentage of students with satisfactory and limited achievement was above Like Schools, a trend similar across Year 3 results. .

NAPLAN 2019



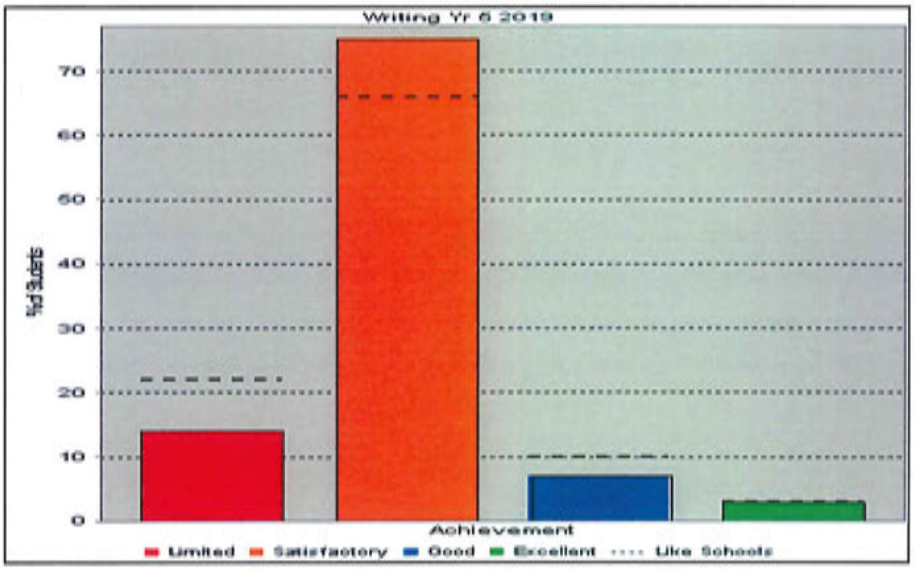
Year 5 NAPLAN 2019

Reading—Excellent achievement was just well below Like schools; with good achievement well above Like Schools with over 30% of the cohort. Students with satisfactory and limited achievement was below like schools, which is pleasing.



Year 5 NAPLAN 2019

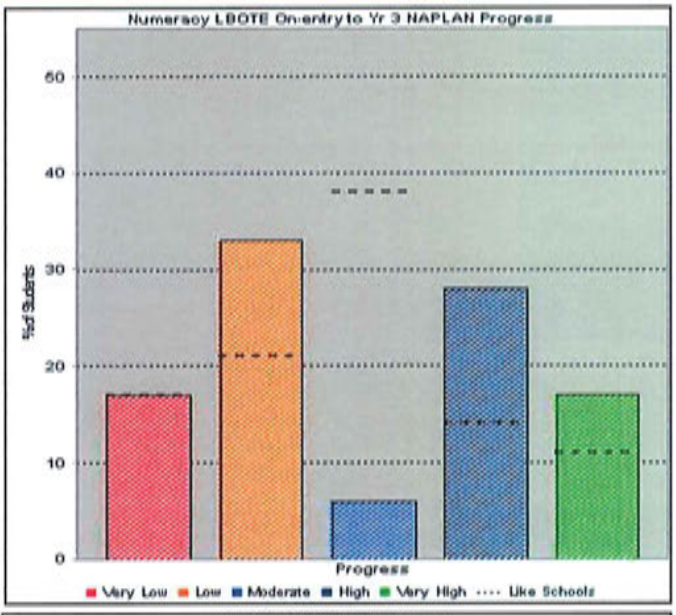
Numeracy—The percentage of students with excellent and good achievement was well above Like schools, which is an excellent result. . It is pleasing the percentage of students with limited achievement was well below Like schools.

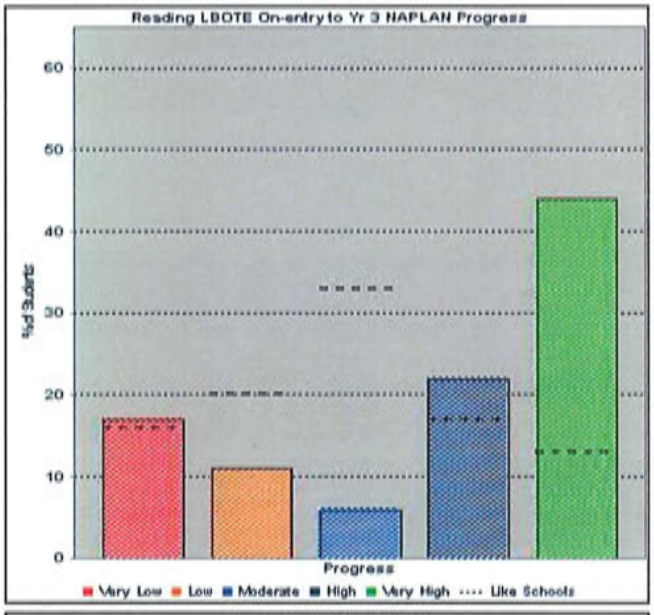


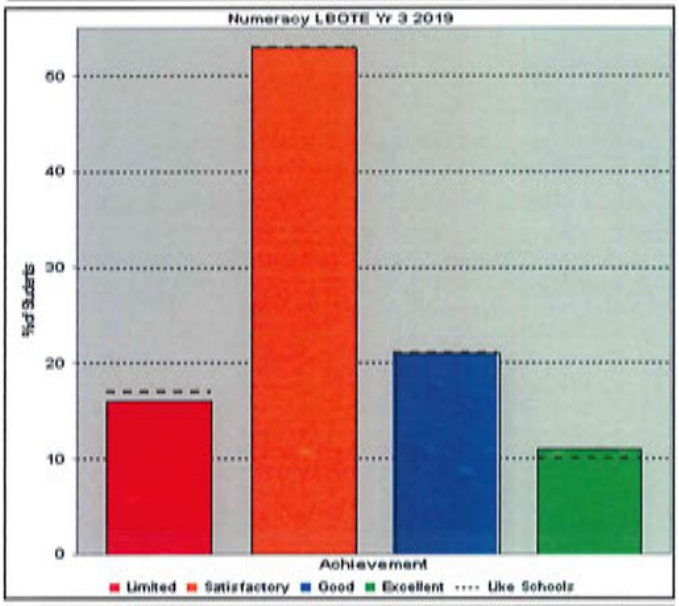
Year 5 NAPLAN 2019

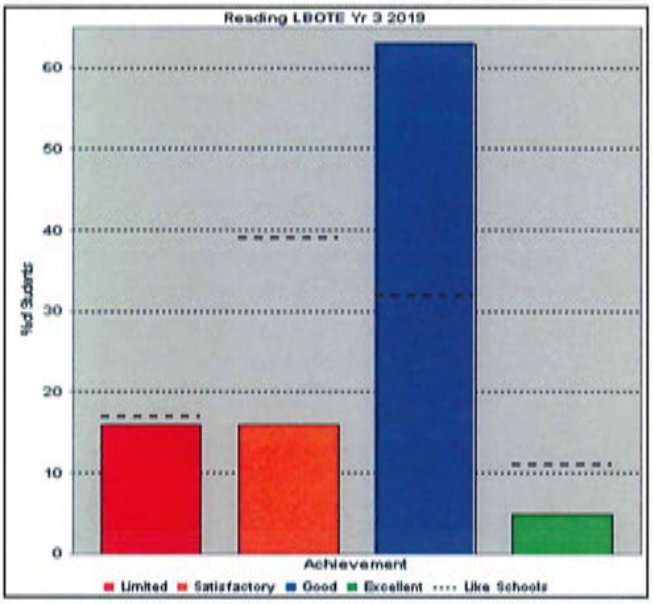
Writing—The % of students with Excellent achievement matched Like schools—with over 70% of students with satisfactory achievement. The % of students with limited achievement was well below Like Schools.

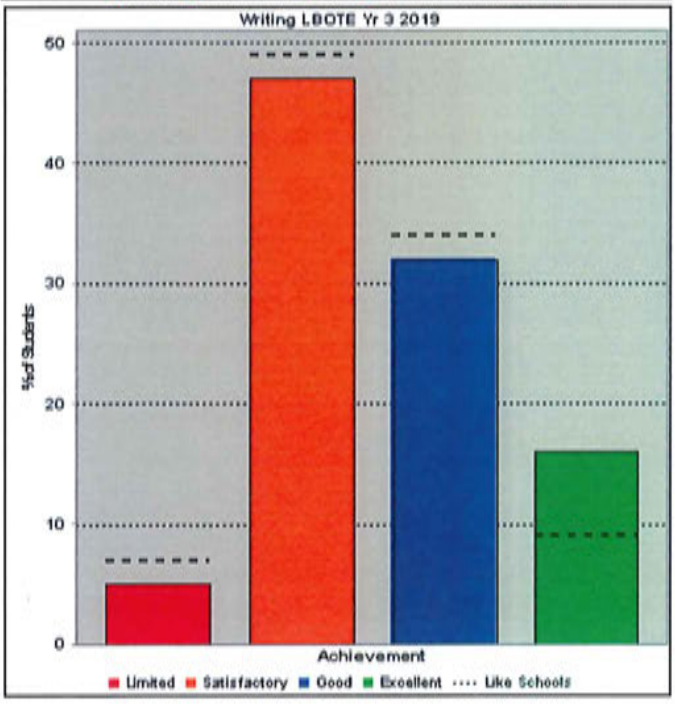
NAPLAN 2019—Year 3 LBOTE







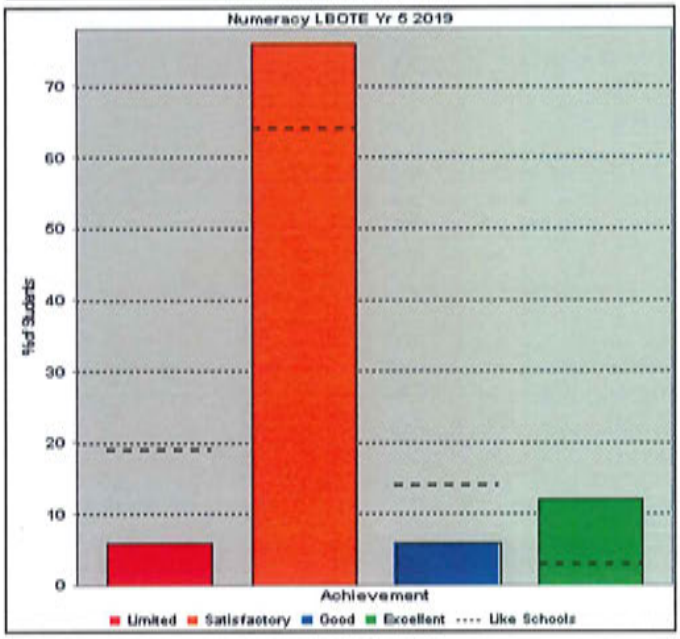


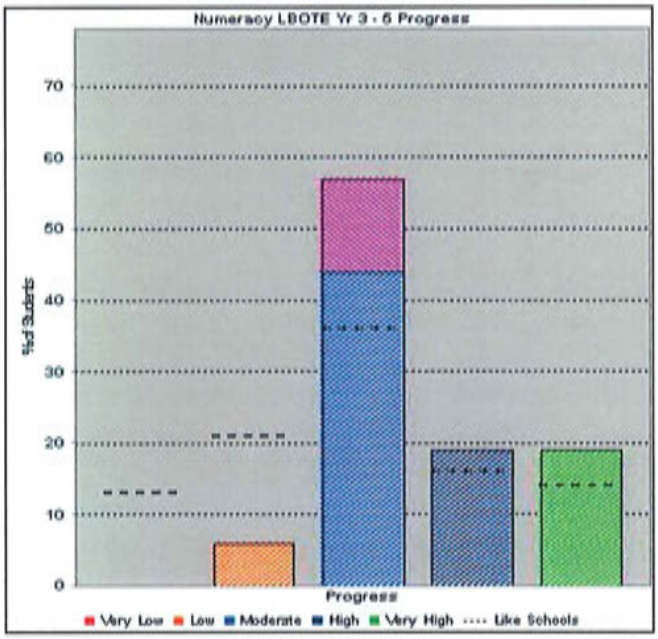


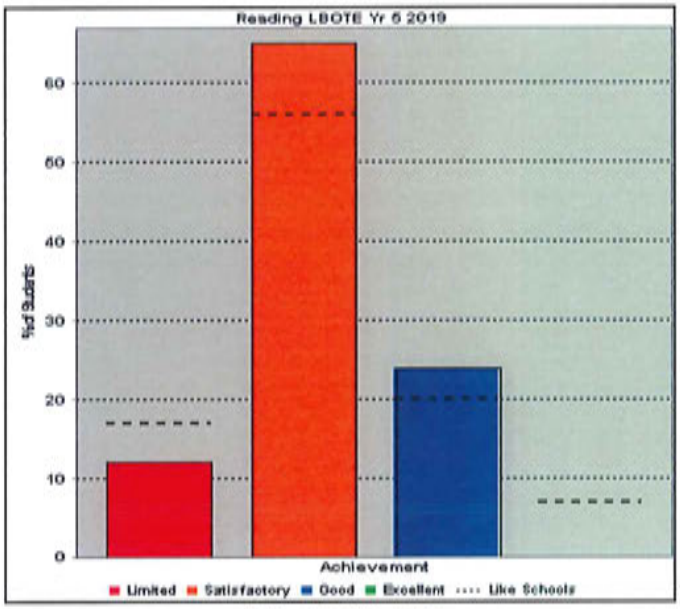
English as an Additional Language / Dialect (EAL/D)

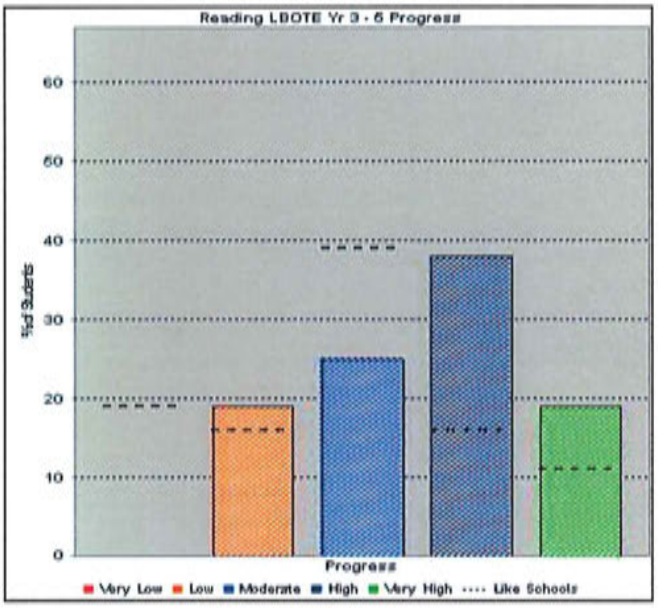
Graphs on the next two pages indicate the level of achievement of Year 3 and 5 EAL/D students in the 2019 NAPLAN. In particular, they detail student achievement in comparison to Like schools in Numeracy, Reading and Writing (Year 3 and Year 5). Graphs also indicate the progress EAL/D students have made from Pre Primary to Year 3—and also from Year 3 to Year 5. In general, the progress made by EAL/D students is very pleasing, with very high progress in both year groups, with the exception of Year 3-5 Writing which is above Like Schools in high progress, and just below in very high progress. This indicates EAL/D students are well catered for. Students with excellent achievement either match or exceed Like Schools in Writing and Numeracy (Year 3), and Numeracy (Year 5). Students with excellent achievement is below Like Schools in Reading (Year 3), and Reading and Writing (Year 5).

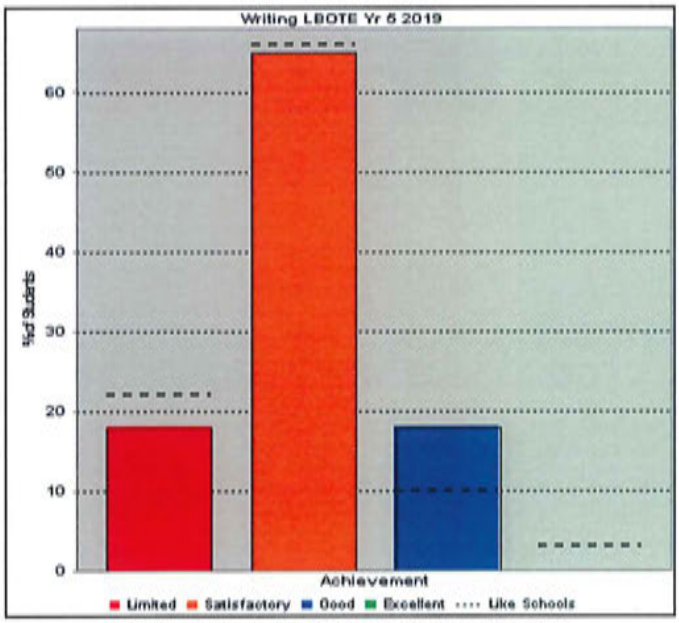
NAPLAN 2019 Year 5—LBOTE

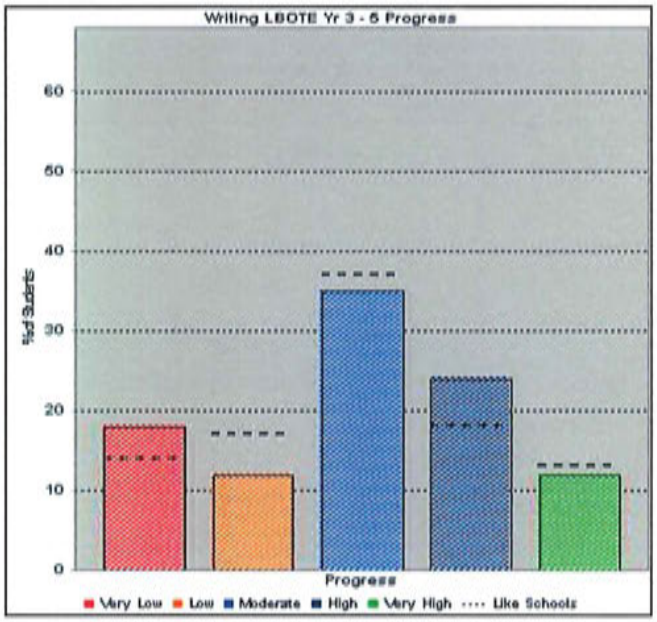




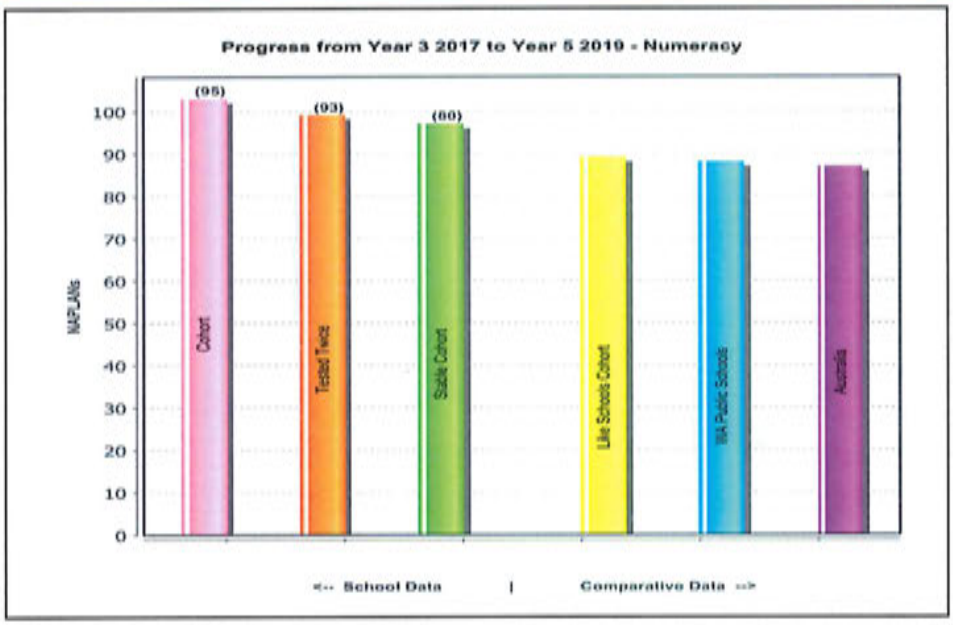






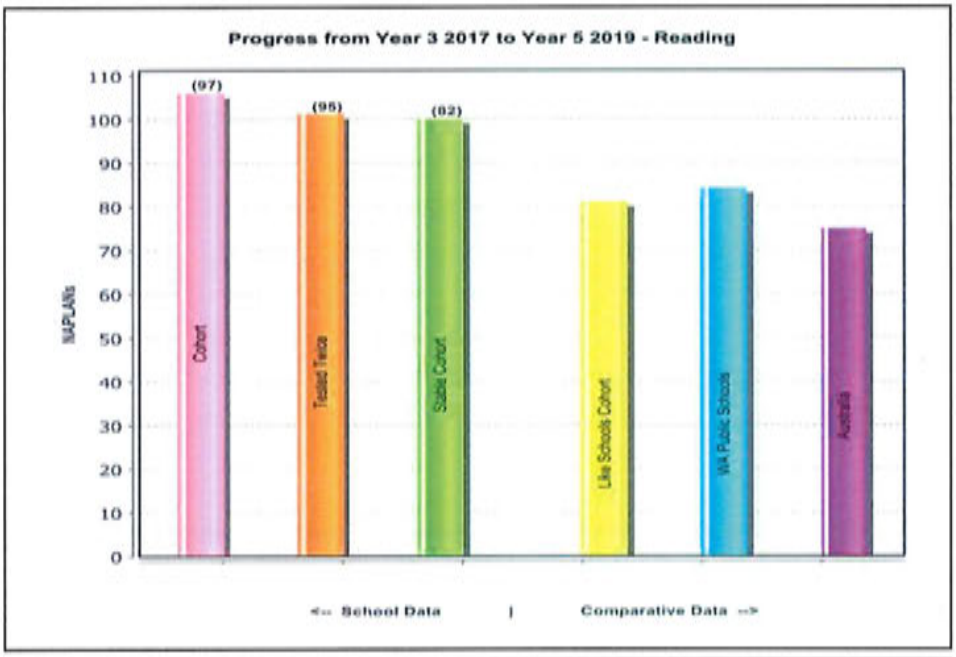


NAPLAN 2019



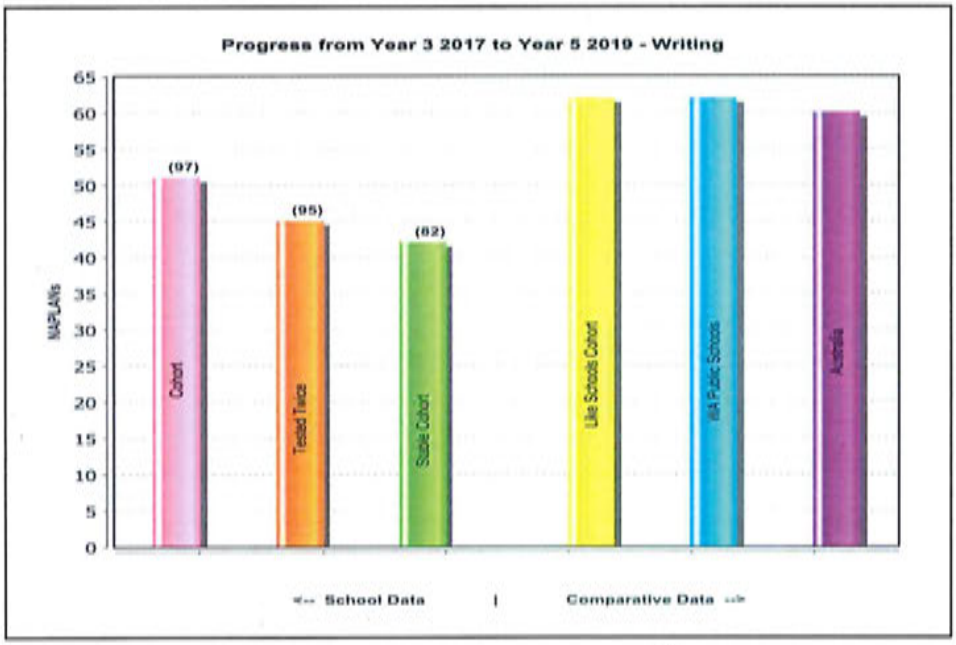
Progress—Year 3-5 NAPLAN Numeracy 2017—2019

Stable Cohort, Tested Twice and Cohort student progress exceeded Like schools, WA Public Schools and Australian Schools—which is a pleasing result. The average Numeracy score in Year 3 and 5 was also 23 points above Like schools.



Progress—Year 3-5 NAPLAN Reading 2017—2019

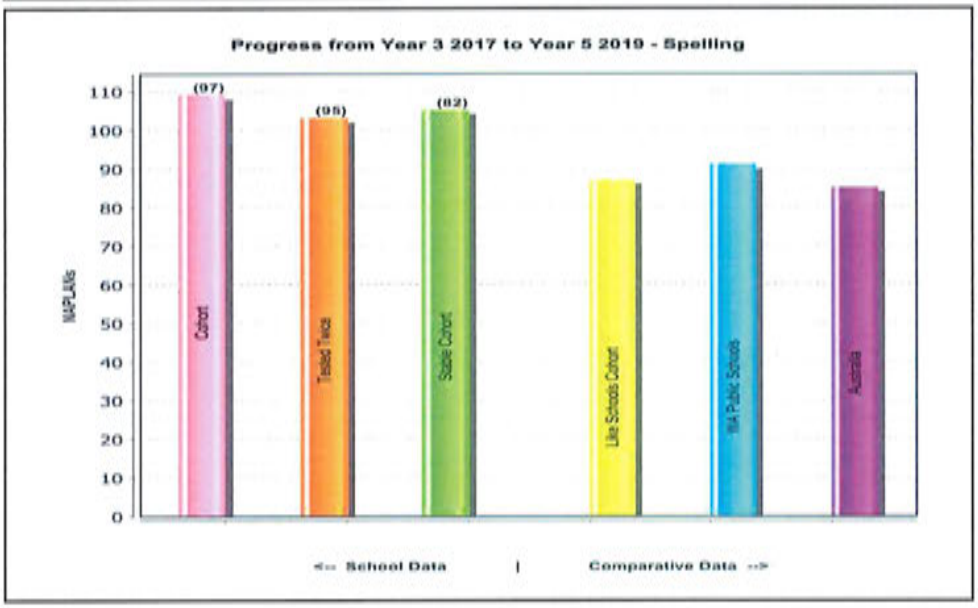
Stable Cohort, tested twice and cohort student progress exceeded Like schools, WA Public Schools and Australian Schools. Year 5 Reading achievement was 22 points above Like Schools—which is a pleasing result.



Progress—Year 3-5 NAPLAN Writing 2017—2019

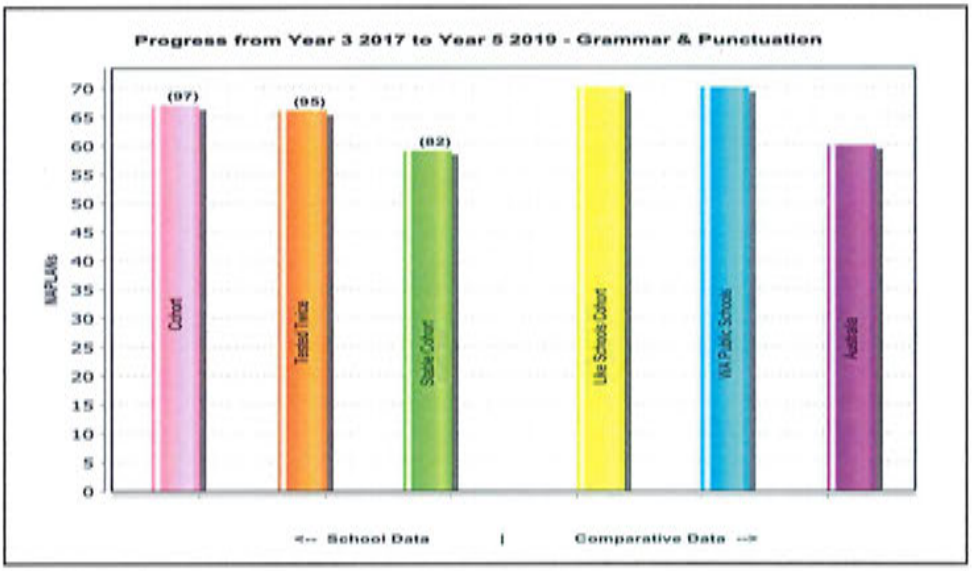
Progress in Writing was below Like, WA Public and Australian schools. This is despite an average Year 5 Writing score of 9 points above Like Schools.

NAPLAN 2019



Progress—Year 3-5 NAPLAN Spelling 2017—2019.

Stable Cohort, Tested Twice and Cohort students all exceeded student progress in Like schools, WA Public and Australian schools. . Spelling performance in Year 3, however, was slightly below Like schools—although Year 5 performance was well above Like schools.



Progress—Year 3-5 NAPLAN Grammar and Punctuation 2017—2019

Stable Cohort progress was less than Tested Twice and Cohort progress—and less than Like, WA Public and Australian schools. This is despite Year 5 Grammar and Punctuation performance being well above Like schools. This is a result of Year 3 performance in 2017 being well above Like Schools.

NAPLAN Alignment to Grade Allocations

	2019 (1)					2019 (2)				
	Students / (%) of students with alignment results	Alignment Result		Results not Aligned		Students / (%) of students with alignment results	Alignment Result		Results not Aligned	
		WA Public School (WAPS) Mean and (SD)	School Compared to the WAPS Mean	NAPLAN Result is below the Grade Allocation *	NAPLAN Result is above the Grade Allocation *		WA Public School (WAPS) Mean and (SD)	School Compared to the WAPS Mean	NAPLAN Result is below the Grade Allocation *	NAPLAN Result is above the Grade Allocation *
Year 3										
Mathematics / Numeracy	122 (97%)	67% (10%)	81% (14% Above)	8%	11%	122 (95%)	73% (10%)	80% (7% Above)	16%	3%
English / Reading	122 (100%)	61% (11%)	66% (5% Above)	11%	23%	122 (99%)	68% (10%)	65% (3% Below)	16%	19%
English / Writing	122 (98%)	48% (14%)	47% (1% Below)	6%	48%	122 (97%)	58% (13%)	54% (4% Below)	8%	38%
Year 5										
Mathematics / Numeracy	97 (98%)	70% (9%)	80% (10% Above)	6%	14%	99 (96%)	69% (10%)	75% (6% Above)	13%	13%
English / Reading	97 (100%)	67% (9%)	61% (6% Below)	7%	32%	99 (98%)	71% (10%)	63% (8% Below)	14%	23%
English / Writing	97 (100%)	68% (10%)	66% (2% Below)	12%	22%	99 (98%)	69% (10%)	53% (16% Below)	22%	26%

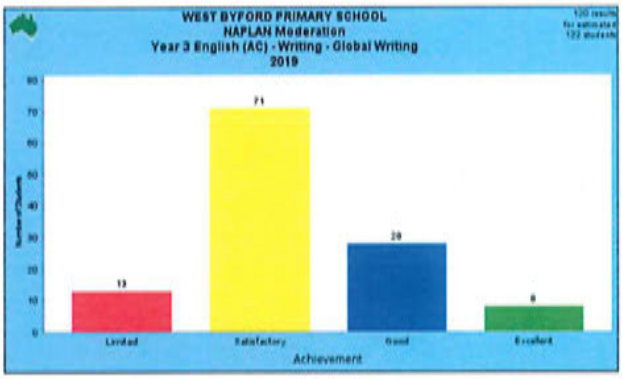
NAPLAN—Alignment to Grade Allocation. Report grades and NAPLAN scores should ideally align. Additionally, alignment should match WA Public Schools.

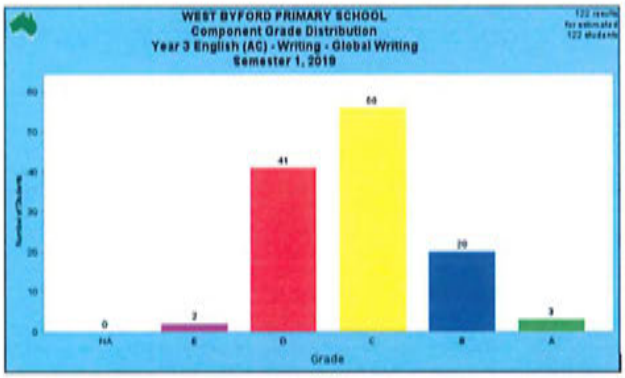
Year 3 Alignment in Numeracy is 7% above, with Reading and Writing 3 and 4% below WA schools—which is within standard deviation.

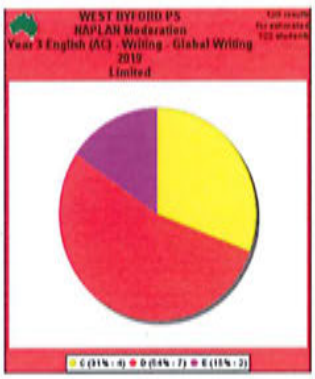
Year 5 Alignment is 6% above in Numeracy, and 8 and 16% below in Writing. 26% of students received a NAPLAN result above their grade allocation, with 22% receiving a NAPLAN result below their grade allocation. Brightpath is being used in 2020 to facilitate better moderation of Writing.

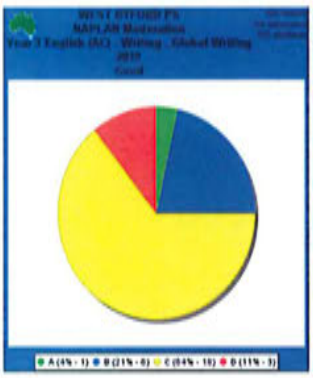
2019 NAPLAN Moderation—Writing

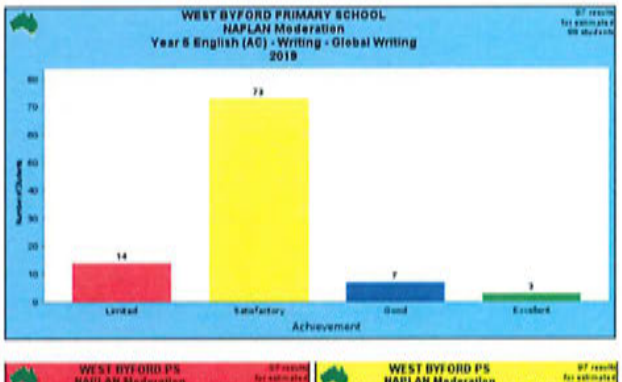
The moderation graphs (pages 19—21) indicate alignment between Semester One grades awarded by teachers, and the corresponding performance of the same group of Year 3 and Year 5 students in NAPLAN. Ideally, there should be a close alignment of grades and NAPLAN performance; acknowledging that NAPLAN is a single test, whereas grades are based on balanced judgements of work over time. The pie charts indicate students with particular NAPLAN performance (excellent, high, satisfactory and limited) and the grade they achieved (A, B, C or D). In general, students are being graded lower than their NAPLAN performance. Teachers regularly moderating is the key to improving grade alignment.

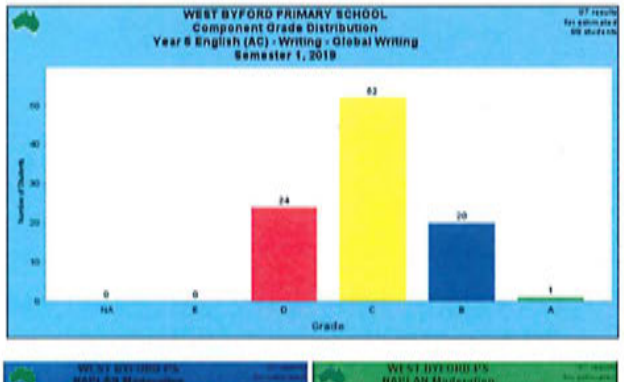


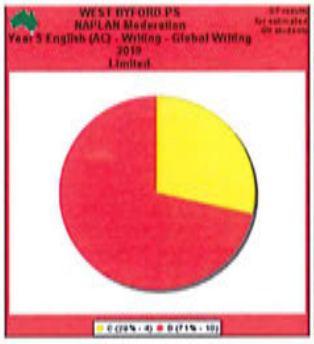


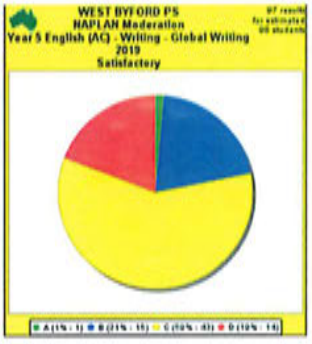


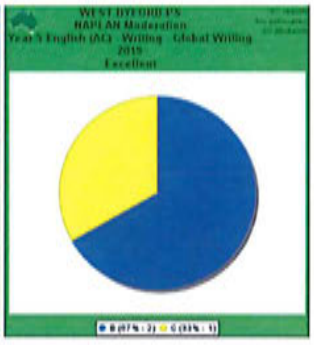




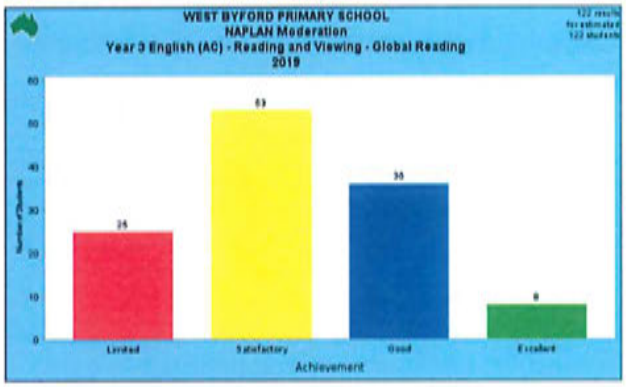


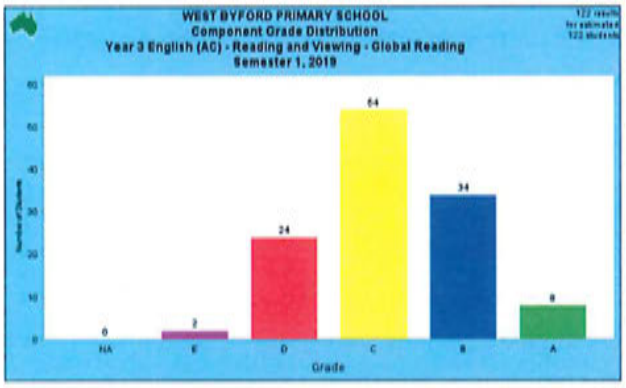


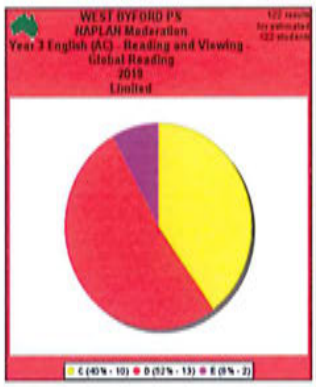


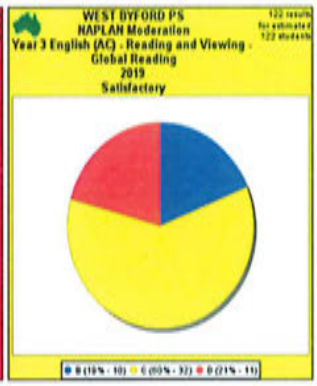


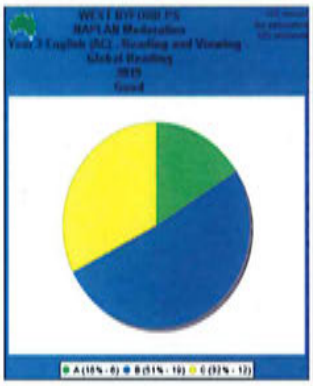
2019 NAPLAN Moderation - Reading

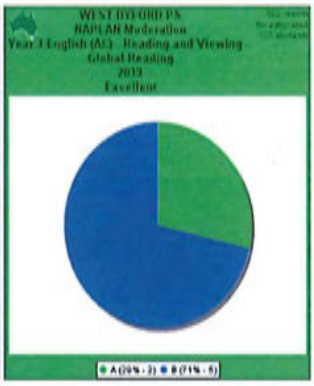


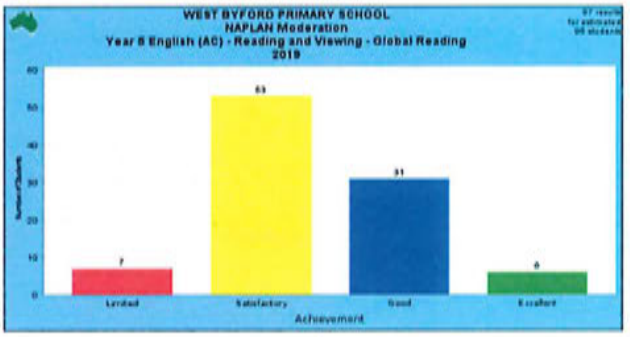


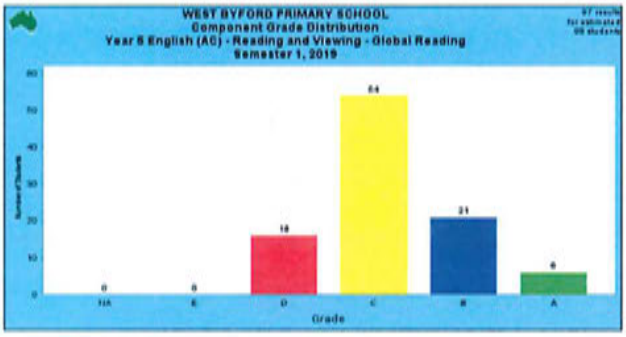


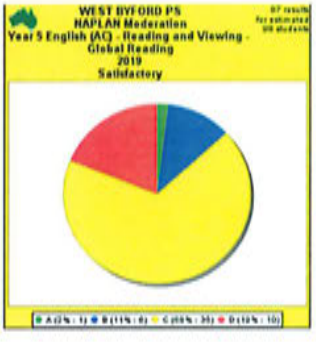


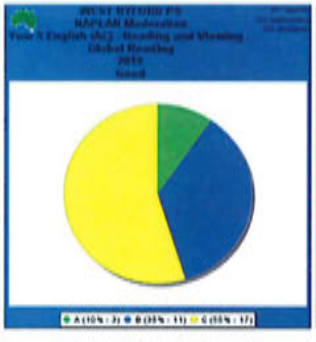


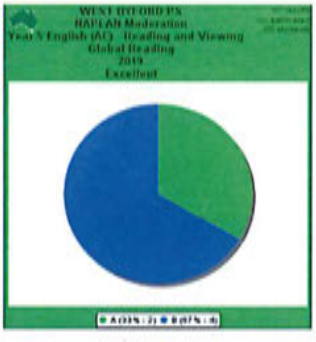




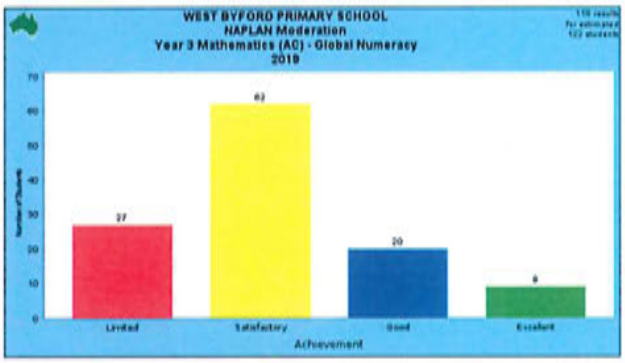


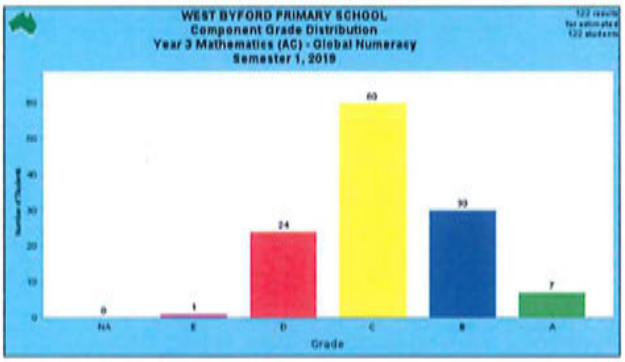


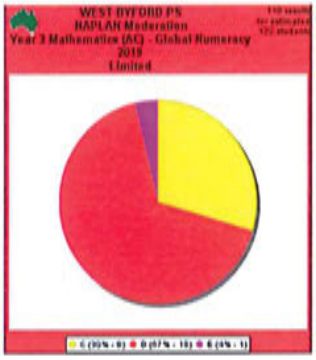


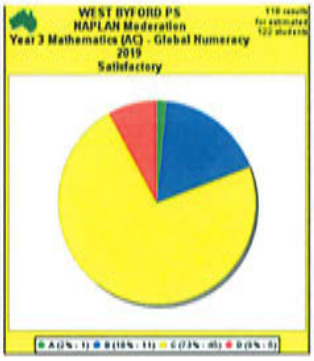


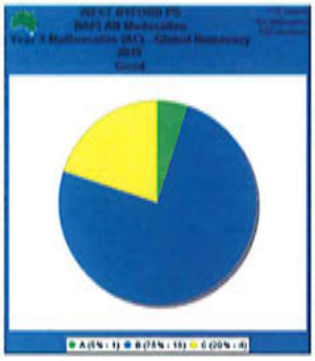
2019 NAPLAN Moderation—Numeracy

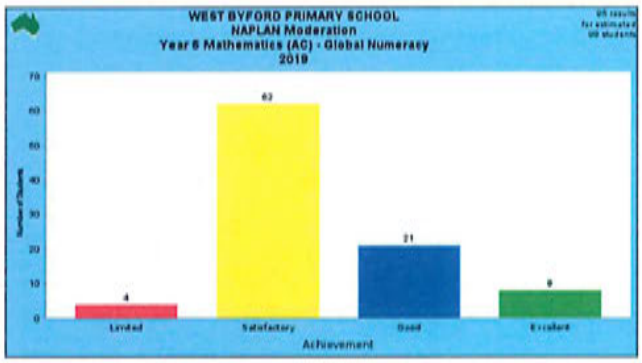


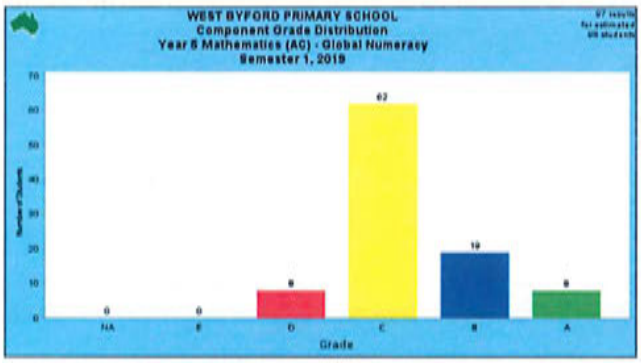


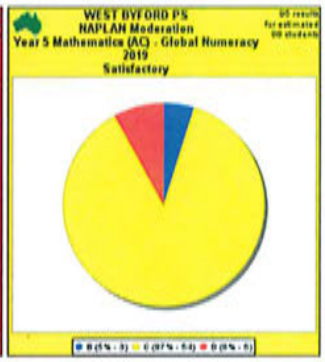


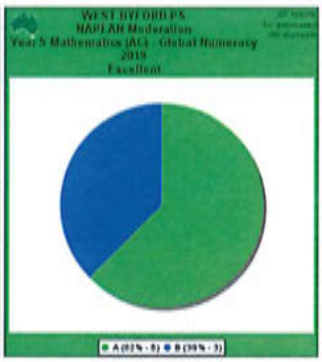








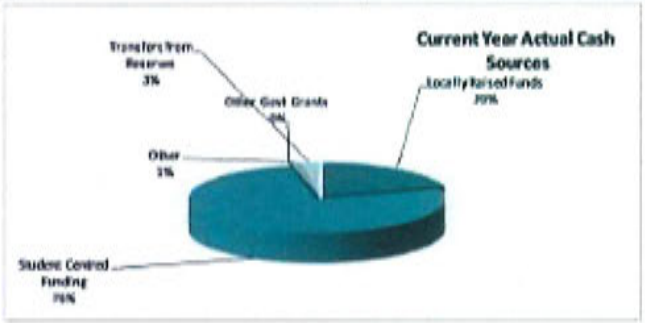


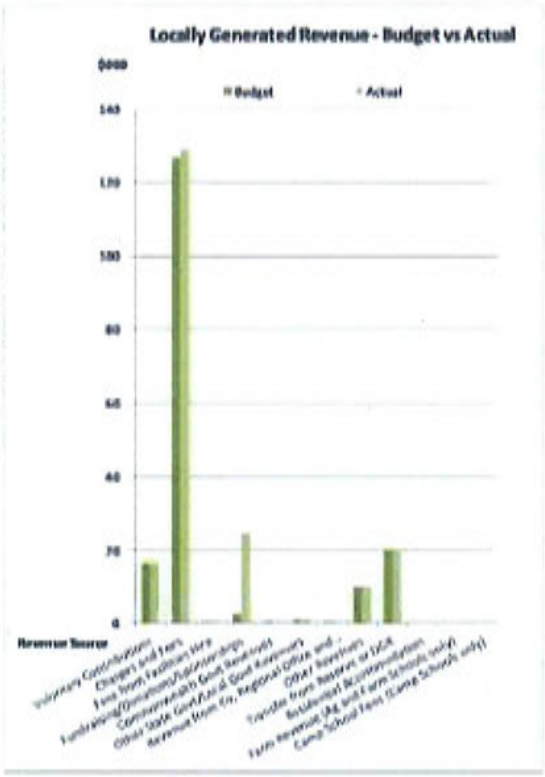


2019 Finance

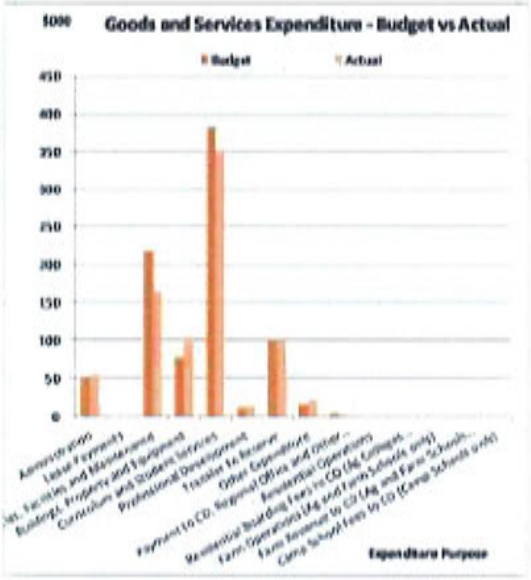
West Byford Primary School
Financial Summary as at
31 December 2019

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	$ 16,268.00	$ 16,467.60
2	Charges and Fees	$ 176,646.00	$ 178,935.90
3	Fees from Facilities Hire	$ 239.00	$ 386.37
4	Fundraising/Donations/Sponsorships	$ 2,488.00	$ 24,202.62
5	Commonwealth Govt Revenues	$ 227.00	$ 227.27
6	Other State Govt/Local Govt Revenues	$ 1,000.00	$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	$ 75.00	$ 75.00
8	Other Revenues	$ 9,603.00	$ 9,746.50
9	Transfer from Reserve or OGR	$ 20,208.00	$ 20,208.00
10	Residential Accommodation	$ -	$ -
11	Farm Revenue (Ag and Farm Schools only)	$ -	$ -
12	Camp School Fees (Camp Schools only)	$ -	$ -
	Total Locally Raised Funds	$ 176,844.00	$ 201,749.12
	Opening Balance	$ 88,163.61	$ 88,163.61
	Student Centred Funding	$ 647,661.00	$ 647,661.00
	Total Cash Funds Available	$ 912,667.61	$ 937,573.59
	Total Salary Allocation	$ -	$ -
	Total Funds Available	$ 912,667.61	$ 937,573.59



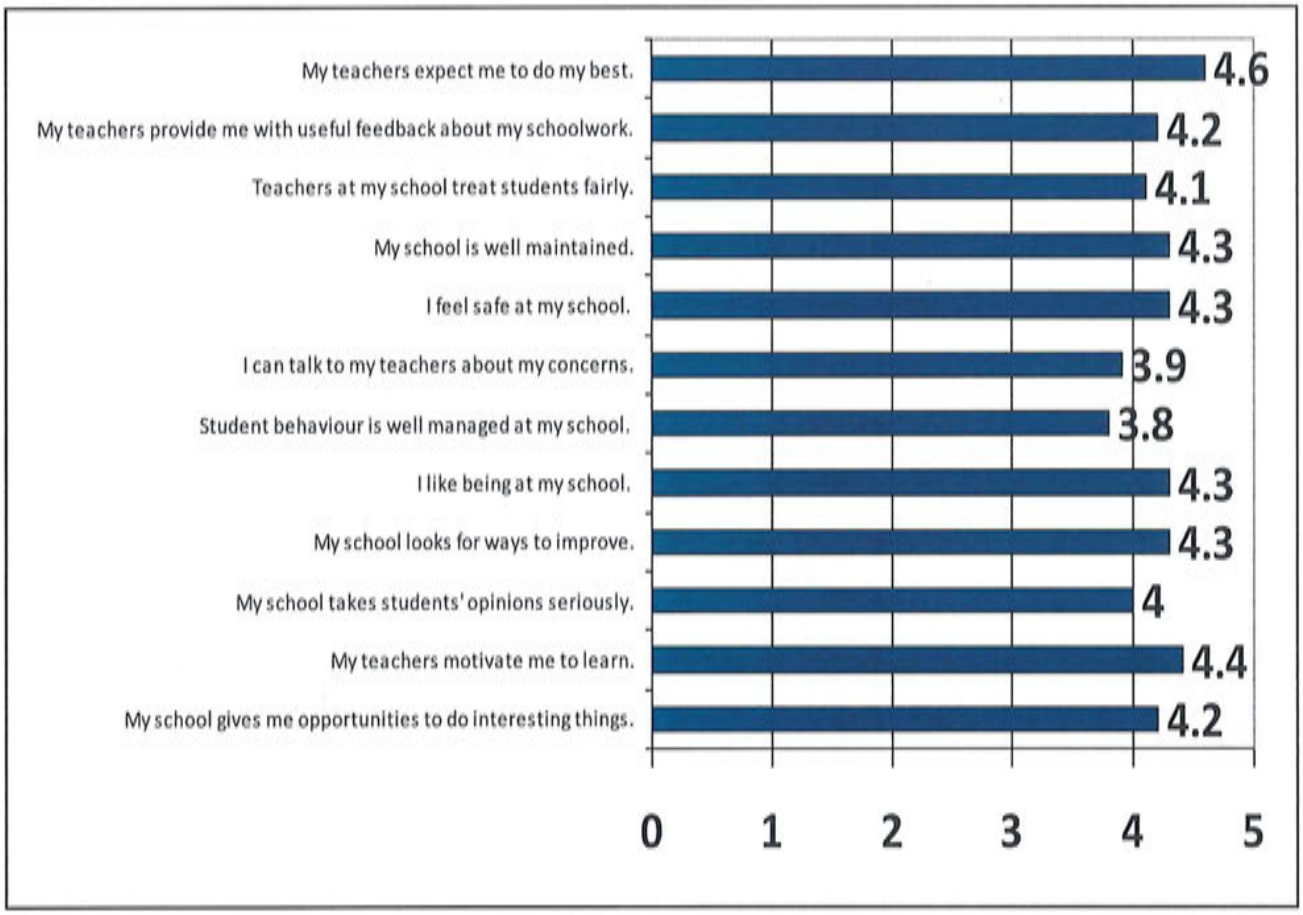


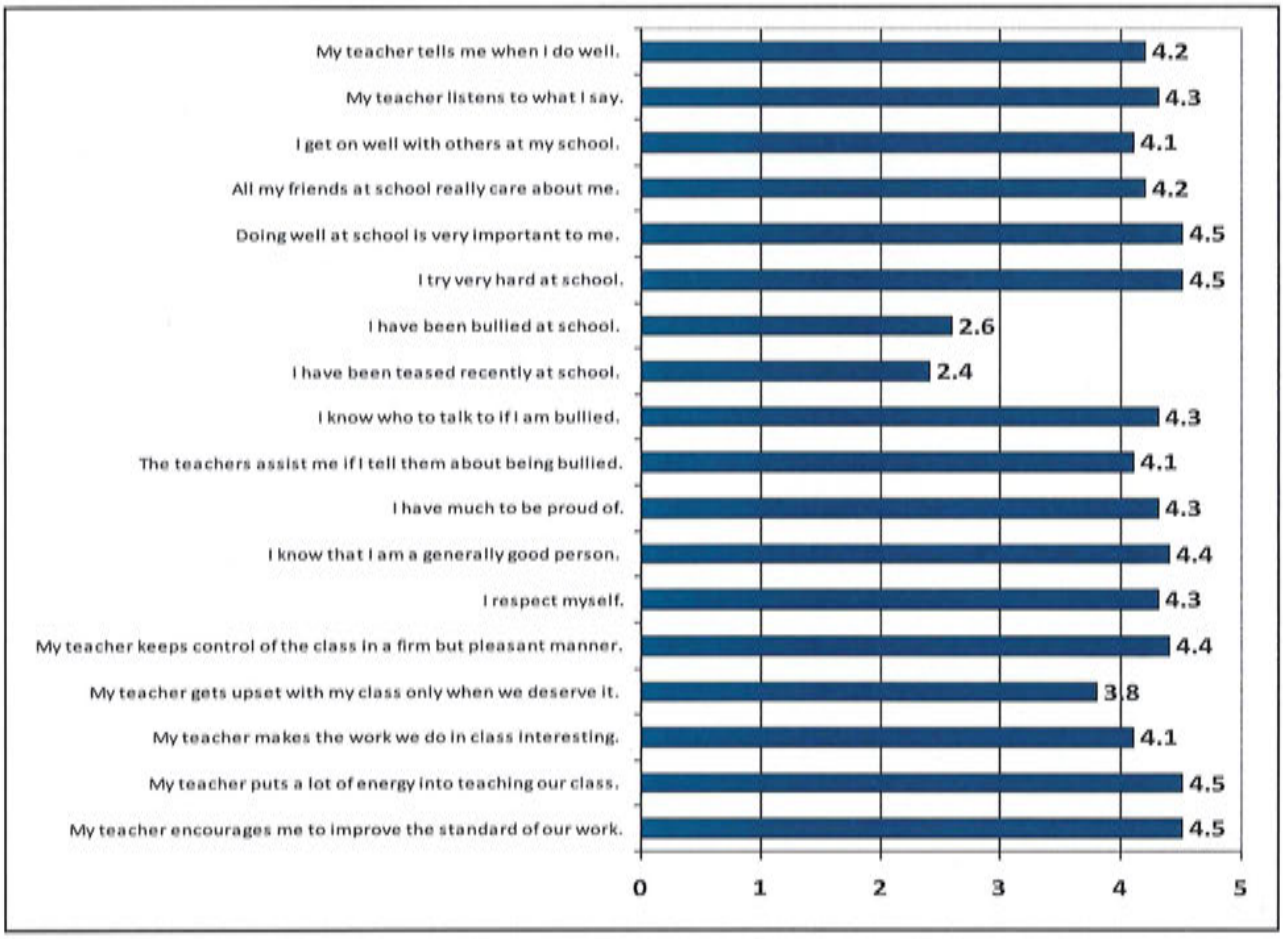
	Expenditure - Cash and Salary	Budget	Actual
1	Administration	$ 51,450.00	$ 55,113.94
2	Lease Payments	$ -	$ -
3	Utilities, Facilities and Maintenance	$ 217,600.00	$ 163,734.58
4	Buildings, Property and Equipment	$ 77,208.00	$ 104,205.30
5	Curriculum and Student Services	$ 382,500.69	$ 347,274.31
6	Professional Development	$ 11,575.00	$ 11,785.31
7	Transfer to Reserve	$ 103,000.00	$ 103,000.00
8	Other Expenditure	$ 15,895.13	$ 21,970.48
9	Payment to CO, Regional Office and Other Schools	$ 3,946.80	$ 330.00
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)	$ -	$ -
	Total Goods and Services Expenditure	$ 863,175.62	$ 804,473.92
	Total Forecast Salary Expenditure	$ -	$ -
	Total Expenditure	$ 863,175.62	$ 804,473.92
	Cash Budget Variance	$ 52,491.99	



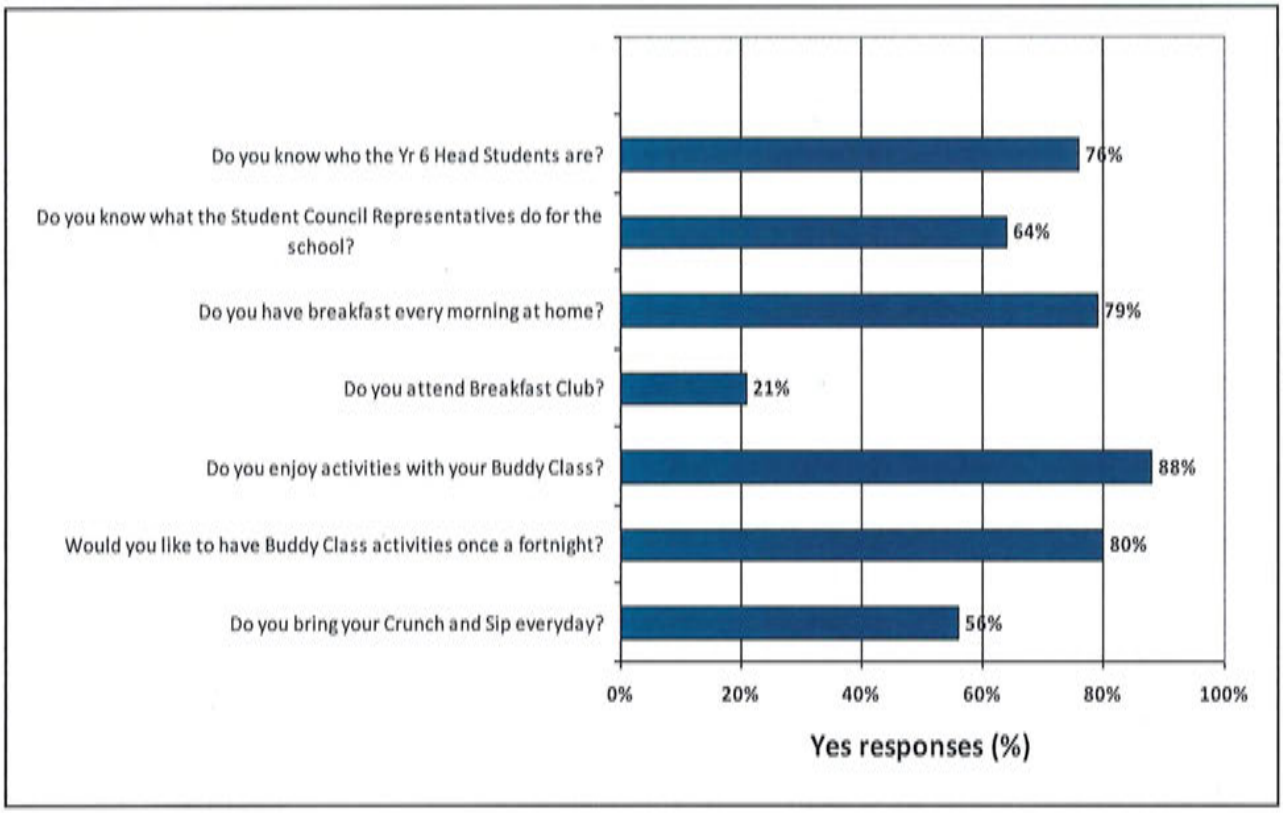
Cash Position as at:		
Bank Balance	$	263,950.83
Made up of:	$	-
1 General Fund Balance	$	132,868.67
2 Deductible Gift Funds	$	-
3 Trust Funds	$	-
4 Asset Replacement Reserves	$	136,222.00
5 Suspense Accounts	$	203.16
6 Cash Advances	$	-
7 Tax Position	$	(7,364.00)
Total Bank Balance	$	263,950.83

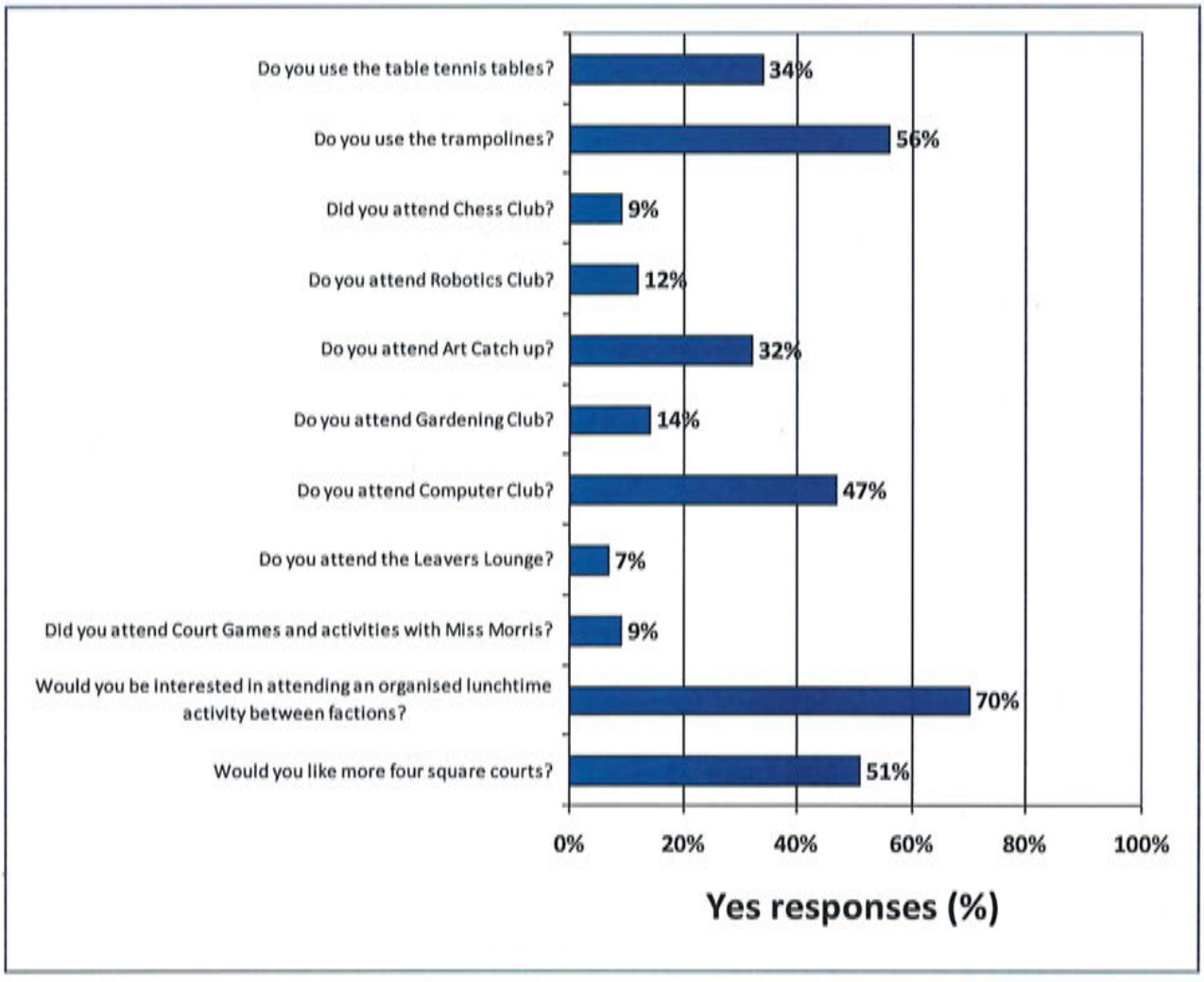
2019 Student Survey





2019 Student Survey





2019 Student Survey—Summary

In the School Environment and Teachers section, the students scored a high average of 4.2 (which is higher than the 4.1 average from the Student Survey conducted in 2017). This indicates that they feel safe and catered for at the school. The highest scores in this area are referring to teacher expectations and how they motivate their students, which shows that there is a great deal of respect for the teachers at this school, and that they care for the students This also correlates with the data from question 10, where teachers, staff, learning and activities were consistently mentioned in comments.

In question two, there is a strong indication student self-worth, with a high average of scores over all sections, with the ratings suggesting excellent student motivation to perform well and to try their best. This section average was 4.08 (which is lower than the 2017 Student Survey), however is still a high average. The section on bullying contains an average rating of 2.6 and 2.4 respectively, which is below average and indicates that although some bullying does occur, its prevalence is low. This is also reinforced with comments from questions 10 and 11.

Reward Play activities are generally liked throughout the year, with the circus skills in Term Two rating 0.3 points higher than the 2017 Movie alternative. Term One and Term Four water activities ranking 4.4 and 4.6 (out of a 5 point scale) indicates these are well received. The Term Three inflatable course/bouncy castle rated very highly at 4.5, which is a point higher than the option of bubble blowing in 2017. All of the options for reward play scored very highly and as such were well received. Possible suggestions for further reward plays include dodgeball or a movie, for those less inclined to the more strenuous activity options.

Comments also consistently indicate approval of the variety of lunchtime activities that are run, with many different activities rating very highly in question 10. In addition to the current activities run, question 5 regarding alternative recess/lunchtime activities indicates Teacher vs Student games would be very popular. This was followed closely by Teacher led games on the oval, Reading in the library and a drawing/colouring area. This was also reinforced in the comments from question 10, where students indicated a desire for a quiet place during recess and lunch to pursue these activities.

Recommendations

Students have indicated in questions 5 and 10, that they would like a quiet area in order to pursue a variety of less intense activities. Some of the activities that have been identified are: reading quietly, board games, colouring in silently. A suggestion is to locate these sessions in the library to run concurrently with the computer lab days.

A great number of students have indicated that they would prefer a variety of different organised sports to join in during lunchtime, with a high interest in Teacher vs Student activities. There is also an interest in a range of oval games being organised and run by teachers during lunch times.

See comments from students next page:

2019 Student Survey—Positive Comments and Suggestions.

"For me I find that the best thing about my school is how I can talk to the teachers if I feel down or upset enough that it effects my learning."

"The very best thing about coming to this school is that you have a variety of things to do, people to play with and wonderful, enthusiastic teachers that inspire you to learn."

"The best thing about coming to West Byford Primary School is the way the teachers and principals/ deputies handle bullying and the way kids treat other kids to make them feel good. They help a lot."

"The best thing coming to wbps is the wide range of activities and/or interschool events"

"West Byford Primary School is very considerate to their student. And they listen to their ideas and respect them."

"That West Byford has a lot of cool clubs, activities and teachers as well as good rewards at the end of term"

"The best thing about coming to West Byford Primary School is that there are really interesting things to do around the school and you really do get a chance to do your best."

"The best thing coming to West Byford Primary School is learning new things, having fun with the class we are in, teachers making funny jokes that make us laugh and especially meeting new friends."

"the positive community! I am always smiling and working hard! I like learning new things and seeing all my friends! Also all the music, sport and art things that go on."

"At the end of the term, when the winning faction get there ice cream and extra lunch, I think it's unfair for the other faction who never win and it's always Flynn or Cowan."

"Changing the playground years back at lunch the playground is full"

"Computer lab also on Fridays"

"Give lonely kids friends"

"Have lots of other sports to do at recess and lunch like rugby, volleyball, badminton, running competitions and grade split tagging games."

"Have more games of the oval"

"Better wifi"

"Yr6 and Yr5 can work at breakfast club"

"A roof over the basketball courts for when it is raining"

"I would make more teachers go on duty"

"there is nothing to change"

"I would add a place where it's quiet so that you can read at recess and lunchtime"

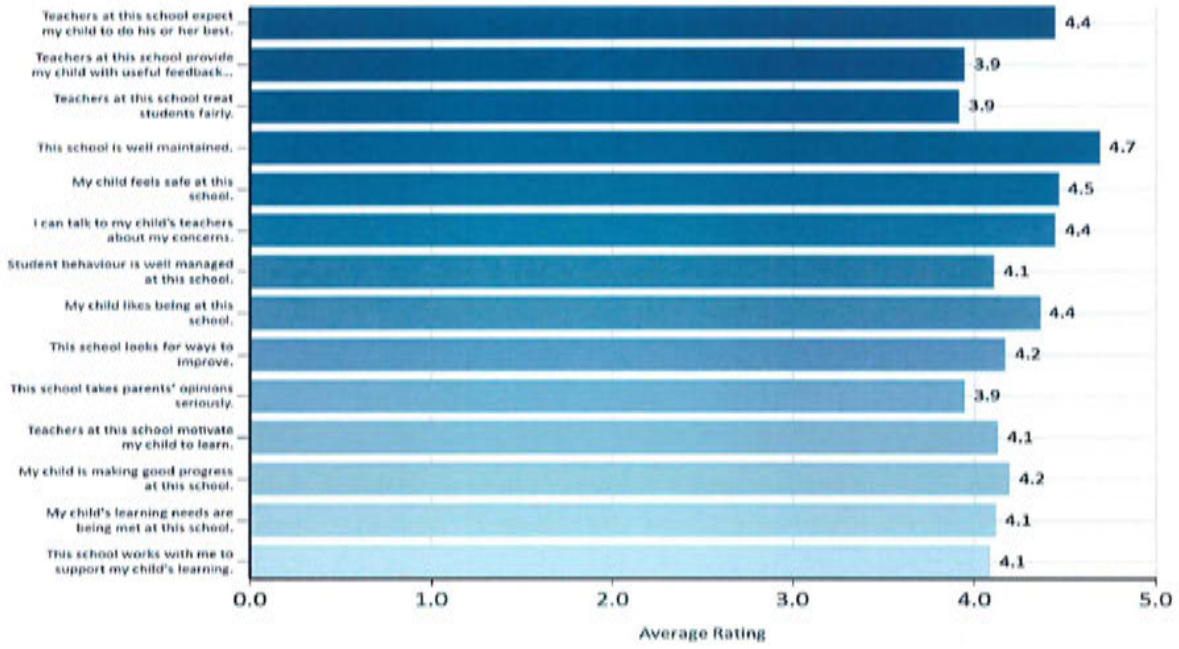
"more shelter near the classrooms when it rains"

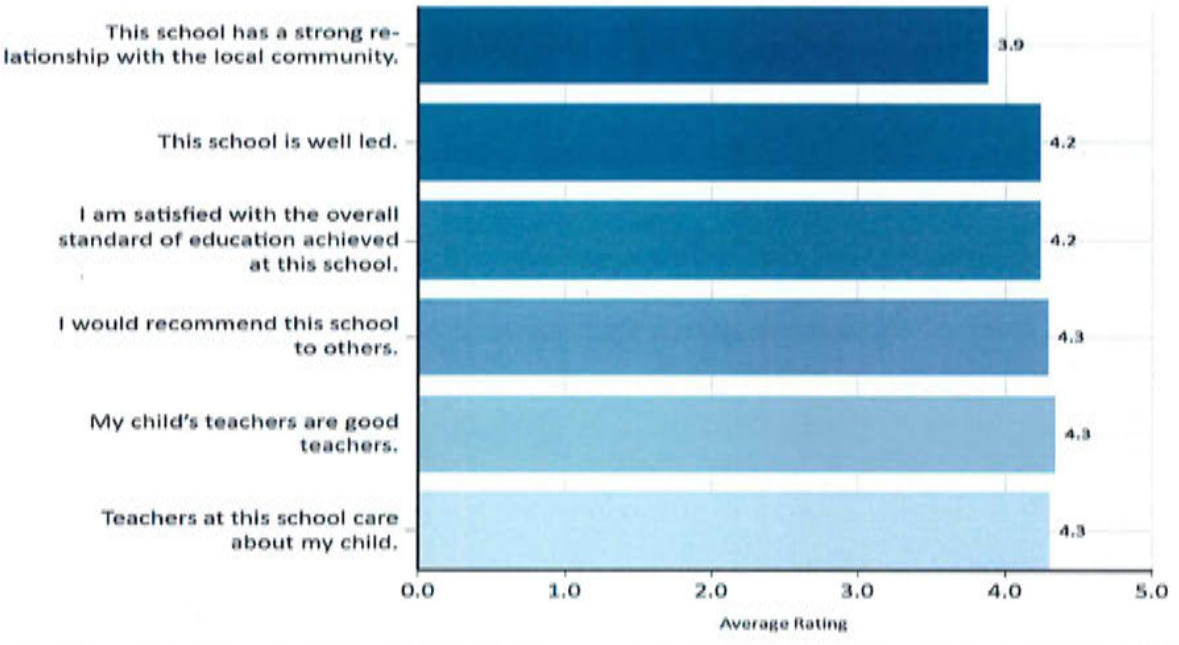
"So that teachers don't have to do the roll, cards that you scan before school that your attendance is stated and so that students can have longer morning fitness"

"more organised lunchtime games"

"The one thing I would change about this school is that I wish that people would not litter around the school because that would make it better"

2019 Parent Survey





The 2019 Parent Survey results indicate that overwhelmingly parents are very happy with the school. The average rating for responses to the mandated questions above was 4.2—with the lowest rating 3.9 and the highest 4.7. In written responses, the areas that parents were most happy with were: teachers, discipline, uniform, standards, school grounds, organisation and friendliness of staff. Under the "What are three things you would like improved" - there was a wide range of suggestions, with parking being the most common. Bullying was mentioned by parents in a few cases, which is interesting when comparisons are made with the Student Survey questions "I have been bullied at school" rated 2.6 and "I have been teased recently at school" rated 2.4—the two lowest ratings of all student questions. WBPS has a strong behaviour process, which undoubtedly at times causes concern amongst some parents. It is also true, that parents attempting to enrol at the school often cite discipline, uniform and standards as their primary reason for applying.

2019 Fitness Testing—Analysis

Fitness Test scoring is based upon the IQ scale with a mean of 100 points and standard deviations of 15 points. In other words, a desirable fitness result would be an average score of around 100, within a range of 85 to 115 points (1 standard deviation below and above the mean).

Students should have a minimum score of 85 or better to have acceptable fitness levels.

2019 OVERALL RESULTS

The overall results are once again very good, with all Female cohorts and the majority of Male cohorts above the acceptable range for fitness of 85 points. These results are a credit to the fantastic work of Miss Katelyn Smith and Mrs Danielle Bastick (PE and Health Specialists) over the last four years, and their ability to maintain consistently good levels of fitness despite the fluctuations in student numbers. The Fitness scores (FQ) had a range of 82.33 (Males aged 10 years) to 112.35 (Females aged 6 years).

The average Fitness (FQ) of all classes combined in 2019 was 92.2, which is consistent to the 92.1 in 2017 and 92.4 in 2018. In 2019, the females generated a higher mean score of 93.3 in comparison to the male mean of 91.00. It is important to note that since 2018, the mean scores for the Year 1 students Australia wide (students aged 6 years old) has been adjusted to account for the larger sample size and a new mean for this cohort has been calculated. It is therefore a great result that West Byford PS has been able to maintain its Fitness scores across all cohorts despite these adjustments. Figure 1 (on page 29) actually shows that if you take out the Year 1 cohort from the 2018 & 2019 comparisons, there has been an overall improvement of 1% in the total FQ of the school, a very good result.

Overall, 31% (180 students) of the 584 tested were below 85 points for fitness in 2019, which is a slight 1% improvement since 2018. The range of students below 85 points in Australia is currently at 10% to 35%.

SUMMARY

The Fitness Results of West Byford P.S. were again very good and would place the school into the 72 percentile in 2019, of Schools of similar size tested around Australia over the past 8 years.
A positive result, again, was the in the area of Flexibility (reach & stretch scores) in the Female cohorts as our students were able to maintain their improvements from previous years (see Figure 4). A sustained focus on flexibility exercises (in particular with the male cohorts) in both the warm up and warm down of each PE lesson will continue. If the Mean Flexibility of the Male cohort were to increase by a few cm's, the number of Males moving above the acceptable range of 85 points for Fitness would increase dramatically.

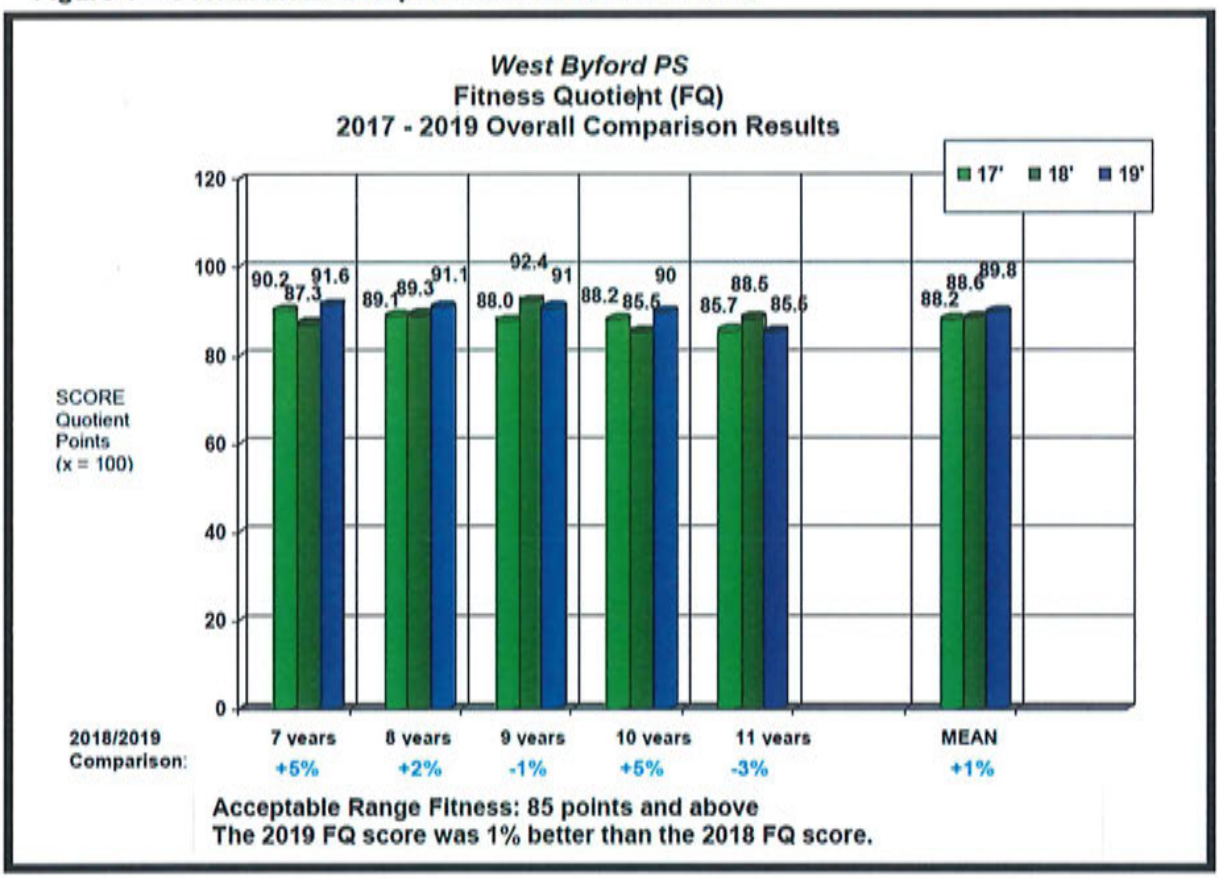
Another great result from this year's testing was the continued improvement in Upper Body Strength in the Male Cohort. The Male Mean score for Chin-Ups in 2019 was 1.20 Chin-Ups per male student, which was a 9% improvement from the 2018 mean score of 1.1 Chin-Ups per male student (see Figure 5 for a more in depth analysis). Continued work on the playground equipment, during PE and Daily Fitness, and taking weight on their arms and upper body will keep improving these numbers in the near future.

INDIVIDUAL PROFILES

Student profiles are sent home to parents, highlighting individual results compared to their school average for that age and gender, along with the Australian Average comparison. This is an excellent tool to provide information to parents on how their child is going, highlighting areas for improvement, and encouraging families to have their child involved in physical activity outside of school. A Traffic Light system is used: Red= below standard of 85 points, Green= Acceptable level of 85 to 115 points and Blue= Above the acceptable level. This will also allow families to develop an understanding of their child's fitness, and encourage engagement in physical activity.

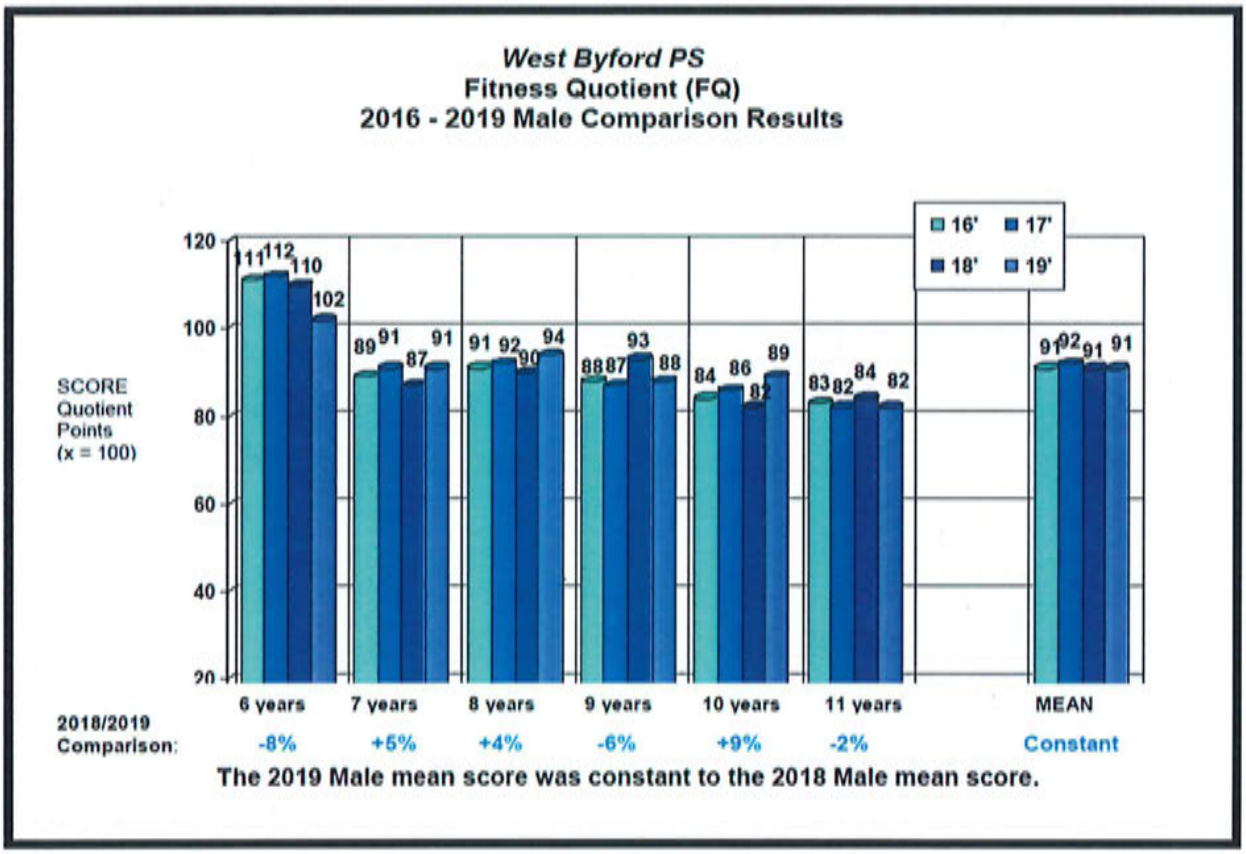
2019 Fitness Testing

Figure 1 – Overall Mean Comparison between 2017 - 2019



Acceptable Range Fitness: 85 points and above
The 2019 FQ score was 1% better than the 2018 FQ score.

Figure 2 – Male Comparison Results Between 2016 - 2019



The 2019 Male mean score was constant to the 2018 Male mean score.

Male & Female Comparison School Results 2018-19

Figure 1 – Male Fitness Results: Mean Comparison of WA Primary Schools/Australia Wide & West Byford PS

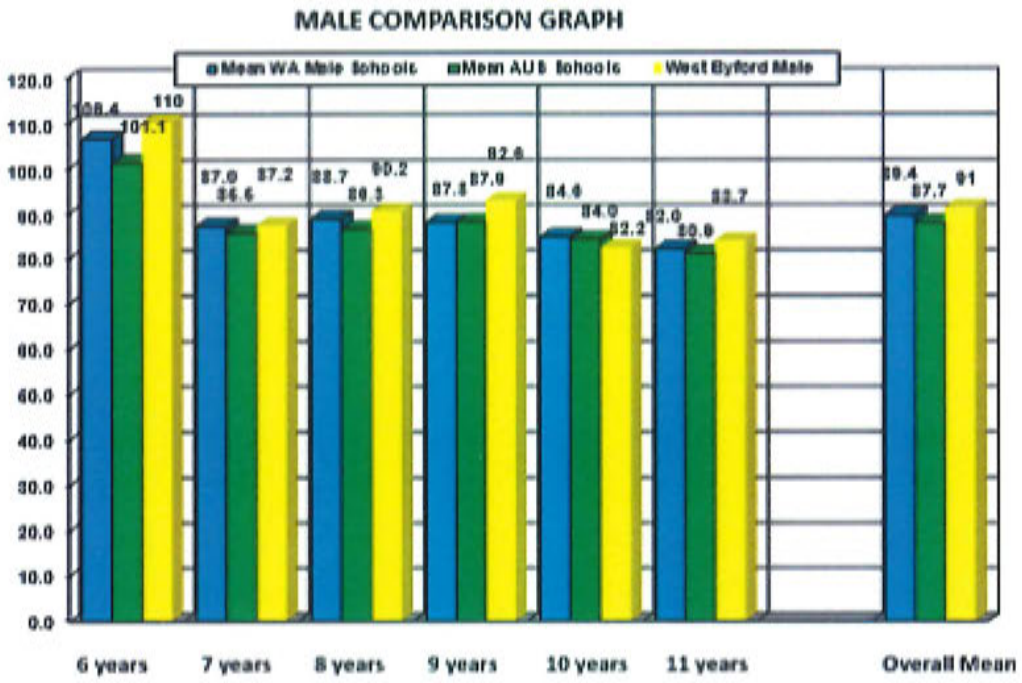


Figure 2 – Female Fitness Results: Mean Comparison of WA Primary Schools/Australia Wide & West Byford PS

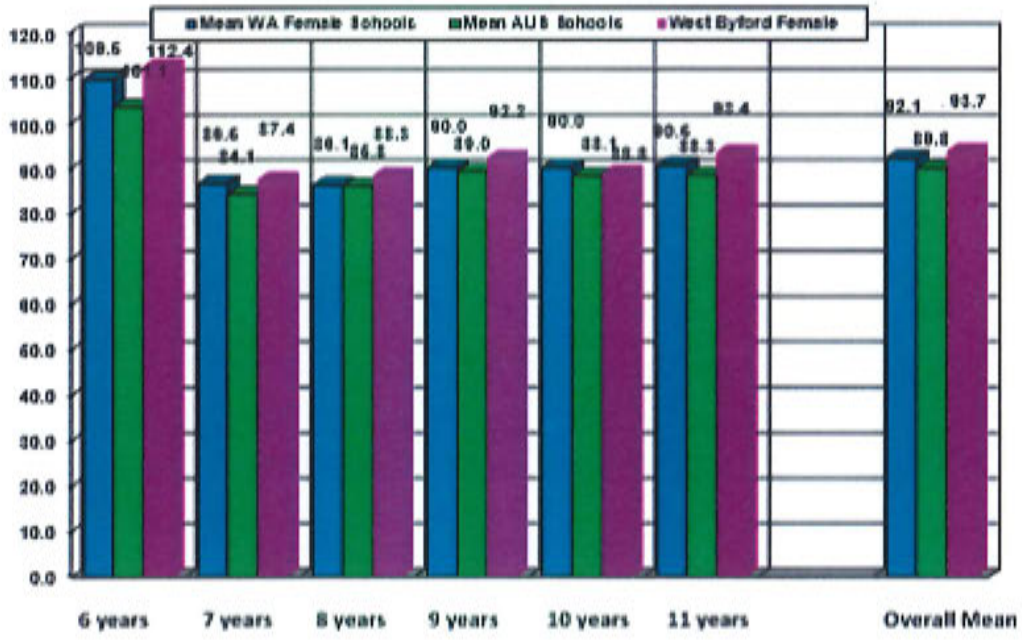


Figure 3 – Female Comparison Results Between 2016 - 2019

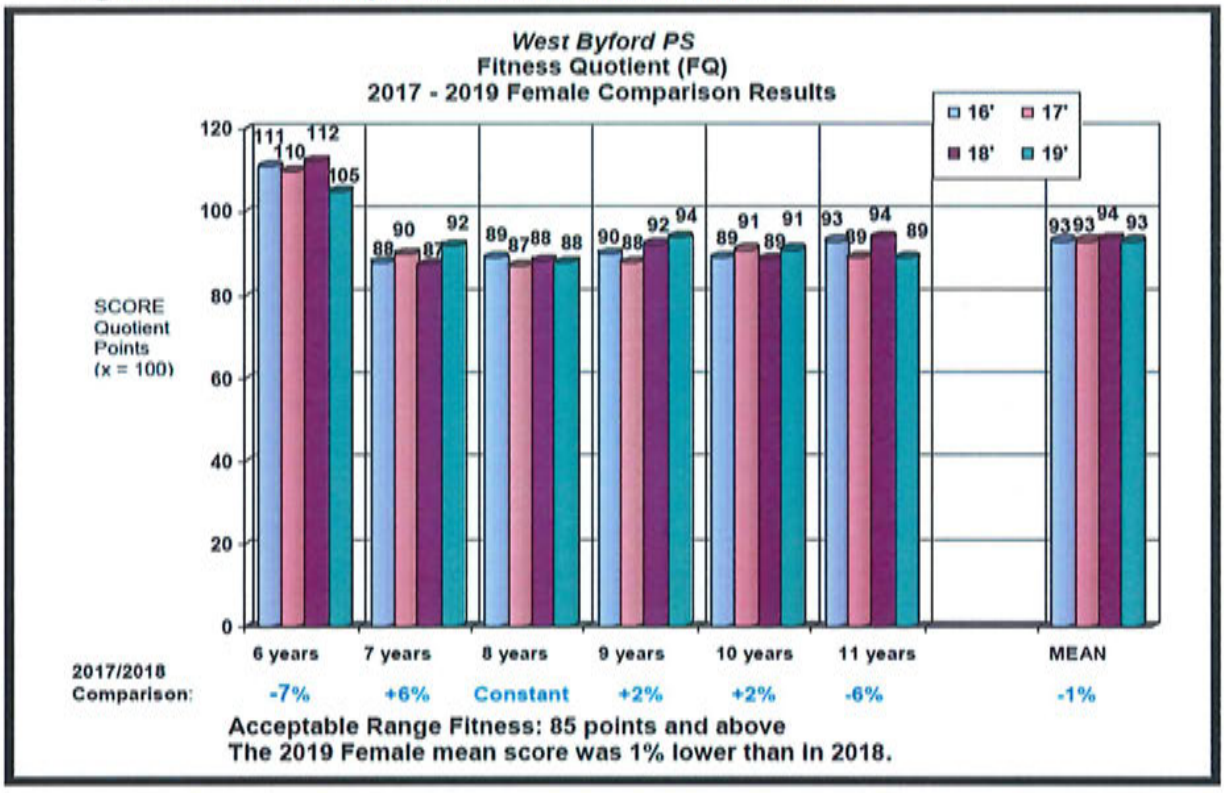


Figure 1 – General Cardiovascular Mean Scores Comparison (12 min run)

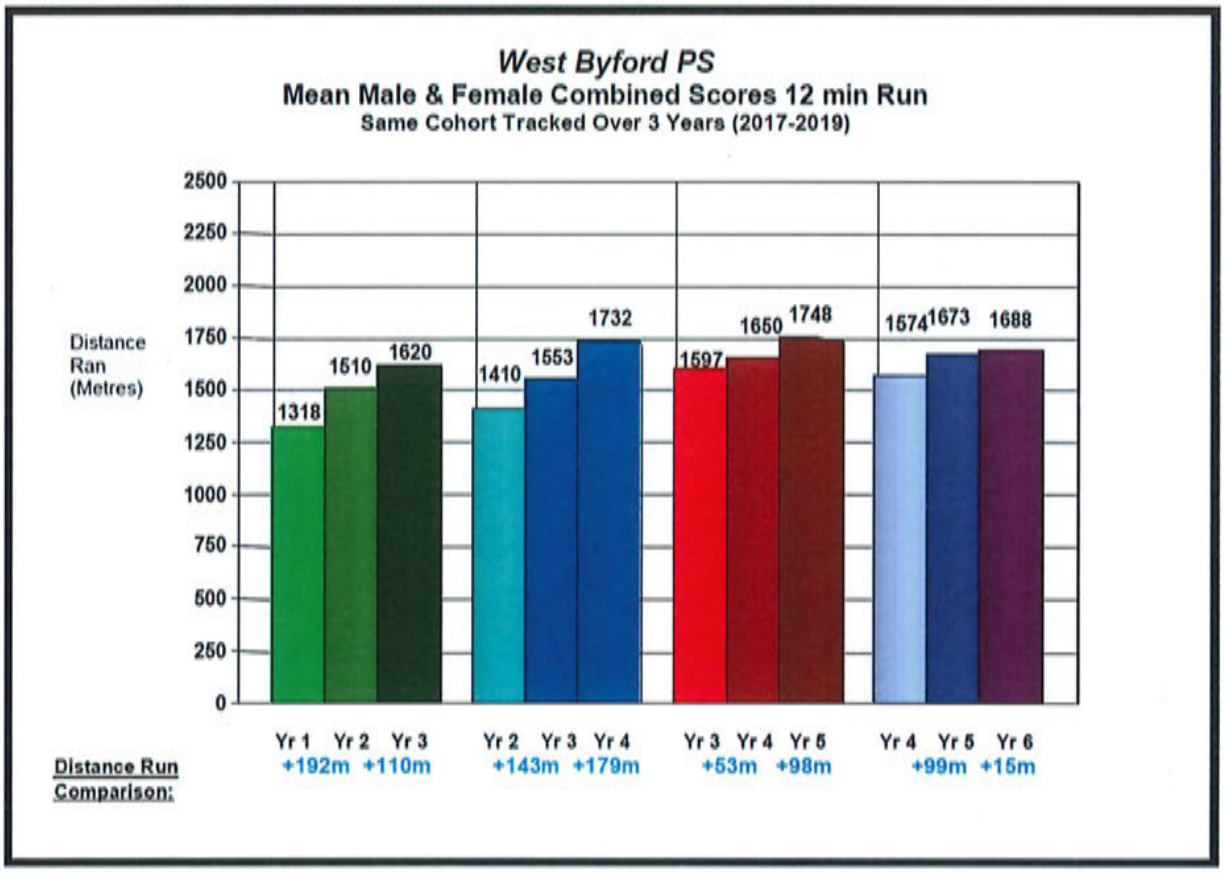


Figure 3 – Female General Cardiovascular Mean Scores Comparison (12 min run) 2017-2019

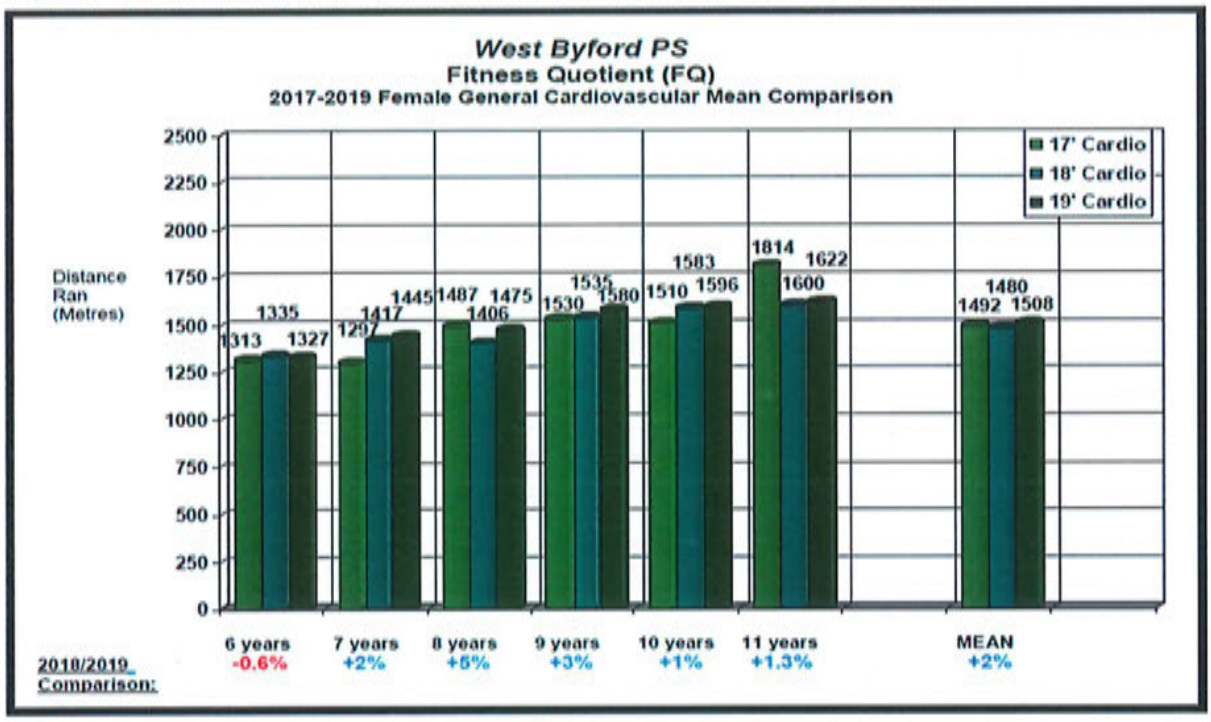


Figure 2 – Male General Cardiovascular Mean Scores Comparison (12 min run) 2017-2019

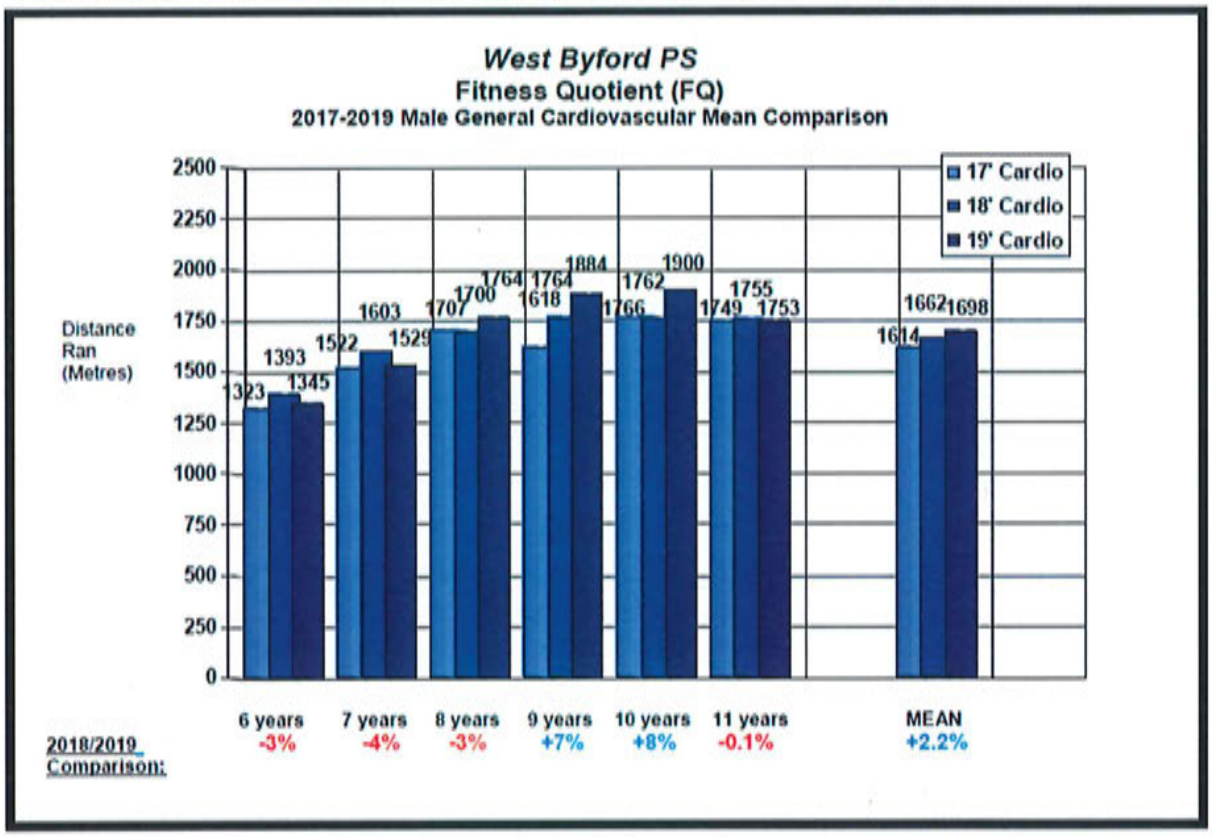


Figure 5 – Male Sit & Reach Mean Scores Comparison 2017-2019

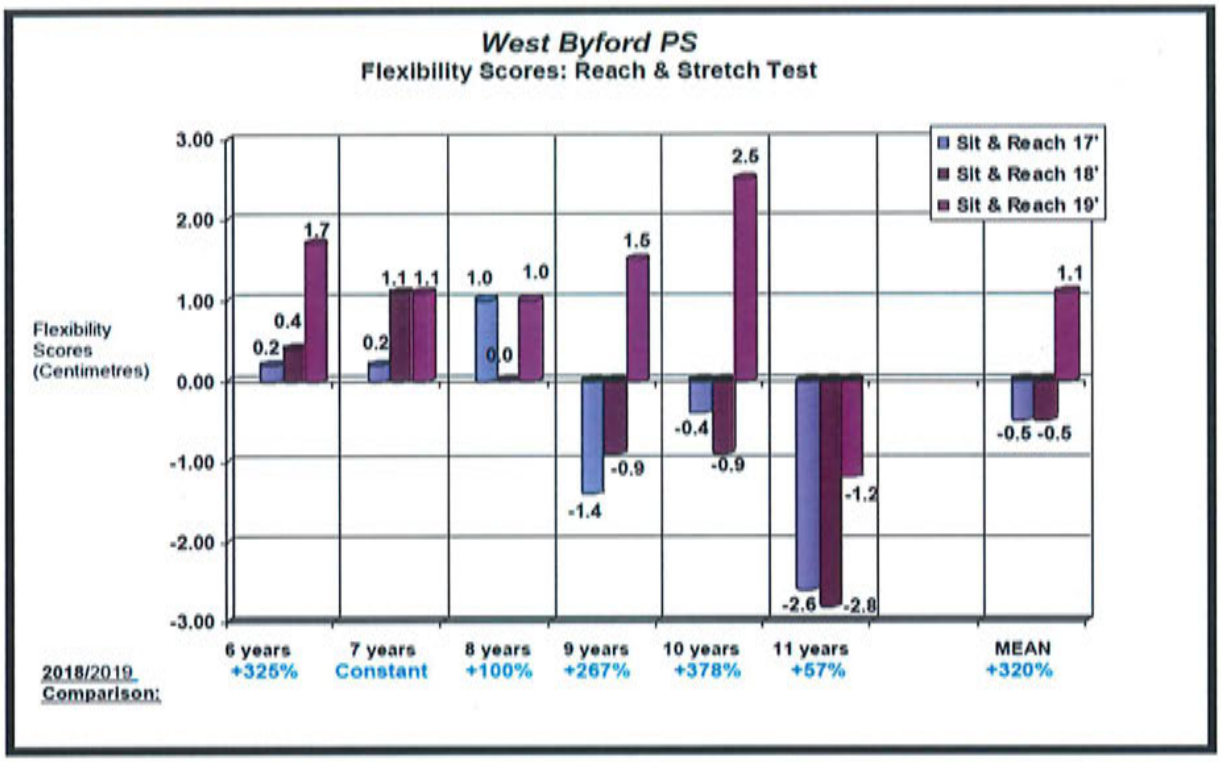


Figure 4 – Comparison of Female Flexibility Results Between 2017 - 2019

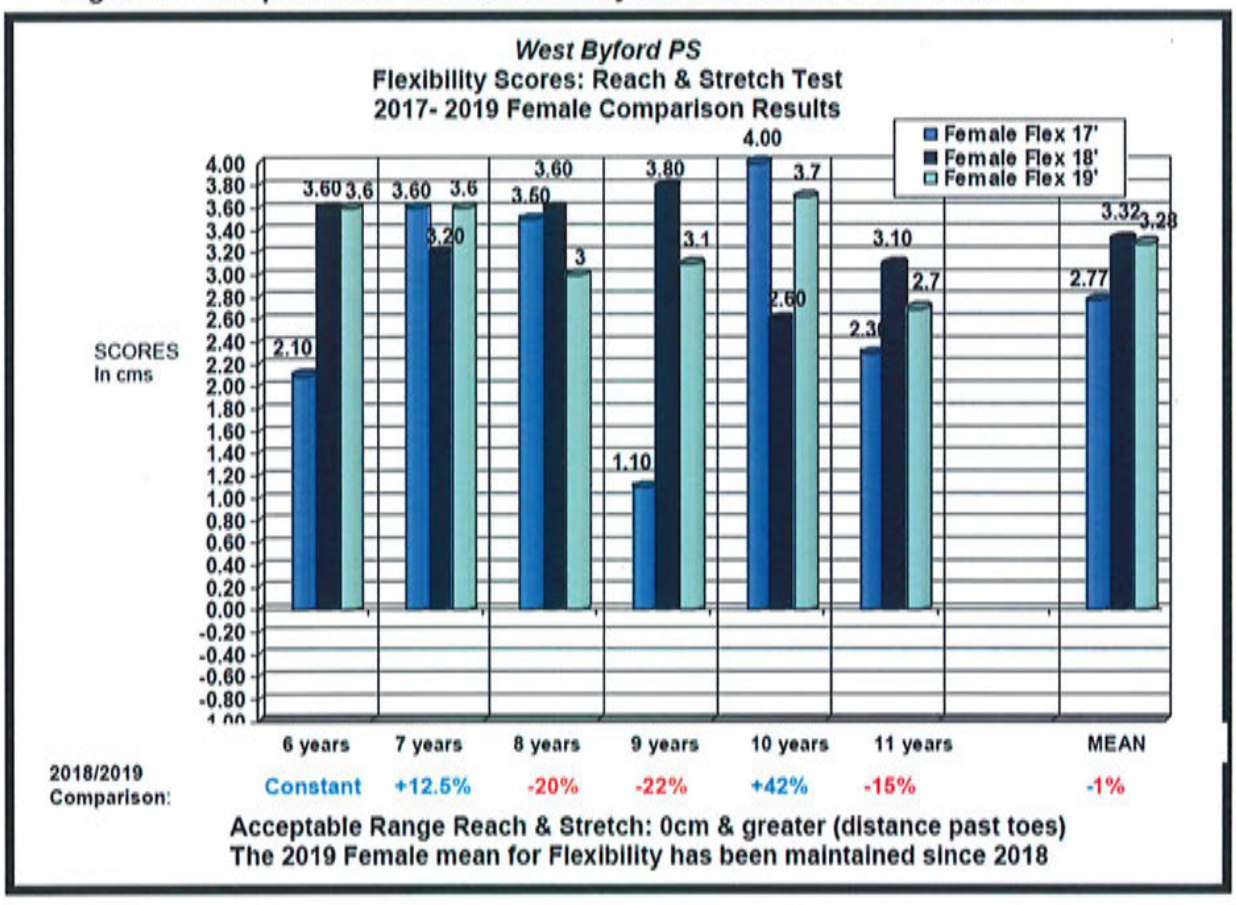


Figure 4 –Female Chin-Up Mean Scores Comparison 2017 - 2019

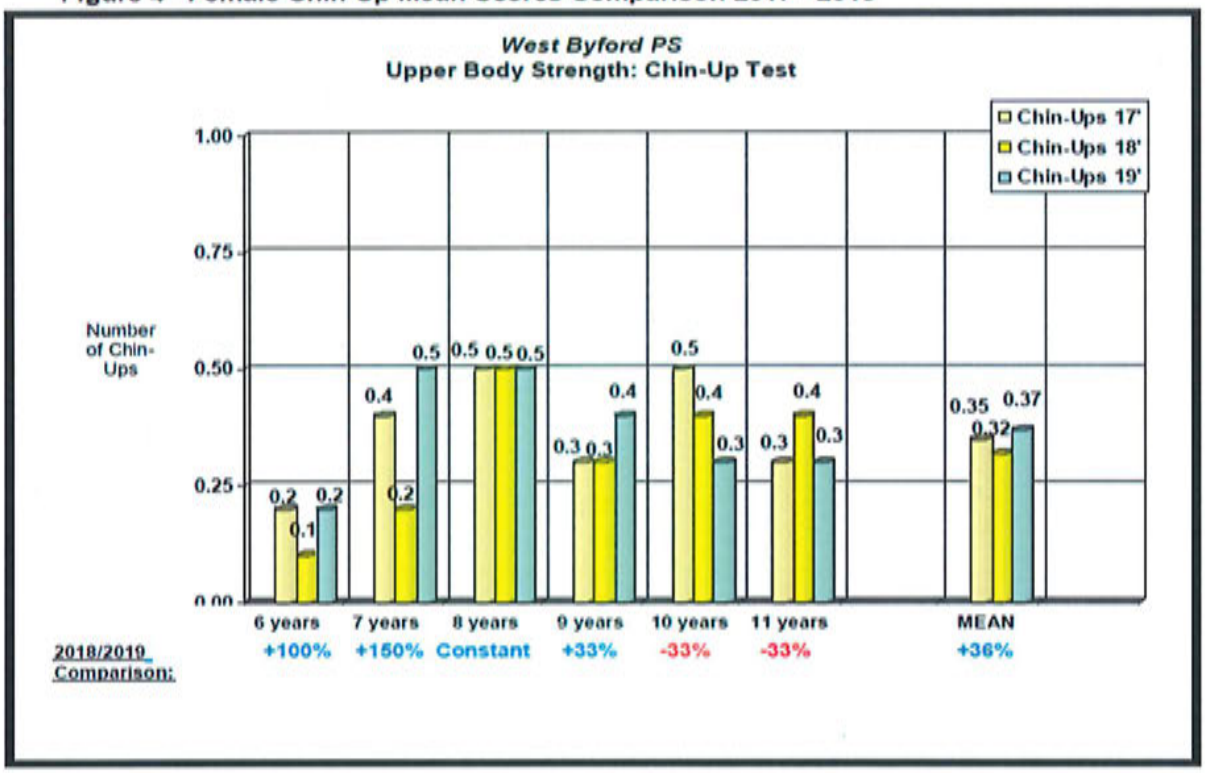
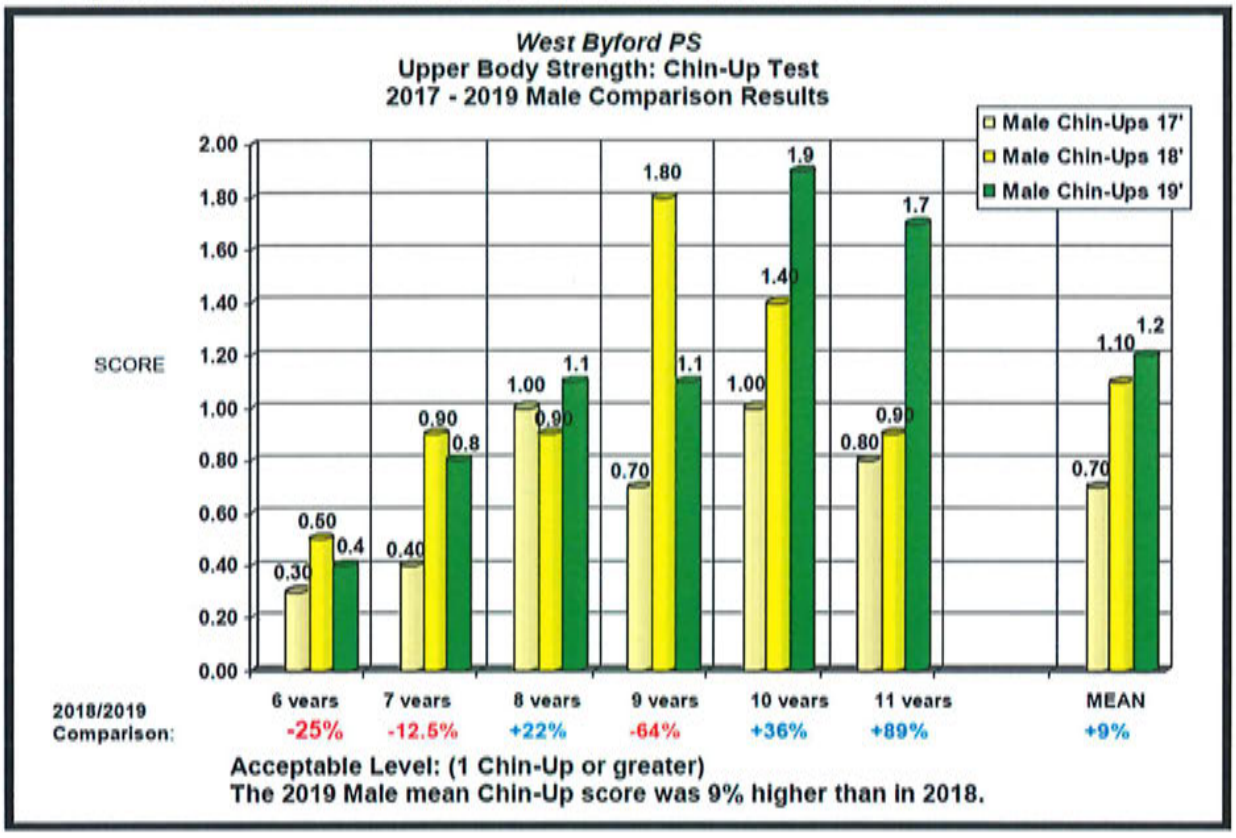


Figure 5 – Comparison of Male Chin-Up Results Between 2017 - 2019



2019 Self Esteem Testing

Student Self Esteem is tested annually in four distinct areas:

- Self and School (school & ability to achieve).
- Self and Other (peer interaction & acceptability).
- Self Worth (confidence in self & physical appearance).
- Self and Home (family interaction and acceptability)
- Overall Mean (the grand mean of SS, SO, SW & SH).

The maximum score on any one item is 2. Results are compared to WA Schools and Australian Schools that have completed the testing.

OVERVIEW

The overall Pastoral Care in Self Esteem (SE) score for the Junior Primary (Years 1 to 3) was 1.63 from a possible 2.00, which is slightly down from 1.67 in 2018. The SE score for the Middle and Upper cohort (Years 4-6) was 1.27 from a possible 2.00, which is also slightly down from 1.33 in 2018.

The data also measures four (4) areas of a student's life, West Byford's mean scores were:

- *Self and School (school and ability to achieve): Years 1 - 3 = 1.80 & Years 4-6 = 1.27*
  JP = Decreased 1%, MU = Decreased 3%
- *Self and Other (peer interaction and acceptability): Years 1 - 3= 1.51 & Years 4-6= 1.14*
  JP = Decreased 4.5%, MU = Decreased 3.5%
- *Self-Worth (confidence in self & physical appearance): Years 1-3= 1.54 & Years 4-6 = 1.35*
  JP = Decreased 2%, MU= Decreased 8%
- *Self and Home (family interaction and acceptability): Years 1-3= 1.57 & Years 4-6 = 1.38*
  JP= Decreased 2%, MU=Decreased 3.5%

COMPARISON OF OVERALL DATA 2018 / 2019

a) The Middle and Upper cohort data (Year 4 to Year 6 in 2019) has been significantly influenced by the Year 3 cohort from 2018. In 2018 the mean overall score for the Year 3 cohort was **1.53,** which was significantly lower than the Year 1 & 2 cohorts by **14% & 11%** respectively.
b) In 2019, this Year 3 cohort is now the Year 4 cohort, which recorded the lowest overall mean score of **1.25** and this will be a contributing factor in the reduced overall **Middle and Upper mean score**.
c) Please also note that the Year 3 cohort in the 2019 data is once again significantly lower (on average of 10%, score of **1.54**) than the other Junior Primary cohorts, and this will significantly influence the overall **Junior Primary mean score.** 14 of the 15 identified 'at risk' students in terms of self-esteem/self-concept are from the Year 3 cohort.
c) The identified 'at risk' students (*in terms of low self-esteem/self-concept)* at West Byford would range from number ***1 to 40 (Years 1-3), z scores***

SUMMARY

The pleasing aspect of the Junior Primary data is the overall high consistency of scores across all 4 variables. Notably, Self and School is a very high score and this is a credit to the staff in making the school environment such a positive experience. An area of focus from the data is **Self and Other (Years 3-6) i.e.** how students get along with their peers will influence their ability to learn. Individual student data is used to help identify students at risk. The school has implemented Aussie Optimism as a targeted initiative, facilitated by the School Chaplain / Social Worker and School Psychologist, to complement the existing Friendly Schools Plus Program.

2019 Self Esteem Testing

Figure 1 – Junior Primary SE Results 2018-2019

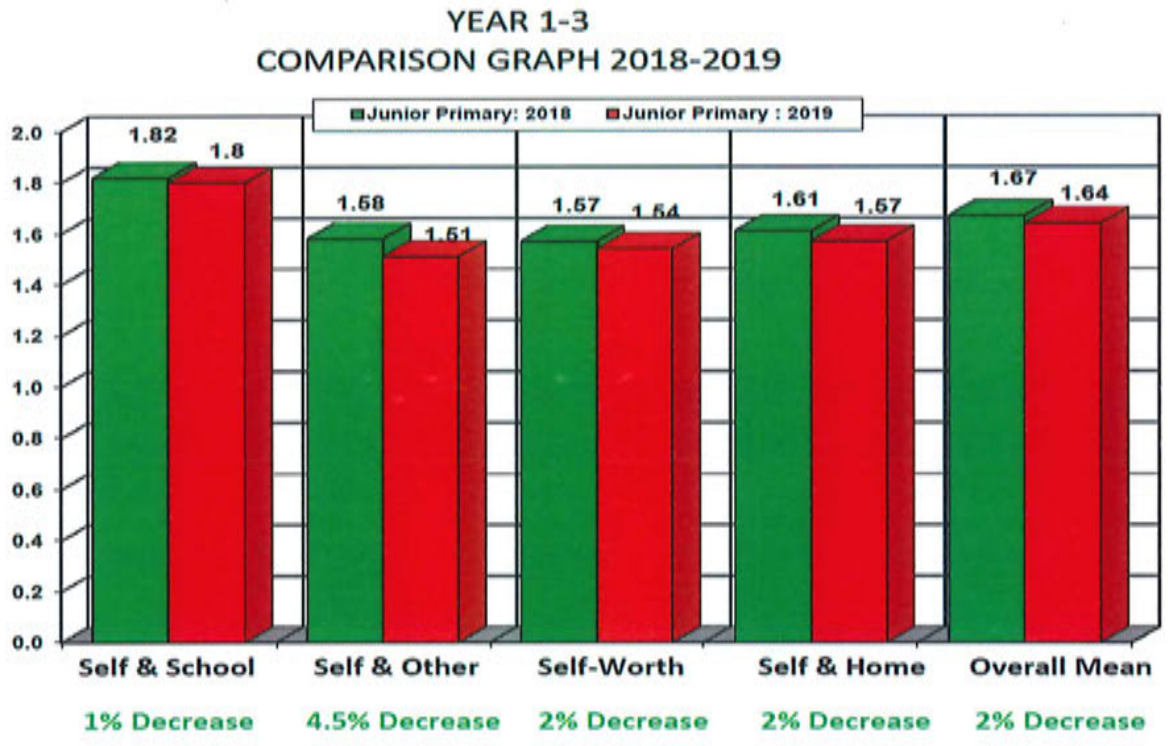
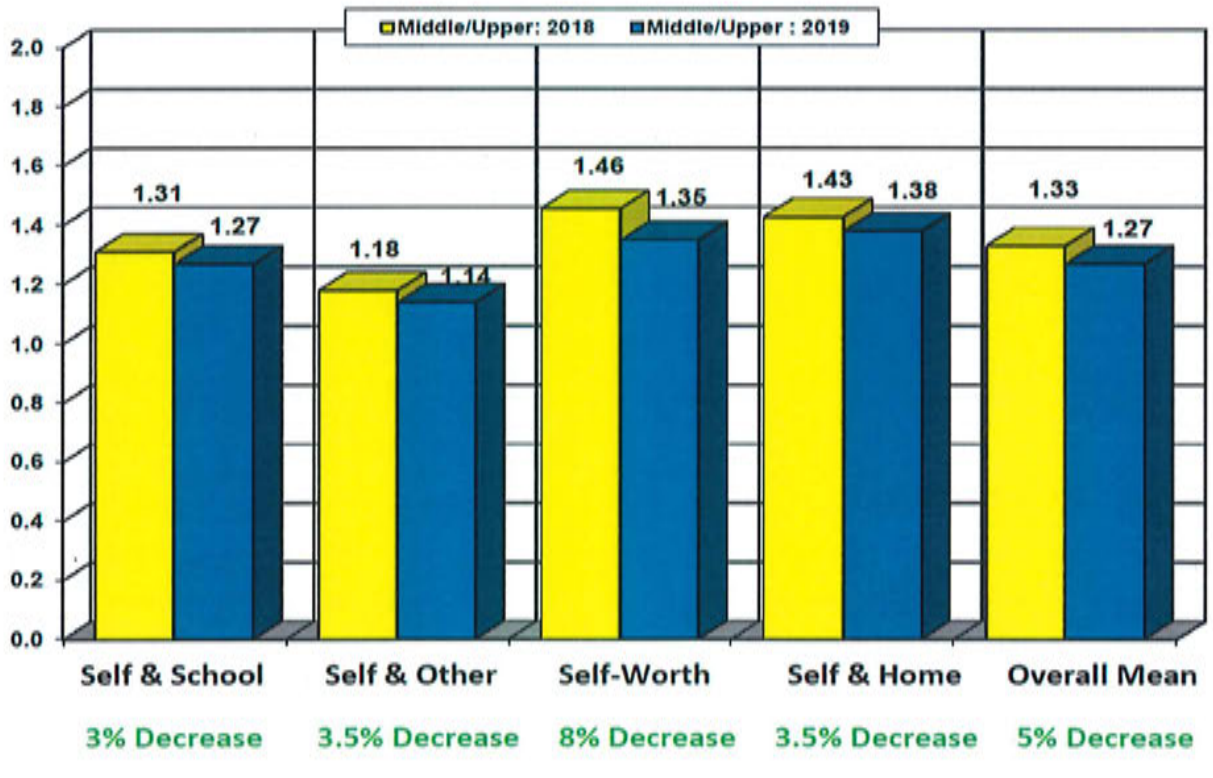


Figure 2 – Middle and Upper Primary SE Results 2018-2019



WA Comparison School SE Results 2019

Figure 1 – Junior Primary SE Results: Mean Comparison WA Primary Schools & West Byford PS

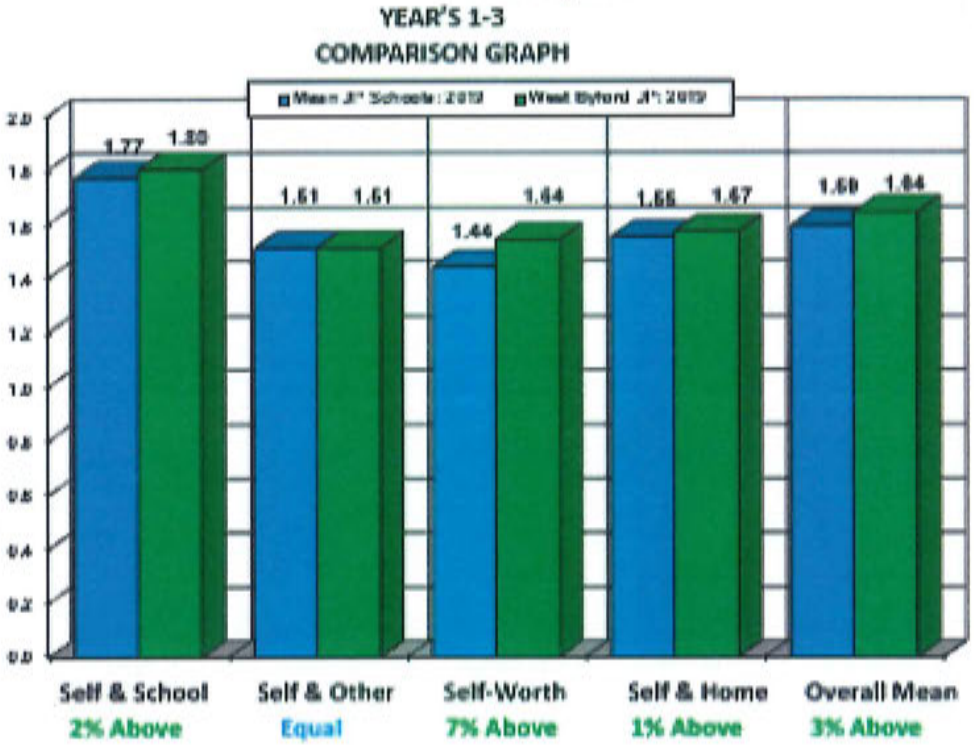
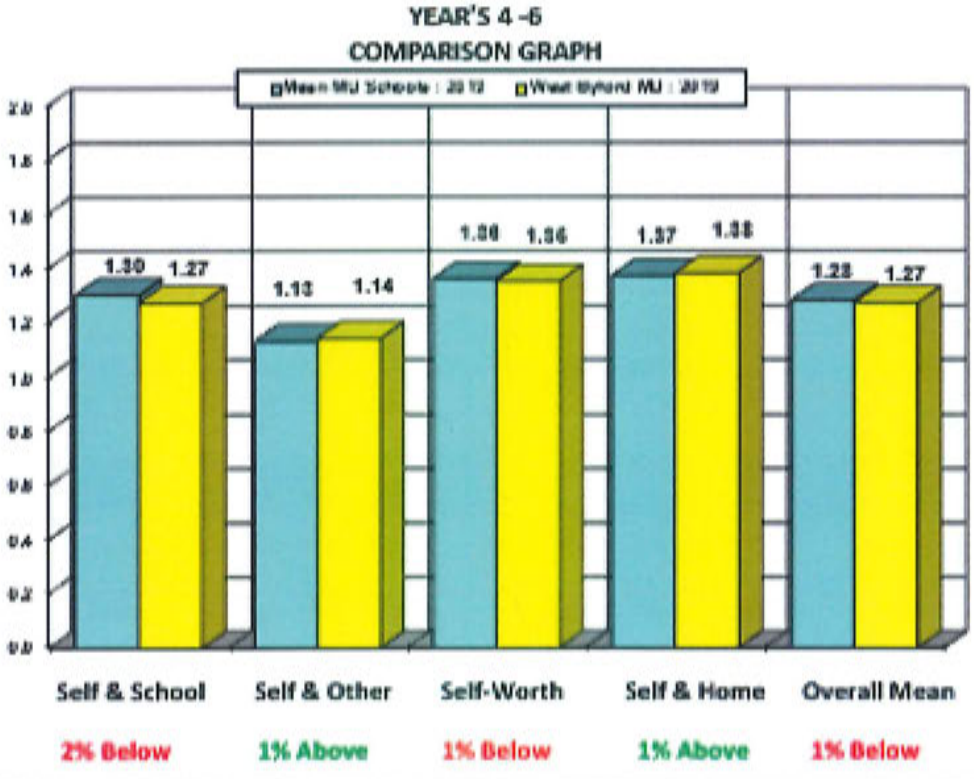


Figure 2 – Middle and Upper Primary SE Results: Mean Comparison WA Primary Schools & West Byford PS



AUS Wide Comparison Primary School SE Results 2019

Figure 3 – Australian Wide Junior Primary SE Results: Mean Comparison to West Byford PS

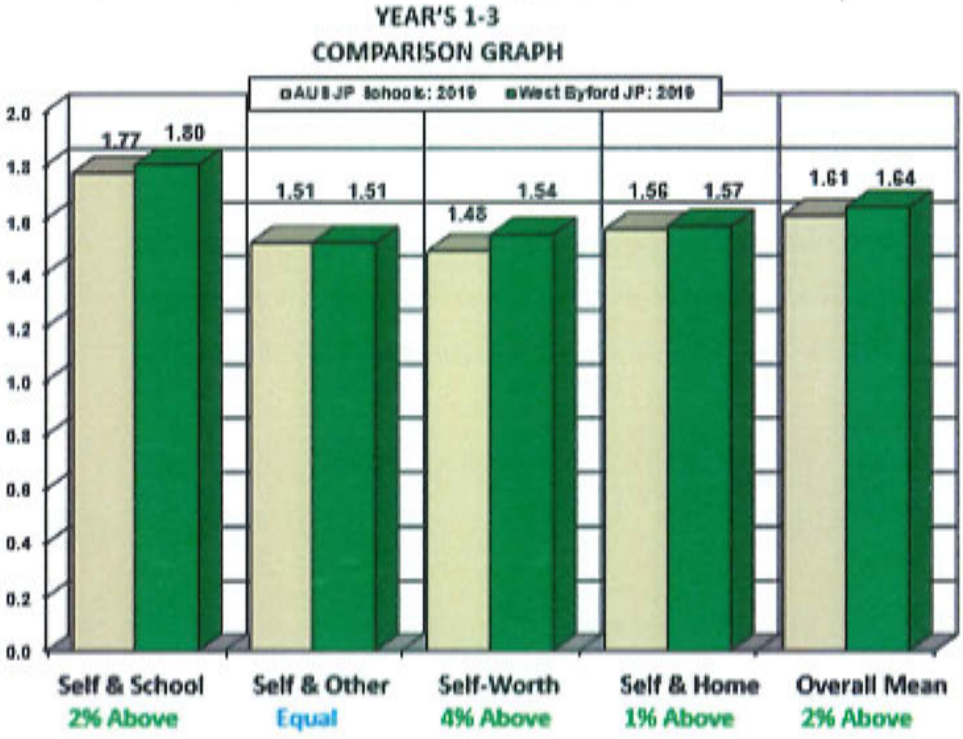
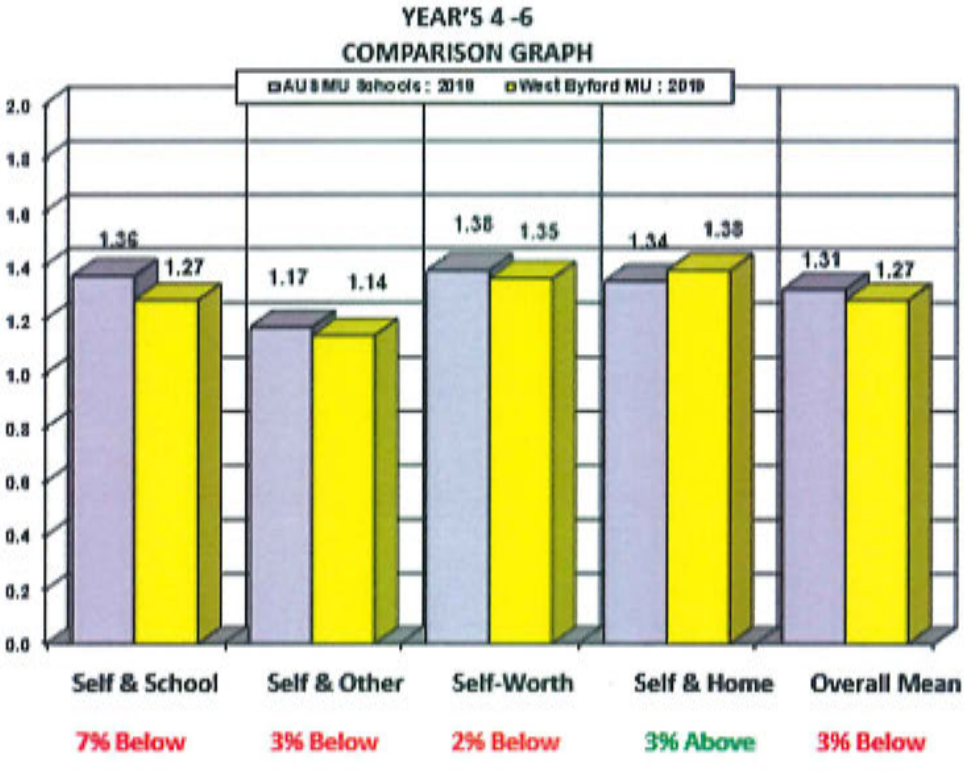


Figure 4 – Australian Wide Middle and Upper Primary SE Results: Mean Comparison to West Byford PS



2019 Self Esteem Testing

Figure 1 – Junior Primary SE Results 2018-2019

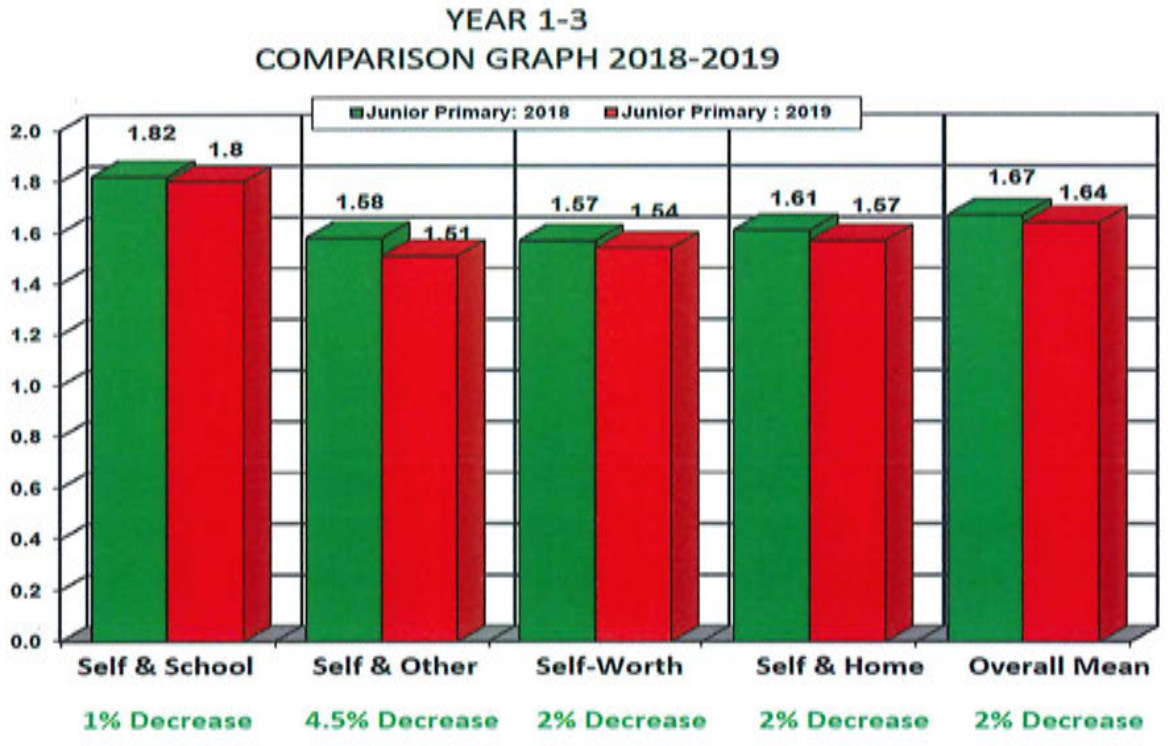
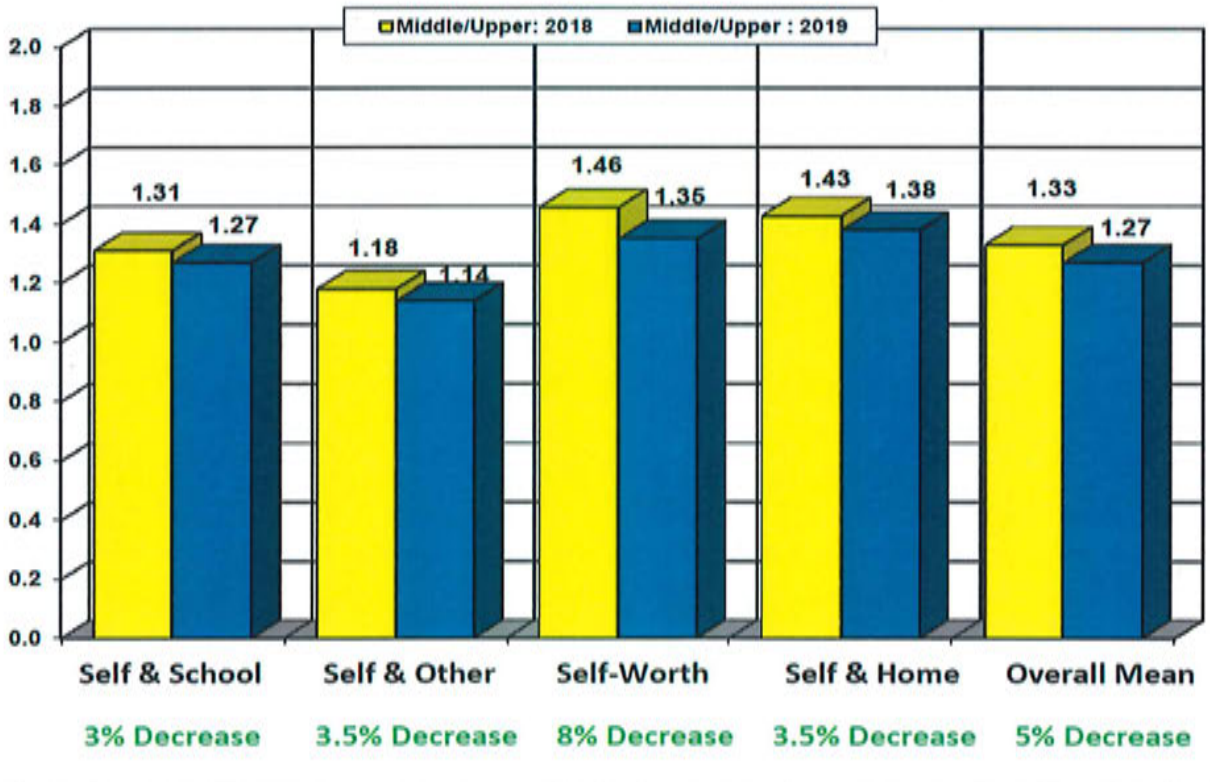


Figure 2 – Middle and Upper Primary SE Results 2018-2019



WA Comparison School SE Results 2019

Figure 1 – Junior Primary SE Results: Mean Comparison WA Primary Schools & West Byford PS

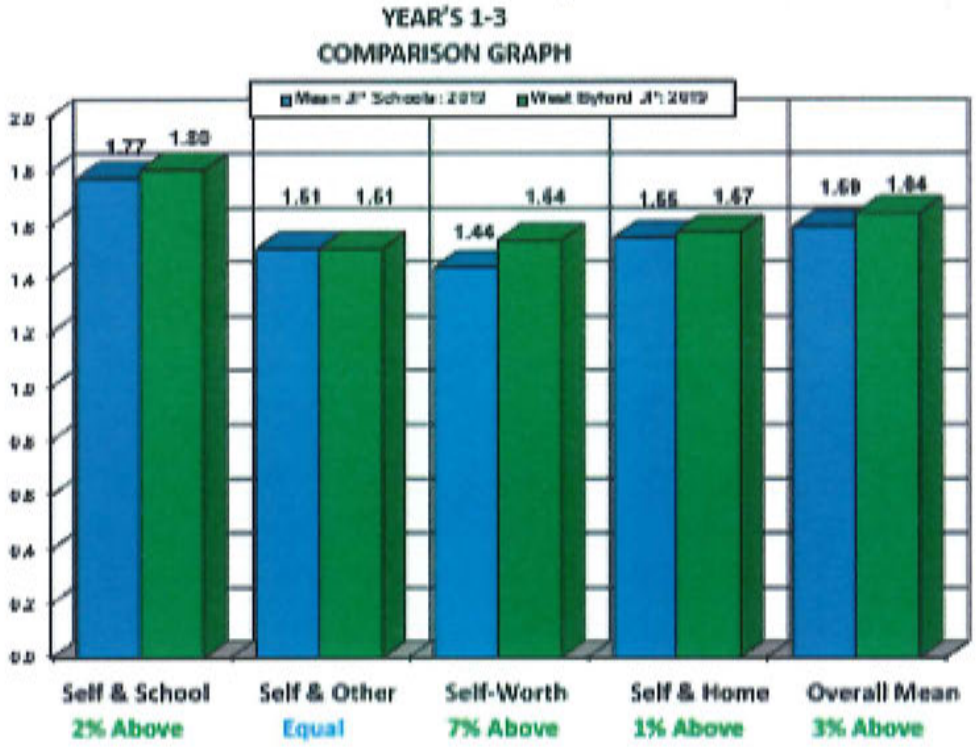
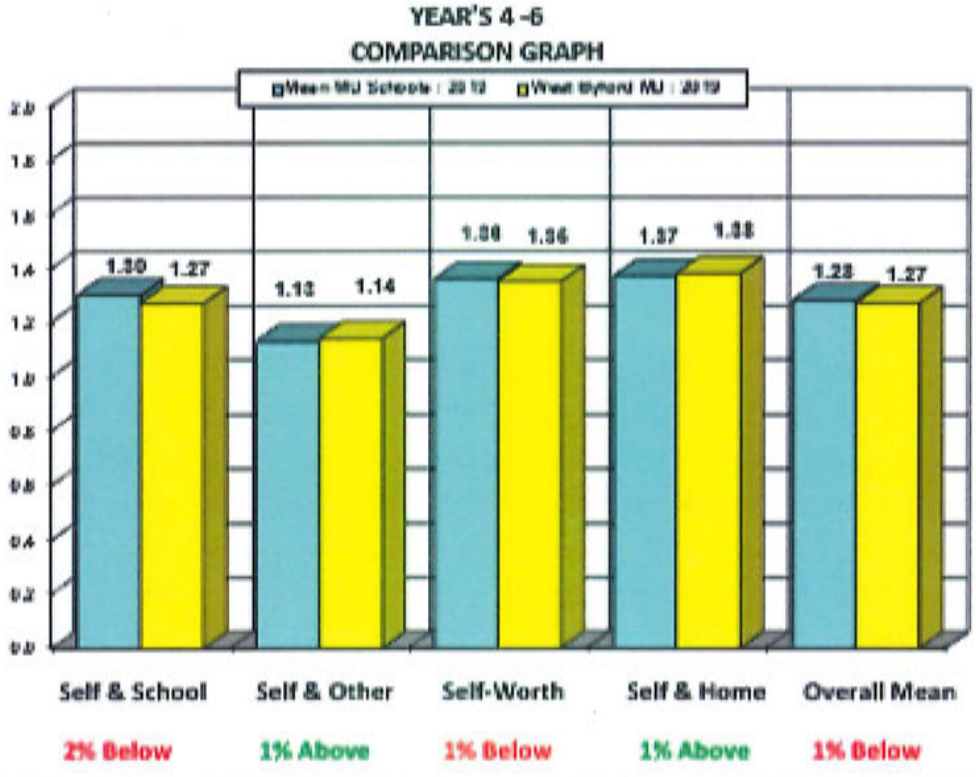


Figure 2 – Middle and Upper Primary SE Results: Mean Comparison WA Primary Schools & West Byford PS



AUS Wide Comparison Primary School SE Results 2019

Figure 3 – Australian Wide Junior Primary SE Results: Mean Comparison to West Byford PS

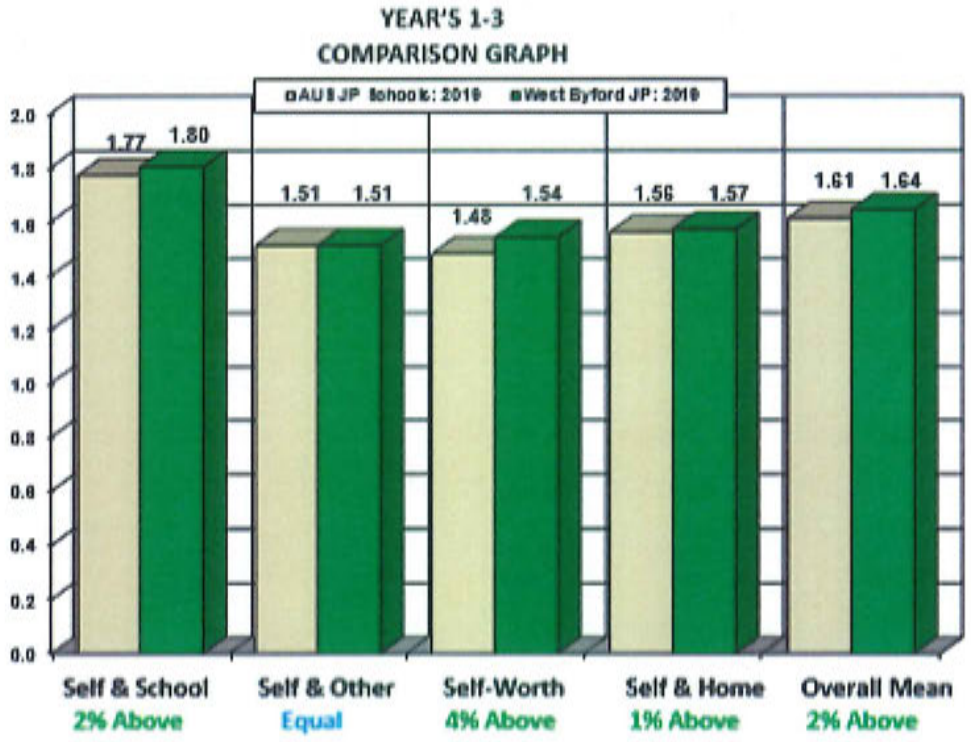
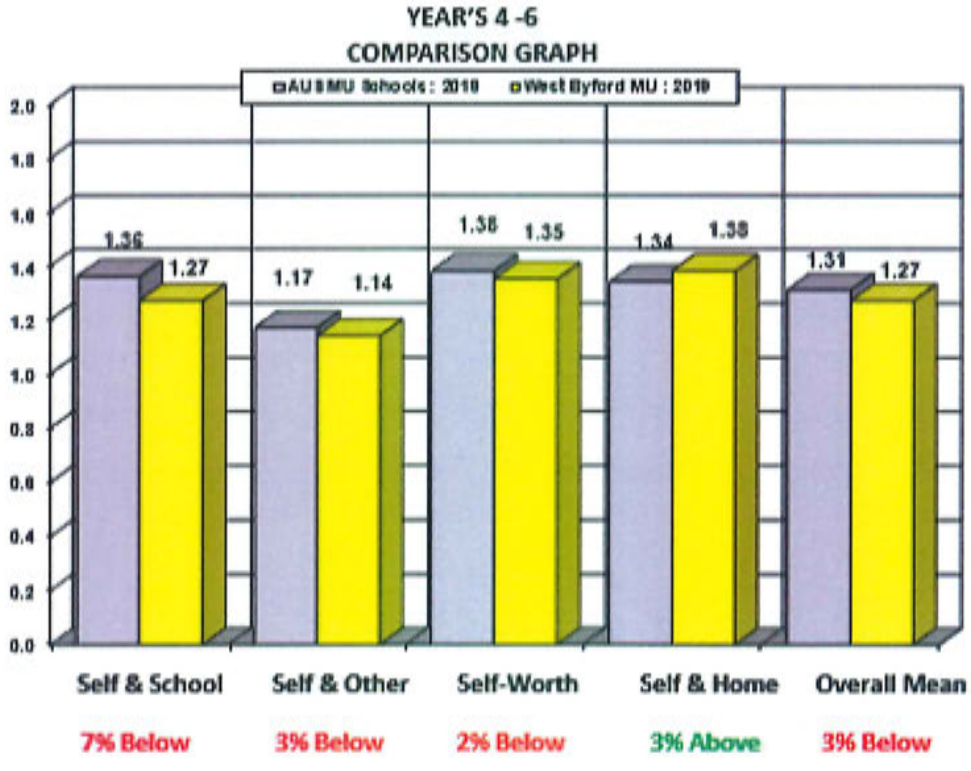
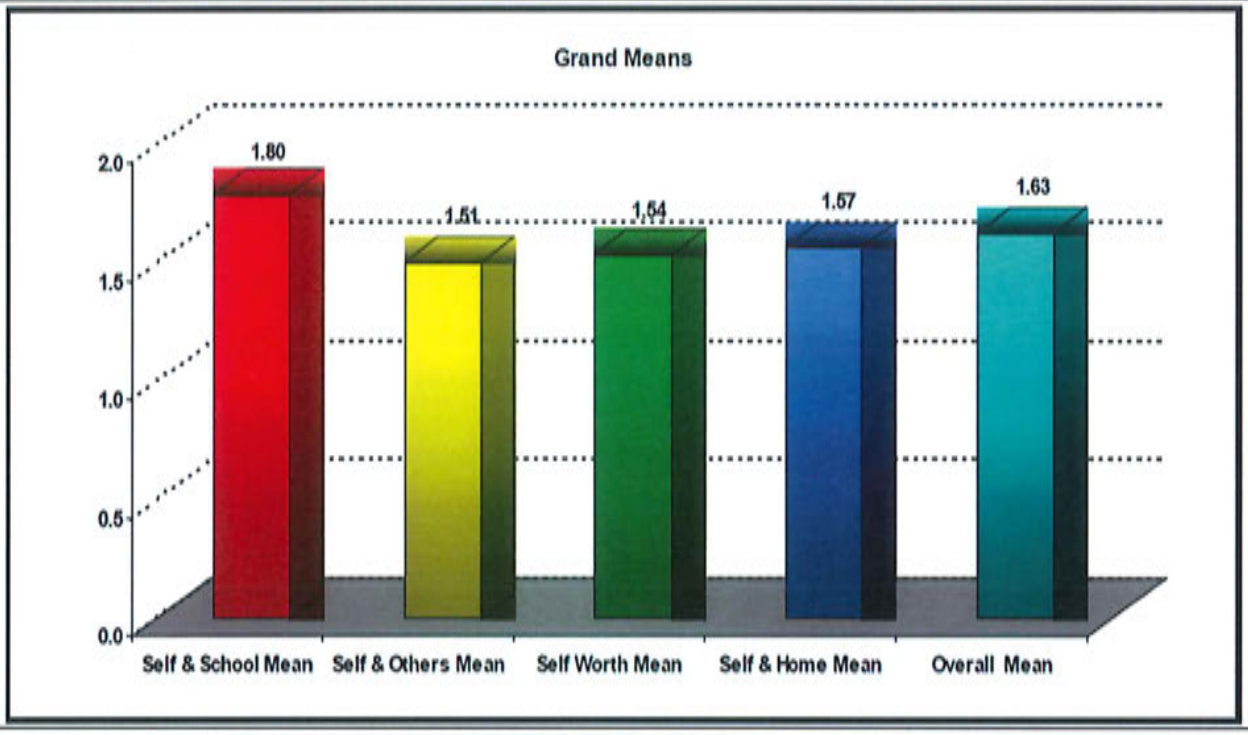


Figure 4 – Australian Wide Middle and Upper Primary SE Results: Mean Comparison to West Byford PS



2019 Self Esteem Testing



2019 Behaviour Management

	Behaviour			
Year and Enrolment	Number of Incidents (incidents per student)	Number of Students (% of Student Pop.)	Days of Suspension (Number of students)	Withdrawals (Number of Students)
2019 Totals (779 students)	568 (0.73 p/s)	161 (20.6%)	20.5 (8 students)	27 (14 students)
2018 Totals (753 students)	552 (0.73 p/s)	156 (20.7%)	7 (6 students)	16 (12 students)
2017 Totals (747 students)	605 (0.80 p/s)	150 (20%)	33 (7 students)	18 (8 students)
2016 Totals (1024 students)	1007 (1.01 p/s)	236 (23%)	33 (9 students)	39 (18 students)
2015 Totals (833 students)	840 (1.0 p/s)	201 (24.1%)	56.5 (10 students)	39 (10 students)
2014 Totals (623 students)	622 (1 p/s)	183 (29.4%)	9 (3 students)	39 (18 students)

There were 568 incidents in 2019, representing a ratio of behaviour incidents per student of 0.73 overall, an identical result to 2018 (acknowledging there were 16 more incidents, and 26 more students enrolled). 161 students recorded behaviour incidents—representing 20.6% of the school population, a reduction of 0.1% from 2018. The total days of suspensions increased significantly from 2018 (20.5 days from 7 days), however only 2 more students were suspended (8 in 2019, 6 in 2018). The number of withdrawal days increased from 16 in 2018 to 27 in 2019. Withdrawal is used strategically, including when external suspension is not considered appropriate. In summary, despite fluctuating school enrolments, the ratio of students receiving behaviour incidents has remained remarkably constant. All classes implicitly follow the WBPS Behaviour Policy, with parents notified immediately of warnings via the Class Dojo app. Parents of students receiving detention are notified via SMS, and a printed behaviour notice is sent home. The school Reward Draw / Play process rewards attendance, punctuality, correct uniform, behaviour and the return of Library Books.