



Annual Report 2009

Bull Creek Primary School
Hardy Street
BULL CREEK WA 6149
Tel: 08 9332 3244
Fax: 08 9310 7578
Email: BullCreek.PS@det.wa.edu.au

Vision: To provide students with an environment that encourages honesty and respect for self, fellow students and community whilst working cooperatively to achieve excellence in education within a friendly and caring environment that enables students to reach their potential.

Introduction

Bull Creek Primary School aims to ensure students and parents feel welcome and have a strong sense of identity with the school. Student contributions and parent involvement is valued.

Our school prides itself on providing the best for each individual child and academic achievements have been and continue to be exceptional. Our pastoral care programs that operate in the school teach children the specific social and emotional skills they need in order to develop and maintain friendships and a strong sense of self-worth. Students have a strong sense of pride in the school and display significant support for each other. Success amongst students is valued, supported and celebrated by all.



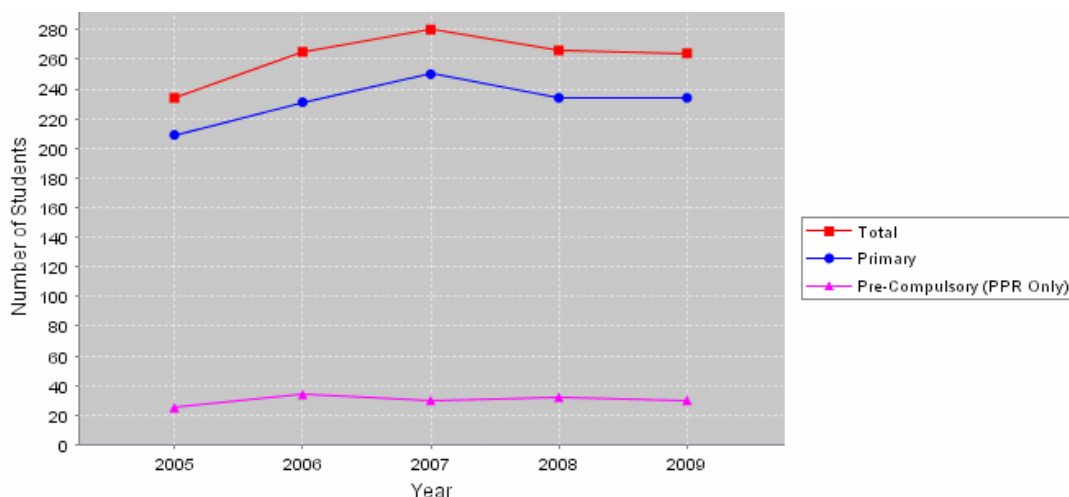
The student population is very much multicultural with students and families from a variety of backgrounds. Respect for other cultures and respect for all school community members is an important part of the values and beliefs held at Bull Creek PS. An English as a Second Language (ESL) teacher and education assistant work on site to support ESL students.

We believe that providing students with opportunities to be leaders and to work cooperatively enhances their learning. The school operates a Prefect and Faction Captain System and these students provide leadership to others and are a conduit for student opinion. Classes are rostered for regular assembly items and Prefects take an active role in the overall organization and operation of assemblies. Teachers also promote cooperative learning as well as independent learning in their classrooms.

Our parent community is very supportive and we have an active School Council where parents become involved in school planning and endorse school directions. Many parents volunteer to assist in the library, canteen, at busy bees, class room help, assistance with excursions, sports carnivals, music and craft activities. Direct P&C involvement and support includes fundraising, running the uniform shop and canteen, the management of the school's facilities' room and grounds' development.

Enrolment Trends

Enrolment at Bull Creek Primary School continues to be steady. The school aims to continue to offer quality learning environments and promote this in an endeavour to attract more families to the school. In collaboration with the P&C and School Council, there are plans to upgrade the Early Childhood Centres in order to provide better services to pre-compulsory students.



2009 Highlights

Gifted and Talented

Seven of our year 7 students were accepted into Gifted and Talented programs in secondary schools and 2 into private schools for academic scholarships. This equates to 24%, a tremendous achievement!

Broncos

The Broncos had a very successful year once again. They continued to display their dancing talents and refined their public speaking at the Senior Citizens Centres. They also visited the Peel District for the 2009 tour and performed at public and private schools. The schools were very impressed and invited the Broncos back for repeat performances.



Music

Music is an important and valued part of the curriculum offered at Bull Creek Primary. Many students learn instruments such as guitar, violin, trumpet and cello. These students had the opportunity to showcase their skills at recitals throughout last year.

Book Week

Book Week has become an annual event at Bull Creek Primary and is celebrated to promote reading and the enjoyment that can come from reading. Last year we coordinated a Dress-Up day where we had characters from Harry Potter, The Cat in the Hat and many more.



ANZAC Service

Every year our school hosts an ANZAC Day Service. This is well attended by many community members including residents from the local RAAF Base. Each year the service is recognised for its quality and the children are commended for the respect that they demonstrate.



Interschool Sport

2009 was a mixed year for Bull Creek Primary. At the Interschool Swimming Carnival we were ___ overall competing against much larger schools and ___ in the Meritorious Shield.

Our performance at the Interschool Athletics Carnival was down on previous years with a 7th place in both the Handicap and Outright shields.

At the Interschool cross country there were solid performances from Justin Rutty and Kate Viney and we finished 6th in and handicap and 7th overall.

In the Eagles Cup during 2nd term we achieved the following results.
Netball A Division – 4th, Netball B Division – 4th, Hockey – 4th, Football – 4th.

At the Super 8's Cricket Carnival in Term 4 the boys' team was 2nd and the girls' team 4th.

At the league tag we finished 2nd in Division A.

Green faction won the school swimming carnival in Term 1.

Blue faction won the school athletics carnival in Term 3.

Deep Water Point Bike Ride

Each year as part of a Bike Education Program, our senior students take part in a mass ride. In 2009, their teachers organised the ride to Deep Water Point. Not only is this an opportunity to practise and reinforce bicycle safety and road awareness, it is also an opportunity for the students to bond as a group.



Waterwise Schools

During 2009 our school was recognised as a Waterwise School. Acknowledgement was accorded to the school at a special assembly and MLA Mr Christian Porter presented the school with our recognition. Mrs Sue Toner and Mrs Christine Meyer coordinated the school's submission to become Waterwise.



School Performance

Each year students in Years 3, 5 & 7 are assessed in Writing, Reading, Punctuation and Grammar, Spelling, and Numeracy in nation wide tests. A major purpose of the assessment is to provide parents and caregivers with information about the achievement of their children in relation to nationally agreed proficiency bands.

For year 3 the minimum national standard is Band 2. For year 5 the minimum national standard is Band 4.

For year 7 the minimum national standard is Band 5.

Year 7 Numeracy

Band	Year 7 Numeracy					
	School		Like Schools		State	
	2008	2009	2008	2009	2008	2009
9 to 10	24%	32%	22%	27%	0%	0%
8	31%	35%	20%	22%	17%	17%
7	25%	19%	29%	24%	25%	27%
6	12%	8%	15%	23%	23%	27%
5	2%	11%	2%	2%	13%	17%
1 to 4	7%	3%	7%	1%	6%	6%

Year 7 Reading

Band	Year 7 Reading					
	School		Like Schools		State	
	2008	2009	2008	2009	2008	2009
9 to 10	15%	16%	17%	17%	4%	5%
8	23%	26%	25%	25%	18%	18%
7	40%	32%	27%	25%	25%	25%
6	10%	16%	26%	19%	37%	27%
5	3%	10%	5%	11%	11%	17%
1 to 4	3%	0%	1%	2%	1%	2%

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

Year 7 Writing

Band	Year 7 Writing					
	School		Like Schools		State	
	2008	2009	2008	2009	2008	2009
9 to 10	41%	43%	34%	37%	8%	5%
8	23%	27%	27%	27%	12%	16%
7	22%	16%	27%	27%	14%	21%
6	14%	10%	24%	21%	23%	20%
5	2%	11%	7%	9%	11%	12%
1 to 4	7%	2%	4%	5%	12%	10%

Year 7 Spelling

Band	Year 7 Spelling					
	School		Like Schools		State	
	2008	2009	2008	2009	2008	2009
9 to 10	23%	25%	20%	20%	5%	6%
8	35%	31%	31%	29%	19%	14%
7	32%	23%	34%	26%	26%	25%
6	8%	14%	21%	22%	27%	27%
5	5%	0%	0%	0%	10%	10%
1 to 4	0%	0%	4%	3%	11%	14%

Year 7 Punctuation and Grammar

Band	Year 7 Punctuation & Grammar					
	School		Like Schools		State	
	2008	2009	2008	2009	2008	2009
9 to 10	13%	42%	12%	25%	4%	10%
8	31%	19%	17%	10%	11%	2%
7	25%	25%	20%	31%	22%	24%
6	18%	14%	14%	22%	16%	22%
5	12%	0%	17%	7%	20%	17%
1 to 4	2%	3%	2%	4%	14%	11%

Summary:

Numeracy, Spelling and Punctuation and Grammar results for Year 7 were above the results for Like Schools. The school's Reading and Writing results were comparable to like schools.

The writing results at year 7 have shown a slight decline over the last few years. They are still at expected performance and comparable to like schools.

Teachers will provide children with explicit information about how Narratives are assessed so that the children, with support from their teachers, can set goals for improvement.

Year 5 Numeracy

Band	Year 5 Numeracy					
	School		Like Schools		State	
	2008	2009	2008	2009	2008	2009
8 to 10	35%	23%	22%	18%	3%	6%
7	21%	21%	21%	21%	5%	12%
6	24%	23%	24%	22%	21%	20%
5	22%	27%	23%	21%	22%	25%
4	5%	18%	1%	5%	21%	21%
1 to 3	0%	0%	0%	1%	12%	6%

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

Year 5 Reading

Band	Year 5 Reading					
	School		Like Schools		State	
	2008	2009	2008	2009	2008	2009
8 to 10	24%	9%	18%	21%	4%	7%
7	11%	18%	10%	14%	15%	13%
6	25%	12%	25%	19%	24%	20%
5	21%	30%	22%	27%	23%	23%
4	11%	12%	11%	7%	17%	15%
1 to 3	5%	12%	5%	2%	3%	2%

Year 5 Writing

Band	Year 5 Writing					
	School		Like Schools		State	
	2008	2009	2008	2009	2008	2009
8 to 10	11%	3%	4%	21%	4%	7%
7	8%	6%	12%	21%	13%	12%
6	20%	18%	30%	24%	27%	32%
5	32%	20%	19%	27%	19%	21%
4	11%	15%	8%	5%	17%	14%
1 to 3	0%	9%	0%	2%	12%	10%

Year 5 Spelling

Band	Year 5 Spelling					
	School		Like Schools		State	
	2008	2009	2008	2009	2008	2009
8 to 10	8%	4%	11%	17%	4%	5%
7	21%	15%	26%	31%	14%	14%
6	37%	30%	30%	29%	33%	25%
5	21%	15%	21%	17%	27%	20%
4	0%	21%	19%	0%	15%	17%
1 to 3	5%	0%	3%	2%	12%	13%

Year 5 Punctuation and Grammar

Band	Year 5 Punctuation & Grammar					
	School		Like Schools		State	
	2008	2009	2008	2009	2008	2009
8 to 10	26%	8%	25%	7%	0%	8%
7	17%	12%	22%	20%	10%	10%
6	25%	21%	29%	20%	10%	10%
5	18%	30%	16%	11%	23%	18%
4	13%	12%	3%	5%	14%	13%
1 to 3	0%	0%	7%	2%	10%	10%

Summary:

Numeracy and Reading results for Year 5 were at expected performance but slightly below the results for Like Schools. The school's Punctuation and Grammar and Spelling results were slightly below expected performance and below that of like schools. The Writing results were below expected performance and also that of like schools and highlighted an area for improvement for 2010.

After analysing individual test items it was agreed that teachers in Years 4-5 have a focus on explicitly teaching the elements of Narrative and other writing genres. The school last year introduced an Oral narrative structure for K-3 and we intend to see that this becomes a smooth transition to formal writing.

Teachers will provide children with explicit information about how Narratives are assessed so that the children with support from their teachers can set goals for improvement.

In Numeracy we have identified that we need to have more of a focus on 3-D shapes and some further work with solving problems presented in a differing context to the traditional sum.

Our results for Year 5 are at Expected Performance with the exception of Writing.

Year 3 Numeracy

Band	Year 3 Numeracy						
	School		Like Schools			State	
	2008	2009	2008	2009	2008	2009	
6 to 10	10%	13%	10%	22%	7%	13%	
5	10%	7%	10%	20%	17%	15%	
4	32%	27%	22%	21%	27%	23%	
3	32%	27%	23%	20%	27%	23%	
2	7%	7%	8%	8%	17%	7%	
1	0%	0%	0%	0%	5%	5%	

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

Year 3 Reading

Band	Year 3 Reading						
	School		Like Schools			State	
	2008	2009	2008	2009	2008	2009	
6 to 10	24%	8%	26%	32%	14%	16%	
5	13%	20%	13%	20%	15%	10%	
4	33%	33%	18%	22%	21%	20%	
3	22%	20%	11%	10%	10%	20%	
2	8%	15%	0%	7%	18%	14%	
1	0%	0%	0%	0%	12%	14%	

Year 3 Writing

Band	Year 3 Writing						
	School		Like Schools			State	
	2008	2009	2008	2009	2008	2009	
6 to 10	17%	13%	29%	23%	13%	13%	
5	29%	21%	29%	25%	6%	27%	
4	38%	40%	27%	28%	31%	28%	
3	13%	11%	12%	11%	23%	11%	
2	4%	5%	2%	2%	0%	7%	
1	0%	0%	1%	1%	0%	0%	

Year 3 Spelling

Band	Year 3 Spelling						
	School		Like Schools			State	
	2008	2009	2008	2009	2008	2009	
6 to 10	25%	17%	23%	24%	13%	12%	
5	21%	20%	23%	27%	11%	20%	
4	47%	31%	45%	31%	21%	28%	
3	0%	38%	18%	18%	21%	21%	
2	13%	0%	1%	0%	14%	9%	
1	3%	0%	2%	1%	12%	8%	

Year 3 Punctuation and Grammar

Band	Year 3 Punctuation & Grammar						
	School		Like Schools			State	
	2008	2009	2008	2009	2008	2009	
6 to 10	17%	22%	28%	40%	14%	22%	
5	25%	30%	17%	22%	17%	18%	
4	47%	18%	30%	23%	29%	21%	
3	12%	12%	15%	9%	19%	12%	
2	7%	11%	0%	0%	11%	10%	
1	0%	0%	0%	0%	14%	11%	

Summary:

Punctuation and Grammar and Writing results for Year 3 were at expected performance but slightly below the results for Like Schools.

The school's Spelling results were slightly below expected performance and below that of like schools.

The Numeracy and Reading results were below expected performance and also that of like schools and highlighted an area for improvement for 2010.

After analysing individual test items it was agreed that teachers in Years 1-3 need to focus on teaching children components of information texts. We will also continue to work on paragraphing, sentence structure, vocabulary development, phonological awareness and other language attainment skills to give them the best possible chance to be successful at the more formal skills of English namely reading and writing.

Teachers will provide children with explicit information about how Narratives are assessed so that the children with support from their teachers can set goals for improvement.

In Numeracy we have identified that we need to have more of a focus on understanding number and calculation methodology. There is to be a greater emphasis placed on teaching children mental mathematics skills to develop understanding of number and assist with automatic recall.

Priority Area Reports

English

In 2007 an Action Team was formed to target improving student performance in the Reading aspect of English.

In 2009 we continued to focus on.

1. Improving the teaching and learning programs offered.
2. Updating the resources available to teach Reading.
3. Providing professional learning for teachers on the Reading process.
4. Improving the learning environment so that they are inclusive of all children.



The school promoted Book Week again last year and we plan to continue this into the future. Our P&C kindly contributed again to support the upgrade of the Library. This resource is now being accessed more by both students and teachers.

Recommendations for 2010

- Consolidate the implementation of screening tools at K, PP and Year 1 to identify students who are experiencing problems in speech and language.
- Continue to purchase more reading texts.
- Continue to provide staff with professional learning in particular writing.
- The Learning Support Coordinator to assist teachers in catering for students at educational risks.
- Use Lit Net profiles to plot students at risk in order to identify specific needs and develop strategic learning programs.
- Fully implement the school's Student at Education Risk Policy.
- A school funded Education Support position to be continued to established support for individual students.
- Continue Book Week.
- Continue to implement Oral Narrative in K-3 with children transitioning to formal Narrative Writing. Teachers from Years 2-7 to teach the explicit skills of formal narrative using the structure of the school's Narrative Form.
- Purchase and implement MultiLit to support students at risk.
- Develop a whole school approach to the teaching of writing.

Health & Well Being

In 2007 a two year school plan for 2008-2009 was developed to address the Social and Emotional learning component of the Health and PE Learning Area.

The four components of Kismatter, which focus on areas where schools can strengthen the protective factors for students' mental health and minimise the risk factors, have been discussed introduced through Professional Learning sessions. These sessions were run by Kate Engelbrecht who is the State Project Officer.



A parent action group is now very much involved in supporting us with the Kids Matter Initiative. A resource area within the Facilities Room has been set up. They also produced a Kids Matter Newsletter each term that has been well received.

Recommendations for 2010

- Continue the Friendly Schools and Families program in all classes.
- Continue Virtues Program whereby each term we have one virtue that is explicitly taught and focused on across the school.
- Reinforce School Behaviour Expectations regularly at assemblies and in newsletters.
- Continue to use the school's Newsletter as a means of communicating the messages from Friendly Schools and Families.
- Prepare the Facilities Room as a resource area for information relating to support agencies for parenting and child mental health concerns.
- Continue coffee and chat afternoons each term in the Facilities Room.

Mathematics

A school operation plan was developed late in 2009 for action in 2010.

Recommendations for 2010

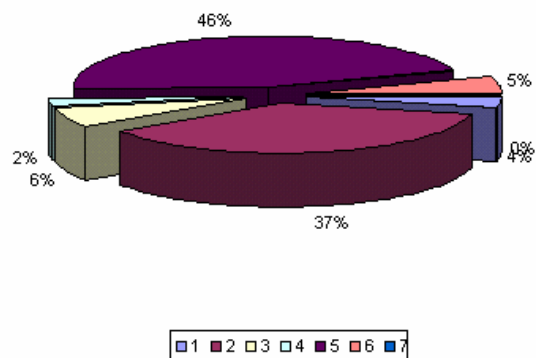
- Teachers to explicitly teach strategies to children to work with numbers mentally.
- A teacher to be trained as a facilitator of First Steps Mathematics.
- Teachers to utilise the online resources available from The Department of Education.
- Develop an Individual Mathematics Profile that can be used to track student progress.

Financial Summary

Income

	Budget	Actual
1 Voluntary Contributions	\$11,013	\$11,013
2 Charges and Fees	\$112,648	\$112,648
3 P & C Contributions	\$19,277	\$19,277
4 Fundraising and Donations	\$6,911	\$6,911
5 State Government Grants	\$138,447	\$138,447
6 Miscellaneous	\$15,698	\$15,698
Total Income	\$303,993	\$303,993
7 Carry Over Balance	\$48,960	\$48,960
Total Funds Available	\$352,953	\$352,953

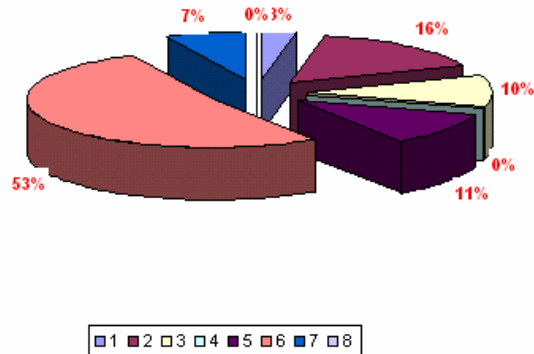
Available Funds



Expenditure

	Budget	Actual
1 Administration	\$10,338	\$9,591
2 Utilities	\$57,442	\$52,339
3 Repairs and Maintenance	\$34,537	\$33,648
4 Capital Works	\$0	\$0
5 Assets and Resources	\$34,022	\$35,492
6 Education Services	\$190,077	\$170,184
7 Miscellaneous	\$25,522	\$22,308
Total Expenditure	\$351,938	\$323,562
8 Transfer to Asset Reserves		
Total Funds Carry Forward	\$1,015	\$29,391

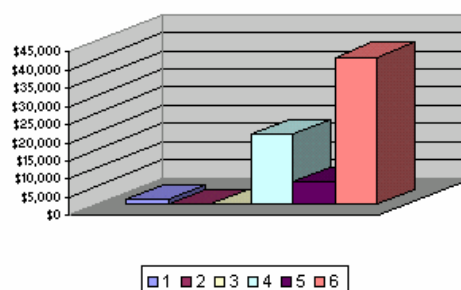
Expenditure



Cash Position as at: (31/12/2009)

Bank Balance	\$67,002
Made up of:	
1 Carry Over Grants (committed)	\$1,400
2 Deductible Gift Funds	\$0
3 Trust Funds	\$0
4 Asset Replacement Reserves	\$19,133
5 Suspense Accounts	\$6,159
6 Uncommitted Funds	\$40,310
Total Bank Balance	\$67,002

Cash Position



Other financial information

Voluntary contributions collection rate	73%	Total creditors as at: 22nd December 2008	\$55.40
Total bad debts written off for the year	Nil	Total Debtors as at: 22nd December 2008	Nil
Total assets/resources written off for the year	\$1,210	Total value of new leases for the year	7188.76

P&C Report

The Bull Creek Primary School has once again had the Parents & Citizens Association working alongside them in 2009. The support from the broader community and from within the school, helps the P&C to raise extensive funding which contributes to the supply of new resources for the school and assists in maintaining the high standards to which the school has grown accustomed.

The fundraising accrued by the P&C in 2009 was acquired from various events held throughout the year, approximating just over \$29,000. The walkathon in term 3 was our main fundraiser which earned close to \$5,500. The smaller affairs which took place include: the Easter raffle, the Fathers Day breakfast BBQ, multicultural food sales from Harmony Week, car park raffles (one every term) and the Referendum Day BBQ which also included a cake/plant stall and raffle.

The Amenities Centre is a great ongoing income providing a boost of \$6,000 to our funds. The centre was operated by Laressa Strang and Viv Tracy who initiated and oversaw the upgrade of new blinds, a new vacuum cleaner and a brand new fridge. The school received positive feedback about all the improvements from the businesses which regularly use the centre.

The P&C run the School Canteen which last year was operated by Managers Pauline Hough and Helen Wong. Because of their innovation and creative ideas on food, the canteen profited around \$4000. This is no easy task as many schools have closed their canteens due to a loss. The managers initiated links with other schools and have started providing canteen lunches for Bateman Primary School. Like all good food outlets, the canteen is the hub of the school and much fun is generated through it. Its social aspect also enables us to muster volunteers and is one of the key ways in which the school stays well connected.

The Uniform Shop makes little profit due to the goal of keeping costs to school families low. This hopefully encourages all students to take pride in wearing the school uniform whilst making it affordable. The small profit is actually obtained mainly from the sales of second hand uniforms that are in good condition. Julie Bruer ran the uniform shop as well as coordinating the stock and sales aspects of the business.

The Grounds Committee, Chris Lee and Barbara Waddington, started a 5 year plan in 2008 which aims to improve, update and maintain the school grounds, in order to assist our gardener Tad Mikalak. Tad works part time and can only do so much during his employed hours. Last year the School saw the erection of new shade sails covering the spider climbing playground equipment, planting a new vegetable garden, a new basketball hoop and new fencing go up in the Kindy/PP area. There were several busy bees organised that had a successful turnout of families who worked together and were rewarded with morning tea and plenty of laughs. The profit made by this Committee was small, but never the less vital in helping out the School. These funds came from the propagation and sales of plants; sales of worm fertilizer that the year 7 students helped run; the sale of mulch made from School plants/trees that were cut down and converted into mulch and also from the auction of a standard rose obtained by Barbara Waddington which fetched for \$92.

The students have greatly benefited by the purchase of new Library books to the value of \$2,000, which was P&C funded.

The year 7 graduation and the Endeavor Awards for 2009 were again funded by the P&C. Last year a new venue for the graduation was required. Previously held in the Aviation Heritage Museum it was moved to Tompkins on the Swan, in Alfred Cove by the Swan River. This change in venue turned out to be a great success.

I would like to take this opportunity to recognise the outstanding efforts of Kerrie Rudrum who was our Vice President in 2009, and President for many years before that; Pauline Hough and Helen Wong for managing the School Canteen for many years; Chris Lee and Barbara Waddington for laying the foundation work of the Grounds Committee as well as for all their volunteering efforts prior to that and to Laressa Strang and Viv Tracey for coordinating the Amenities Centre.

On behalf of the P&C, we would like to say a huge thanks to each of you and all the other hard working volunteers who took part in the various activities from behind the scenes on the many activities organised by the P&C. Your commitment, hard work and dedication has not gone unnoticed. It is the great support from volunteers like yourselves, that makes Bull Creek Primary School a special place for our children.

Lisa Phillips, P&C President 2009.