

Baynton West Primary School

Annual Report 2025

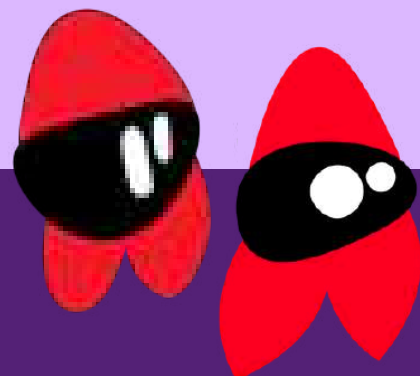


*Children are at the
heart of our school*

Acknowledgement of Country



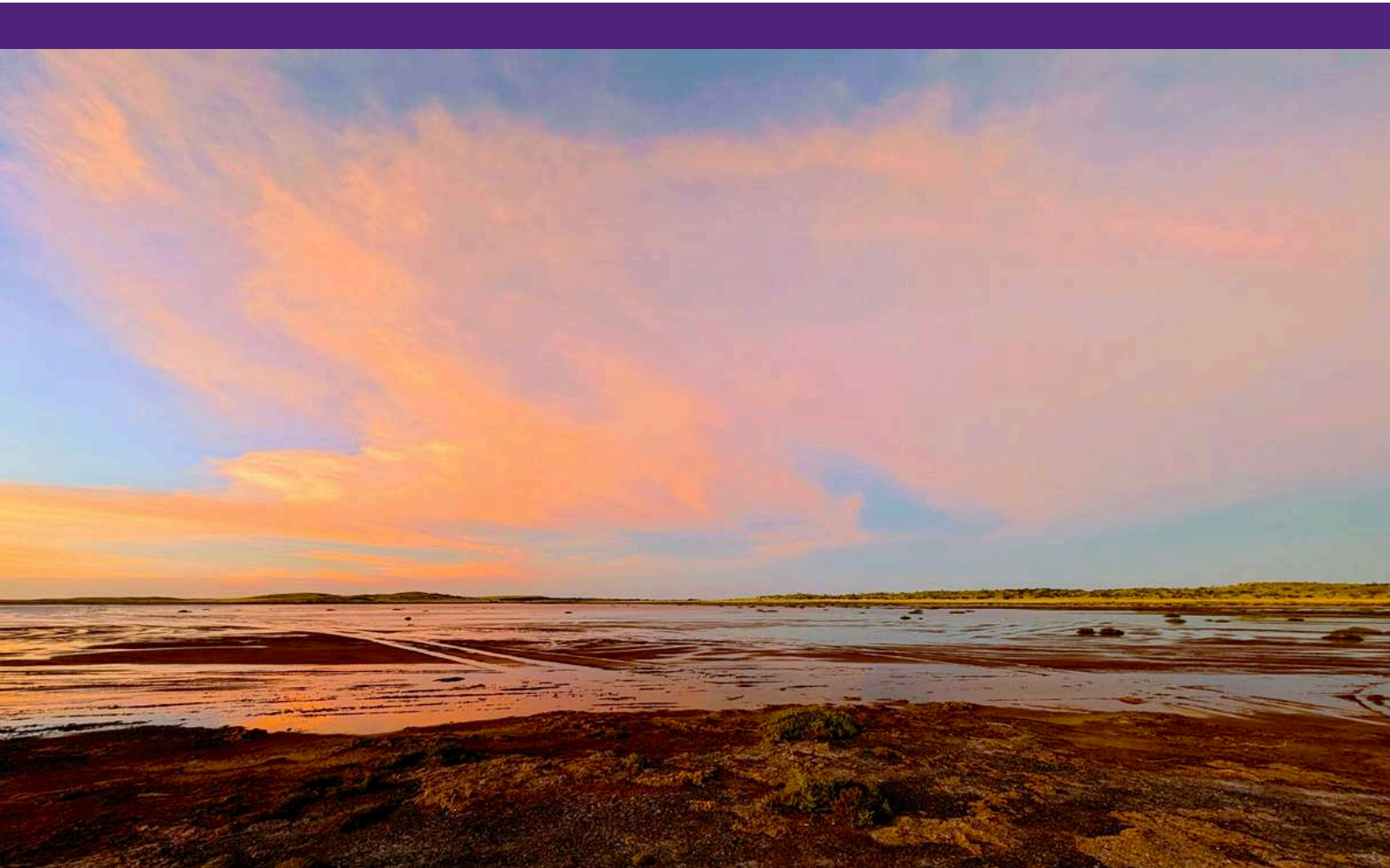
Click on the QR Code to view our
Acknowledgement of Country



Ngayintharri-Gumawarni-Ngurrangka
(We all come together for country)

We respectfully acknowledge the past, present and emerging custodians of this land on which we meet, the Ngarluma people.

It is a privilege to be standing on Ngarluma country. We also acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education of all children and people in this country we all live in and share together - Australia.

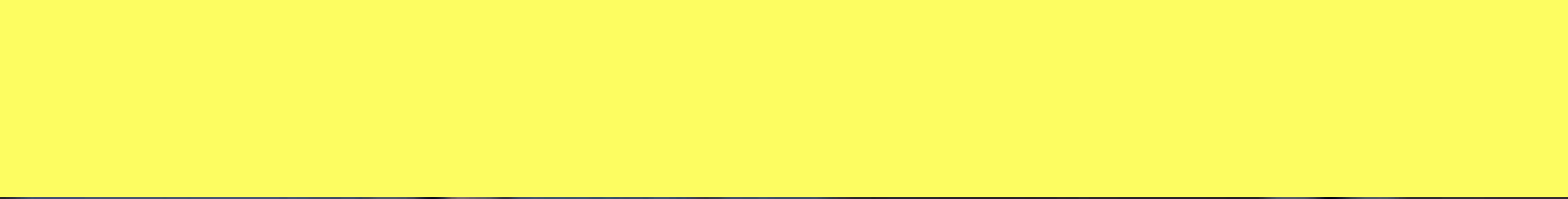


*Baynton West Primary School proudly
lives and learns on Ngarluma country*



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SCHOOL BOARD

Chair's Message

Wayiba,

Firstly, I would like to respectfully acknowledge the past, present, and emerging custodians of this land, the Ngarluma people. It is a privilege to be writing to you all on Ngarluma country.

It is my honour to present the 2025 Chair's message for Baynton West Primary School. This year has been one of both challenge and opportunity, and Baynton West Primary School has truly risen to meet each moment. Every year brings new hurdles, yet Lisa Ledger and the entire staff have approached each one with dedication, compassion, and an unwavering commitment to our students. Their leadership does not only shine within our school but stands as a shining example across the education system in Western Australia.

In 2025, our students achieved remarkable progress across academic, social, and emotional domains. This success is a testament to our dedicated teaching staff, strong leadership, and the active engagement of our families. One of the greatest highlights continues to be the school's commitment to deepening our students' understanding and cultural competency, particularly through meaningful engagement with local Traditional Owners and the broader community.

A standout again this year is the Waja Guma Aboriginal Early Learning Program. Now in its fourth year, it continues to demonstrate what is possible when a community works together with vision and purpose. The Waja Guma Aboriginal Early Learning Centre provides a culturally safe space for Aboriginal children aged 0-4 to engage in play-based learning, and its success has become woven into the very fabric of our school.

I also want to extend a heartfelt thank you to our school board members for their hard work and dedication throughout the year. Your time, insights, and passion for this school make a real difference, and it's a privilege to work alongside you.

To all our school staff, thank you. Your commitment goes above and beyond, in ways both big and small. The board sees your efforts, our families appreciate them, and our children are all the better for what you do.

Together, we will continue to strive for a strong future for every child at our school. We are Baynton West Primary School.



Molly Singline

School Board Chair

Baynton West Primary School 2025

NATURE PLAYGROUND

Upgrade



Our nature playground has come to life as a vibrant space of adventure, imagination and connection, where laughter echoes and creativity runs wild. Proudly funded by our incredible P&C and brought to life by the talented hands of our community, this special space is already becoming a much-loved hub for play, exploration and joy. We would like to thank the following companies for helping to create this space. MundaMurra, Coates Hire, Heidelberg Materials Australia, Pilbara Ports, Rock Solid Contracting & Troy's Tyres 2 You.



PRINCIPAL'S Message

2025 has been a year of sustained improvement, innovation and strong outcomes for Baynton West Primary School. The collective efforts of staff, students, families and community partners have ensured the school continues to provide high-quality education within a supportive, inclusive and culturally responsive environment.

Student wellbeing was a strategic priority throughout the year. The school implemented Aussie Optimism, an evidence-based, whole-school approach aligned with the Western Australian Curriculum and the Department of Education's focus on student wellbeing and mental health. Aussie Optimism was implemented across all year levels to explicitly teach social and emotional competencies, including emotional literacy, positive thinking skills, problem-solving, help-seeking behaviours and resilience.

Staff were supported to deliver the program consistently and with fidelity, embedding wellbeing instruction into regular classroom practice rather than as an isolated intervention. The program has contributed to improved student self-regulation, increased emotional awareness and strengthened peer relationships, supporting positive engagement in learning. The explicit teaching of wellbeing skills through Aussie Optimism complements the school's inclusive and trauma-informed practices and supports early intervention and prevention.

This work was further strengthened through the consistent implementation of Morning Meetings in all classrooms. Morning Meetings provide structured opportunities to build positive relationships, establish a sense of belonging, reinforce social expectations and support student voice. Together, Morning Meetings and Aussie Optimism have created a shared language around wellbeing across the school.

To further support student regulation and engagement, the school established the Zen Zone, a designated space providing students with access to calm, supported regulation when required. This initiative supports students to develop self-regulation strategies and return to learning in a positive and supported manner.

Strong wellbeing foundations continue to support positive academic outcomes. In 2025, Baynton West Primary School achieved excellent NAPLAN results, especially in year five, reflecting the effectiveness of high-impact teaching practices, targeted intervention and a whole-school focus on continuous improvement. These outcomes demonstrate the school's commitment to achieving strong academic performance in addition to student wellbeing and engagement.

The school was recognised as a finalist in the WA Education Awards in two categories: Cultural Responsiveness and Early Childhood Education. These nominations acknowledge the school's commitment to inclusive practice, strong early learning foundations and meaningful partnerships with families and community.

The professionalism and dedication of our teachers and Education Assistants continue to be a significant strength of the school. Staff work collaboratively to deliver high-quality teaching and learning programs that are responsive to the diverse needs of students. Their commitment to continuous professional growth and student-centred practice is evident in both academic outcomes and positive student wellbeing indicators.

Baynton West Primary School benefits greatly from the strong support of a highly engaged and student-focused Parents and Citizens Association (P&C). Our P&C works tirelessly behind the scenes and alongside the school, providing advocacy, fundraising and community connection that directly enhances student experiences. Their ongoing efforts have enabled the purchase of additional resources and improvements to our playground spaces, ensuring students have access to engaging, well-maintained environments that support both learning and play in an inclusive manner. The commitment of the P&C reflects a shared belief that every child deserves the very best.



Lisa Ledger

Principal,

Baynton West Primary School



Click on the QR Code to view a special welcome from Lisa Ledger

The Waja Guma (Little People Learning) program continues to be a key strength of our school. Delivering high-quality early learning opportunities for 0-4 Aboriginal children and their caregivers, the program supports strong early engagement with education and builds trusting relationships with families. Co-facilitated by a qualified teacher and a cultural expert, Waja Guma provides a culturally safe, welcoming environment where children and caregivers learn together. The program plays an important role in supporting positive transitions into school and reflects best practice in culturally responsive early childhood education.

Effective governance continues to underpin the success of Baynton West Primary School. Our School Board provides strong leadership through thoughtful strategic oversight, guidance and support. Their commitment to accountability, continuous improvement and community voice has been instrumental in supporting my leadership and ensuring the school's direction remains aligned with the aspirations of our community.

We remain deeply committed to strengthening connections to Ngarluma culture and ensuring cultural safety for all Aboriginal students. Through ongoing on Country learning and authentic partnerships, students and staff continue to develop a deeper understanding of Country, culture and community. These experiences foster respect, pride and connection, and support reconciliation and cultural responsiveness across the school. We are expanding 'On Country' learning in 2026.

At Baynton West Primary School, we are committed to the development of the whole child. We believe success encompasses academic achievement as well as social, emotional and cultural growth. Through high-quality teaching, strong wellbeing practices and meaningful community partnerships, we continue to provide an environment where all students are supported to learn, grow and thrive – because, at the heart of everything we do, are our students.



PILLARS of Success

Our vision is divided into three pillars which drive what we do each day. It dictates how we allocate resources, how we represent our school and how we engage with each other.

Our Pillars are Wellbeing, Student Learning and Teaching Quality.



WELLBEING

This focuses on being connected with peers and with staff through building and strengthening relationships.

Positive Behaviour Support curriculum program

Restorative behaviour approaches

Aussie Optimism Wellbeing program

Trauma informed practice

Culture and Country focused – proud to be learning on Ngarluma Country

Anti-Bullying and Good Standing policies

Special Educational Needs
Attendance support

Celebrations of success: Principal's High Tea, Leadership Luncheons, Maths Mastery badges, Ngarluma Nightly Reading Challenge, Attendance initiative, Holiday Reading programs

Nurture and Care program

Sensory tools provided

Partnership with WA Clinical School of Rural Health

Partnerships with outside agencies, corporations, and NDIS

First Aid training



STUDENT LEARNING

This refers to providing our staff with time to plan together and resources to assist with lesson design and delivery. All classes adopt a common approach to ensure consistency.

High Impact Teaching strategies

School Scope and sequence based on the WA English and Maths Higher order thinking using Bloom's Taxonomy

Parent Information Sessions and online seminars

Extracurricular program

Reading Embassy and Mastery Before School programs

Student Voice and Leadership opportunities

PATS assessment schedule
Data walls

Elastik

Extracurricular learning program



TEACHING QUALITY

This is the 'art' of good teaching; we use a research-based, and student data-driven approach, to promote great teaching and each of our school leaders work alongside our teachers in classrooms. Expert teachers are given time to support those in their early career stages.

School leaders as Pedagogical Coaches and visible in the school

Mentoring of new staff: Phase Leaders

Classroom observation and feedback for all staff

Collaborative planning for all year levels

Research based teaching practices

Data driven lesson planning

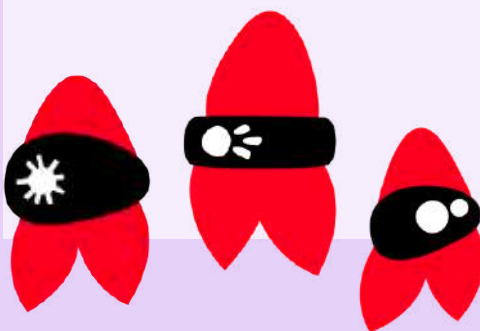
Shaping Minds professional learning

Quality Teaching Strategy
Lead School

Phonics team engagement

Expert teachers coach early career teachers

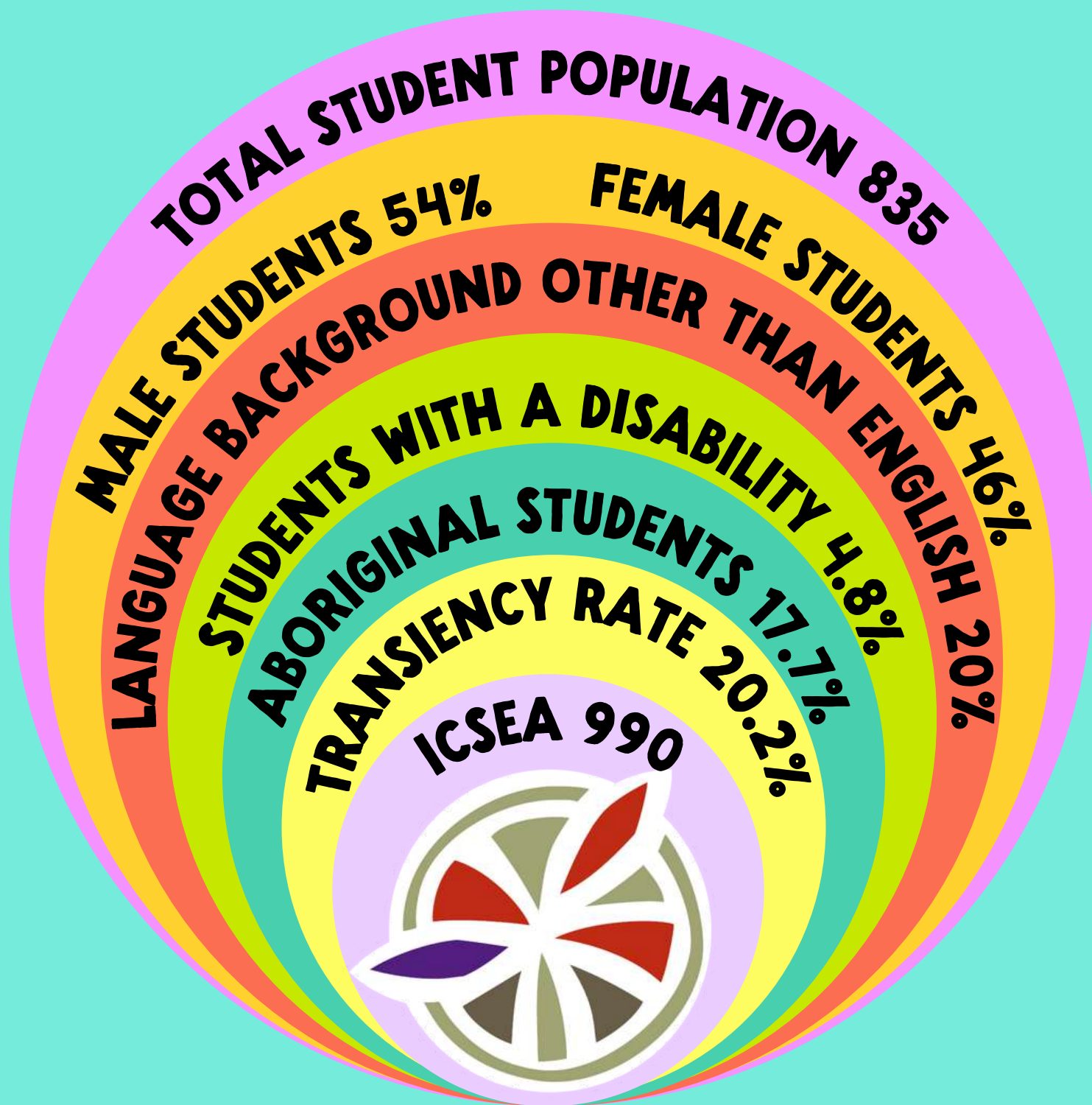
School is identified as a Quality Teaching Strategy Lead School





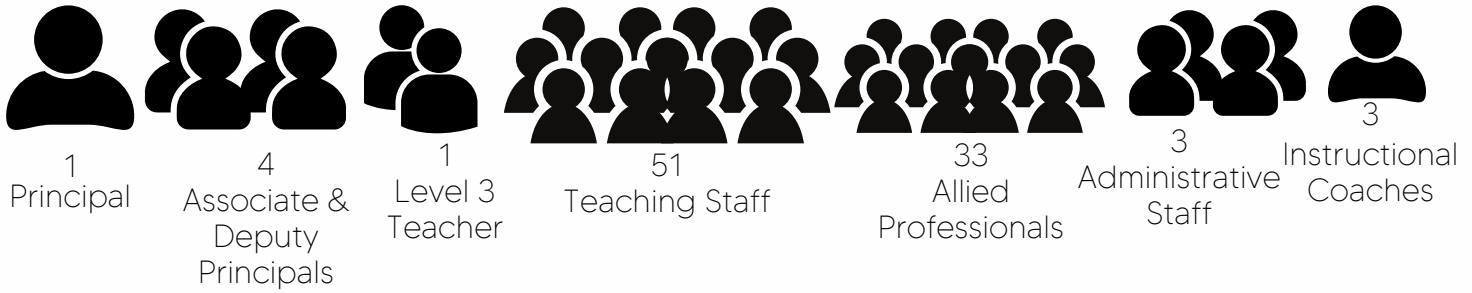
Children
are at
the heart of
our school

STUDENT Profile



*ICSEA provides an indication of the socio-educational backgrounds of students; it has nothing to do with the staff, school facilities or teaching programs at the school. ICSEA is not a school rating.

WORKFORCE Profile

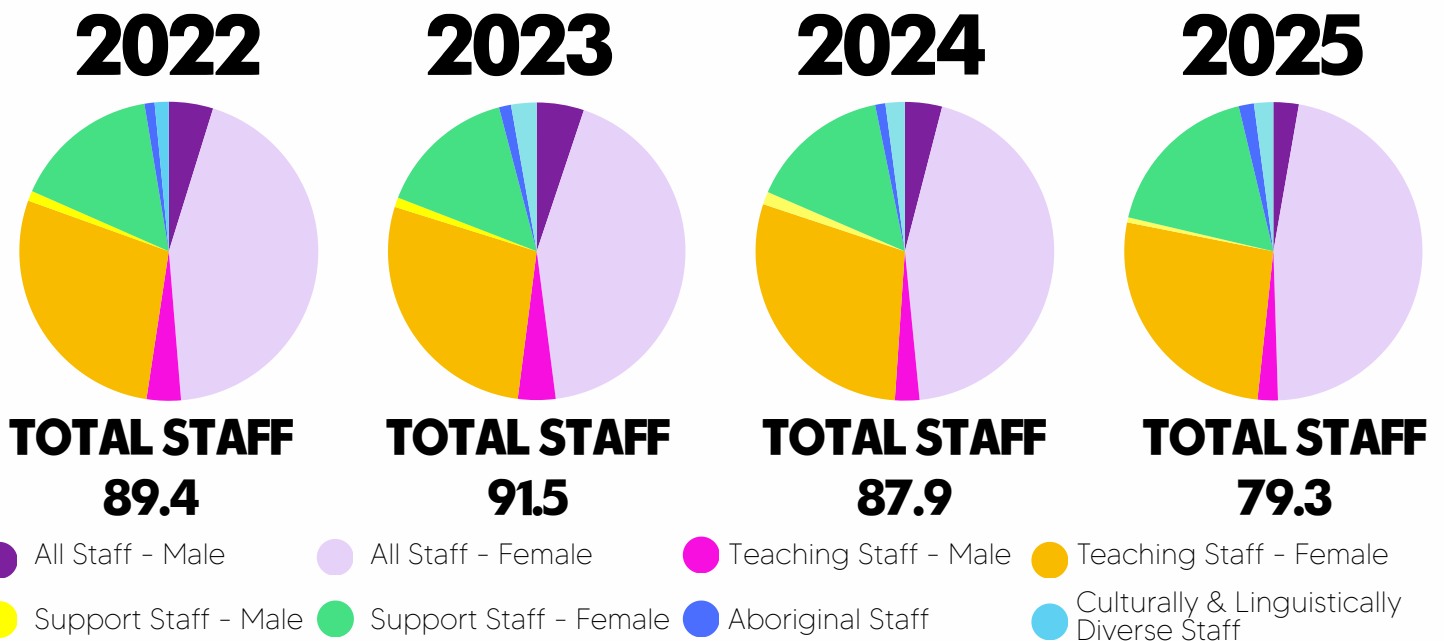


Leadership Growth and Achievement

Leadership development continues to be a significant strength of our school, and we are proud of the depth of talent and aspiration within our staff. Six middle leaders and seven phase leaders have actively grown their leadership capabilities through rich collaboration with the school leadership team, supported by high-quality mentoring at the system level. This collective approach has strengthened instructional leadership, built confidence, and ensured a strong, shared vision for teaching and learning across the school.

We proudly celebrate the advancement of our Aboriginal and Islander Education Officers (AIEOs) to advanced levels, recognising their exceptional skills, cultural leadership, and profound impact on student engagement, wellbeing, and connections with families and community. Their promotion is richly deserved and reflects the vital role they play within our school.

We are also delighted to announce that three outstanding teachers have been appointed to Deputy Principal positions, two during 2025 and one commencing in 2026. These appointments are a powerful endorsement of their professionalism, leadership, and commitment to our students and community. They highlight the strength of our internal leadership pathways and our ongoing focus on nurturing future leaders from within.



OUR FOCUS Areas



Excellence in Teaching and Learning

Every student in our school notably improves academically every year.

A Commitment to Care, Belonging and Inclusivity

We promote Health and Wellbeing for our staff and students, and we empower our students to use their voice.

A Strong Connection to our Local Community and Culture

Our community is proud of our school and views it as an extension of family.

Professional Leadership

As a team of highly professional educators, we foster collaborative partnerships, trust and loyalty. We are all leaders who seek professional growth and add value to Public Education.

The Baynton West Way

Our values are reflected in everything that we do.
We call it 'The Baynton West Way'.

Integrity

means we take responsibility for what we say, what we do and who we are. We demonstrate this by having the courage to do the right thing with fidelity and consistency.

Innovation

means we are continually striving for ways to achieve success for all in a world of continuous change. We demonstrate this by providing responsive learning and encouraging deep thinking and creativity.

Dedication

means our determination to apply the best of ourselves in everything we do. We demonstrate this by persisting with positive action to overcome obstacles and challenges.

Community

means being there for one another. We demonstrate this by treating everyone equitably, and with respect. We listen with empathy and act with compassion.



OUR MORAL Purpose



Baynton West Primary School provides educational opportunities to build upon individual strengths in a safe, inclusive, and supportive environment, which is engaging and pursues high academic performance. Our school community works together to build lifelong learners who are socially and emotionally responsible and responsive.



OUR BUSINESS PLAN

Targets

Key Focus Area One:

Excellence in Teaching and Learning

We will increase the percentage of students in the top two proficiency levels in all NAPLAN areas.

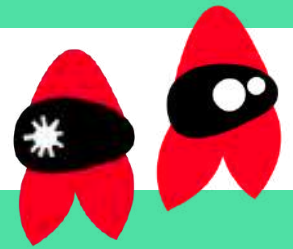
YEAR 3	Numeracy		Reading		Writing		Spelling		Grammar & Punctuation	
	School	Like School	School	Like School	School	Like School	School	Like School	School	Like School
Exceeding	6%	5%	11%	10%	8%	3%	18%	11%	8%	6%
Strong	46%	47%	53%	45%	77%	69%	47%	43%	44%	37%
Developing	32%	34%	25%	28%	8%	16%	26%	30%	34%	32%
Needs Additional Support	15%	14%	12%	17%	8%	11%	9%	16%	14%	26%
Overall Percentage	52%	52%	64%	55%	85%	72%	66%	54%	52%	43%

YEAR 5	Numeracy		Reading		Writing		Spelling		Grammar & Punctuation	
	School	Like School	School	Like School	School	Like School	School	Like School	School	Like School
Exceeding	12%	8%	20%	11%	10%	5%	23%	17%	18%	12%
Strong	50%	54%	56%	53%	63%	54%	50%	50%	52%	44%
Developing	27%	27%	14%	24%	19%	27%	15%	23%	15%	27%
Needs Additional Support	12%	10%	10%	12%	8%	14%	13%	11%	14%	17%
Overall Percentage	72%	62%	76%	64%	73%	59%	73%	67%	70%	56%

Proficiency levels in 2025 are comparable to 2024, with a slight decline in both cohorts when compared to 2024. However, results are significantly higher than those of Like schools in all areas, except for Year 3 Numeracy which has remained the same.

This target is partially achieved.





The overall percentage of Aboriginal students demonstrating growth within a calendar year (tested term one and three) in Progressive Achievement Test (PAT) Reading and Mathematics improves annually.

ABORIGINAL STUDENT GROWTH	2024	2025
Mathematics	63%	58%
Reading	73%	71%

This target is not achieved; however, 20 extra Aboriginal students were tested, indicating improved attendance rather than test avoidance.

We continue to perform close to, or above, WA Public Schools and Australian school means in all assessment areas.

YEAR 3	School	WA Public Schools	Australian Schools
Numeracy	406	398	404
Reading	407	387	404
Writing	433	405	416
Spelling	414	392	401
Grammar & Punctuation	428	395	409

YEAR 5	School	WA Public Schools	Australian Schools
Numeracy	501	480	489
Reading	494	477	492
Writing	510	473	485
Spelling	500	482	486
Grammar & Punctuation	531	487	498

This Target has been achieved.



OUR BUSINESS PLAN

Targets

We are well above 'like' schools for writing.



This Target has been achieved.

Year 3

The school is above the WA public school mean in Reading, Writing, Spelling and Grammar, and just below in Numeracy. Compared to the Australian mean, the school is strong in Writing and Spelling, slightly below in Reading and Grammar, and lower in Numeracy.

Year 5

The school is at or above the WA public school mean in all areas, with particularly strong results in Writing, Spelling and Grammar. Compared to the Australian mean, the school is above average in Writing, Spelling and Grammar, and slightly below in Reading and Numeracy.

Overall

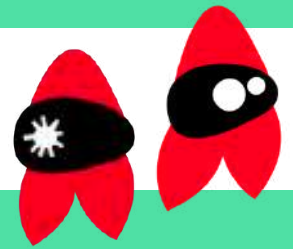
The data indicates strong literacy performance across both year levels, with Writing and Spelling as clear strengths, and consistent improvement from Year 3 to Year 5.

We will maintain and improve the performance of students in each year level on Australian Council for Educational Research (ACER) on Progressive Achievement Tests (PAT), Reading, Mathematics, Vocabulary, Spelling and Grammar.

This target is achieved.

Our school exceeded the National median in PAT testing across most year levels. These achievements reflect our commitment to high-quality education, with regular assessment to discover what our students know and identify gaps in skills, knowledge and concepts. Please note, our students were assessed in term three, however the National median is based on end of the year data.





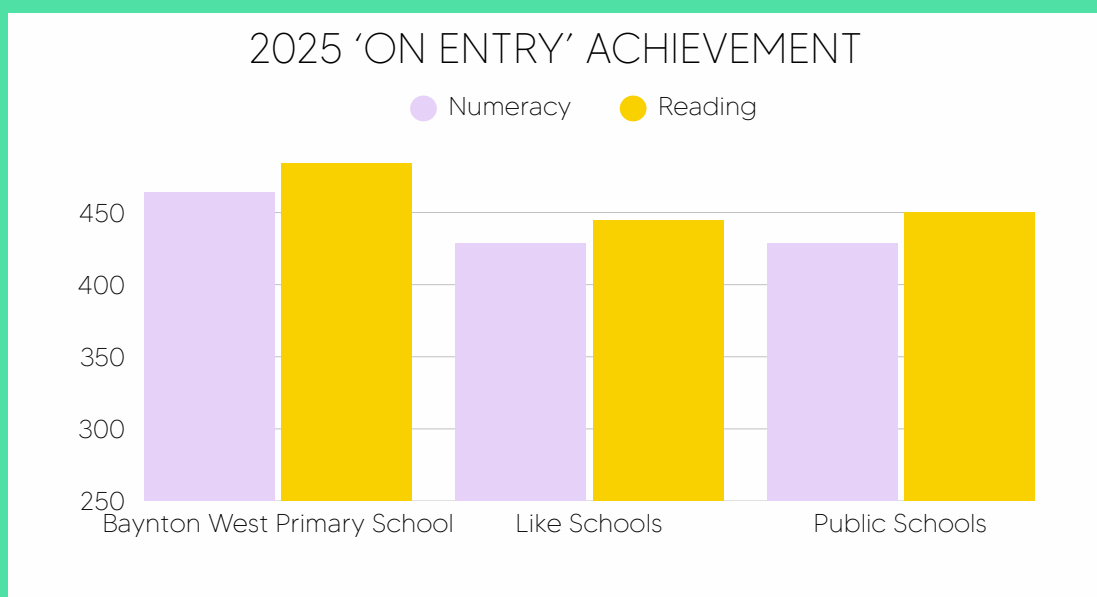
Progressive Achievement Testing (PAT)

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
MATHEMATICS	Baynton West Primary School Median	108	112.7	121.6	119.7	125.8	133.6
	National Median	99.5	108.3	115.4	121.1	125.5	128.9
READING	Baynton West Primary School Median	88.5	110.2	118.3	119.3	124.8	130.2
	National Median	84.2	101.1	113	120.9	125.8	128.8
SPELLING	Baynton West Primary School Median	N/A	N/A	112.9	120.4	138.5	145.8
	National Median	N/A	N/A	97	112	124	132
GRAMMAR	Baynton West Primary School Median	N/A	N/A	128.5	131.4	133.6	137.1
	National Median	N/A	N/A	115	123	128	131
VOCABULARY	Baynton West Primary School Median	N/A	N/A	114.4	125.3	126.7	133.1
	National Median	N/A	N/A	107	112	118	125

On Entry

Raise levels of student achievement in on-entry testing in Pre-Primary when comparing to previous cohorts.

This target is achieved.



OUR BUSINESS PLAN

Targets

Our 2025 Pre-Primary On-Entry Assessment data shows that children at Baynton West Primary School are starting their formal schooling with exceptionally strong foundations in both Reading and Numeracy. Students entered Pre-Primary with average scores of approximately 465 in Numeracy and 485 in Reading, placing them well above both like schools and WA public schools in both learning areas. These results reflect the impact of our strong early childhood strategy, particularly the Waja Guma (Little Beings) program, which places a deliberate emphasis on oral language development, enriched caregiving, learning through play, conversational reading and strong partnerships with families and community. The significant entry advantage in Reading highlights the value of early language-rich environments and culturally responsive practices that support children well before they commence compulsory schooling. This strong start provides an excellent platform for sustained achievement and growth as students move through the early years.

Strengths Identified

Pre-Primary students entering school significantly above like schools and WA public schools in both Reading and Numeracy.

We will maintain close monitoring of early years data to ensure strong entry levels translate into sustained growth in PP-Year 2.

Particularly strong Reading entry data, indicating well-developed oral language and early literacy skills. Continue to prioritise explicit early literacy instruction, including phonological awareness and early decoding.

Clear evidence of the positive impact of Waja Guma on language, engagement and readiness for school.

Strengthen alignment between Waja Guma practices and classroom pedagogy in PP and Year 1.

Strong family and community partnerships supporting early learning.

Key Focus Area Two:

A commitment to Care, Belonging and Inclusivity

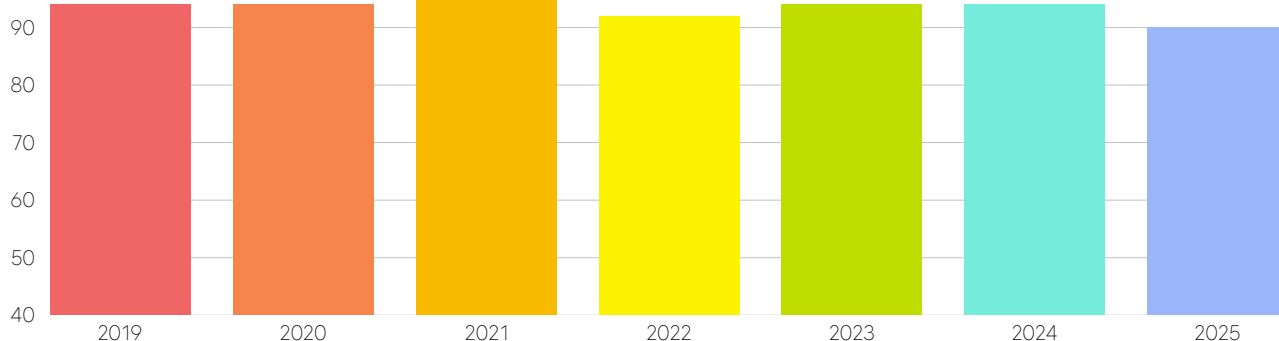
Staff culture remains high.

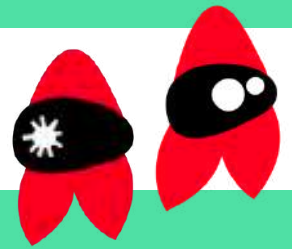
This target is achieved.

We have continued to rank high in staff school culture surveys in 2025.

Our staff school culture survey measures how effectively an organisation functions and how well it is positioned for long-term success.

Staff School Culture Results 2019 - 2025



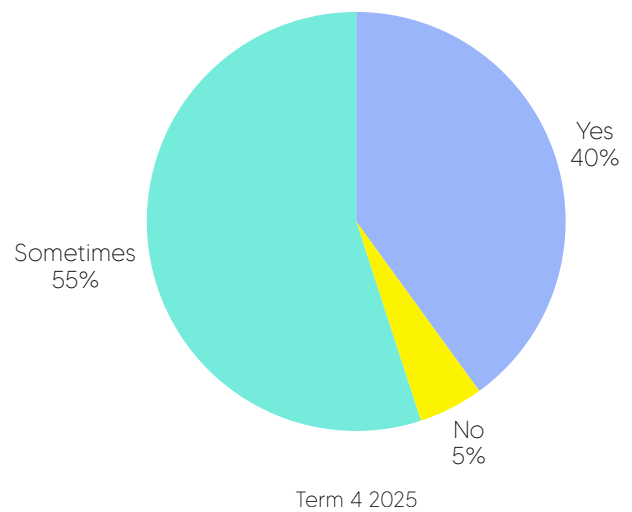
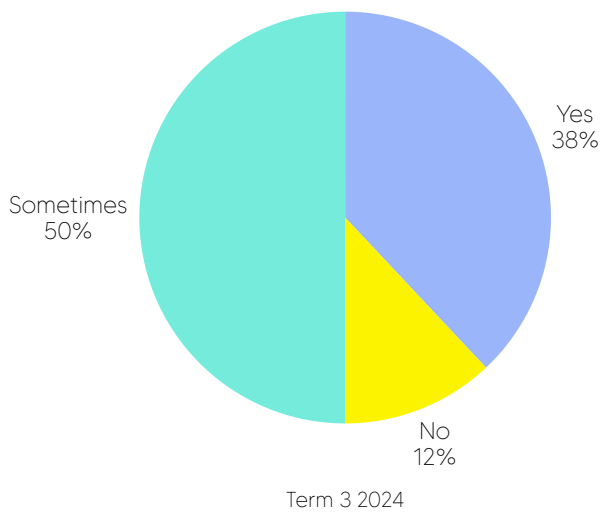


Improve the percentage of students who report a positive sense of belonging and connection to their school.

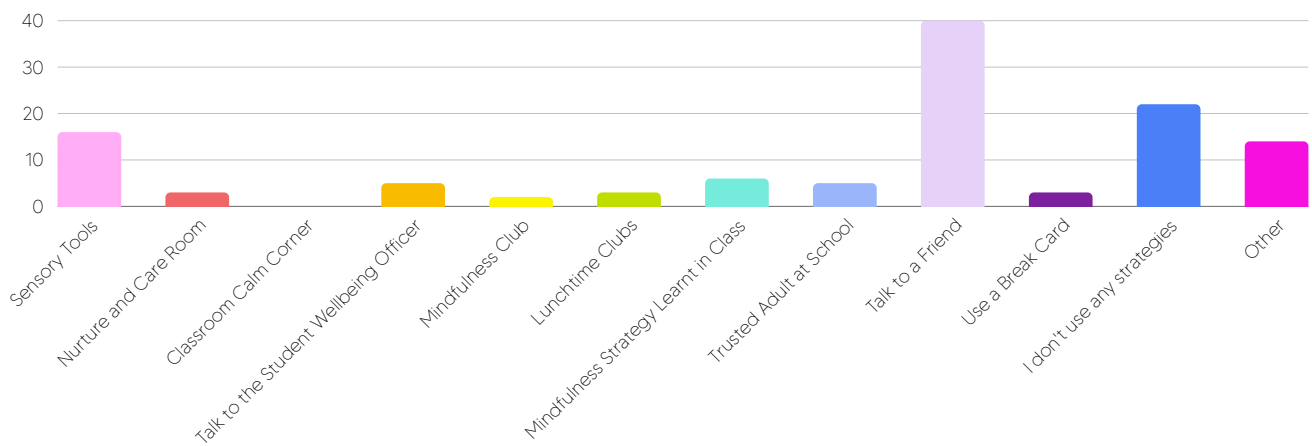
During term four a student wellbeing survey was implemented with year 3-6 students.
This target is achieved.

The two biggest areas of improvement are:

I know how to help myself at school when I feel worried, upset, angry, overwhelmed or nervous.



These are things I use when I am feeling upset, worried, angry, overwhelmed or nervous at school. You can select more than one option.



OUR BUSINESS PLAN

Targets

Attendance rates

The regular attendance rate of students is at 'like' school level.

This target is not achieved.



Click on the QR Code to view a message from our AIEO's

	Attendance Rate		
	Baynton West Primary School	Like Schools	WA Public Schools
2023	86.9%	89.9%	88.9%
2024	87.4%	89.6%	89.4%
2025	86.3%	89.3%	89.1%

	Attendance Rate						
	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2023	88%	87%	86%	87%	88%	86%	87%
2024	86%	88%	87%	88%	87%	87%	88%
2025	85%	86%	87%	86%	87%	88%	85%
WA Public Schools	89%	89%	90%	90%	90%	89%	89%

Across the three-year period, the school demonstrates stable whole-school performance, broadly tracking alongside Like Schools and WA Public Schools.

School results remain consistent:

86.9% (2023)

87.4% (2024)

86.3% (2025)

This represents only minor year-to-year variation, indicating consistency of practice and outcomes.

When compared with Like Schools, the school is slightly below each year (approximately 2-3 percentage points), with Like Schools also showing a small downward trend in 2025.

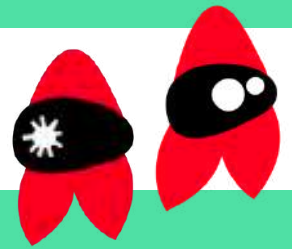
Against WA Public Schools, the school again tracks just below the state average, with both showing similar patterns of modest fluctuation over time.

The overall pattern suggests system-wide stability rather than volatility, with no sharp declines or spikes across the three years.

The slight dip in 2025 aligns with trends seen in Like Schools and WA Public Schools, suggesting external or systemic influences rather than school-specific issues.

The consistency across years reflects sound teaching practice, curriculum delivery, and student engagement at a whole-school level.





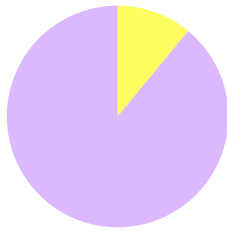
Key Focus Area Four: Professional Leadership

70% of teaching staff are retained for four years or longer.
This target has been achieved.

90% of teachers were retained for four years or longer during 2025.

Teaching Staff Retention at
Baynton West Primary School

Relocated Teaching Staff 11%
Retained Teaching Staff 89%



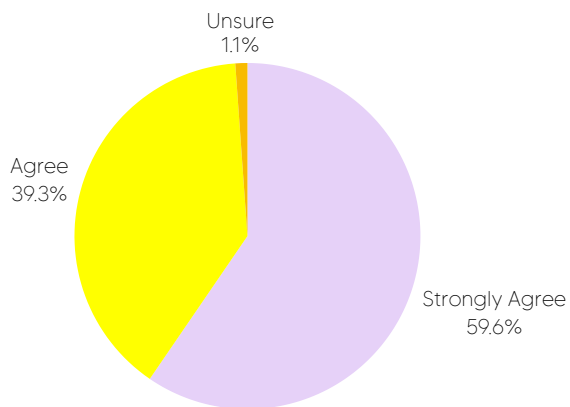
Key Focus Area Three:

A strong connection to our local community and cultures

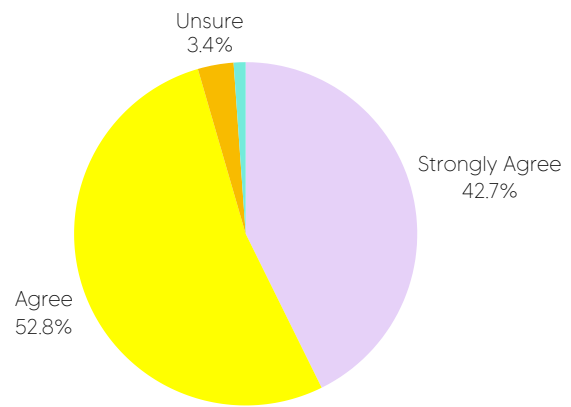
Parent survey results continue to be favourable. The surveys used for parents in our system has changed and are now percentage based.

This target is achieved.

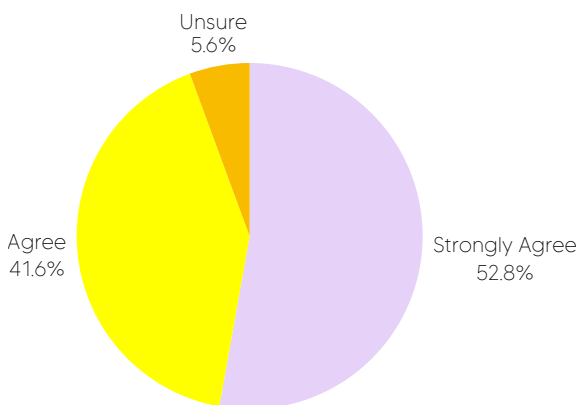
Here are some key responses from the survey:



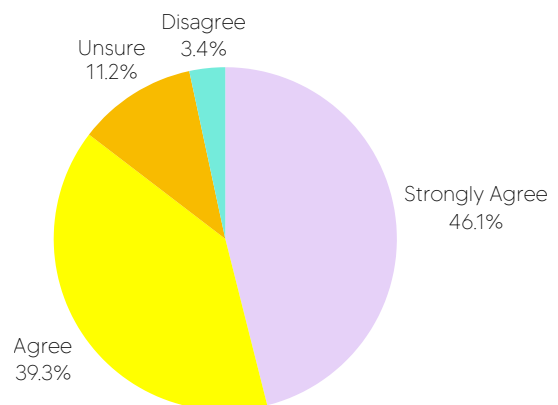
Teachers at our school are professional, committed and enthusiastic.



I feel like the staff are working with me in preparing my children for the next stage of their education.



I am made to feel welcome when I attend the front office.



Teachers ask me about my aspirations for my child, family and community.

OUR BUSINESS PLAN

Targets

Comments from our Parent Survey

Amazing, caring and always go above and beyond

High quality teaching in our experience.

All our teachers have been fantastic and show they are highly skilled.

Liked the parent questionnaire at the beginning of the school year.

The school should be incredibly proud of their hard work!

The school excels in providing positive learning environment.

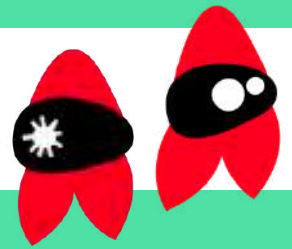
The school is maintaining very strong relationships with the students and the parents.

Some teachers need to show more enthusiasm to parents.

Cold, filtered drinking water to be made available.

Couldn't ask for a better school or better staff for my kids.





Celebrating Mother's Day & Father's Day is always a joyful and well loved event.

ACADEMIC *Care*

At Baynton West Primary School, Academic Care is a shared responsibility underpinned by high expectations, strong relationships and a commitment to knowing every child as a learner. We recognise that students thrive academically when teaching excellence is combined with targeted support, wellbeing, and close partnerships with families.

High-quality classroom teaching remains the foundation of our approach. Teachers deliver explicit, evidence-informed instruction and closely monitor progress, ensuring learning is responsive to student needs. Parents and caregivers receive regular updates about learning goals and overall progress, strengthening home-school partnerships and supporting continuity of learning. All approaches to learning have a common thread of elements - Kindergarten through to Year Six.

For students requiring additional support, the school provides short-term, targeted tutoring programs delivered by trained professionals, these include MiniLit, MacqLit, Reading Embassy and Reading Mastery programs. These interventions operate four days per week for 30 minutes and utilise evidence-based programs aligned to classroom instruction. The focus is on accelerating progress while maintaining student confidence and engagement.

Baynton West Primary School places strong emphasis on regulation and readiness to learn. A dedicated Nurture and Care Room and Zen Zone provide students with access to regular sensory breaks as needed, while a sensory diet is embedded across all classrooms to support self-regulation and sustained engagement.



The school's Autism Support Program is led through a collaborative model, with a teacher coach and Deputy Principal providing clear leadership, professional guidance and consistency of practice across classrooms. This is complemented by a strong School Psychology Service, including regular parent forums that build understanding, capability and shared approaches to supporting students.

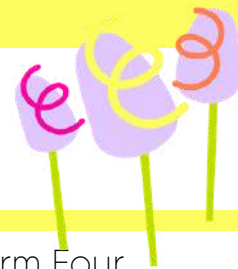
To strengthen inclusive practice across the school, a Lead Education Assistant has been identified and empowered to mentor, coach and train all Education Assistants, ensuring consistency, skill development and high-quality support for students.

Baynton West Primary School also values strong partnerships. We work collaboratively with local allied health professionals and the Department of Education Western Australia's specialist teams to provide coordinated, wrap-around support for students and families.

Early intervention is a key pillar of Academic Care. Through the Waja Guma (Little children learning together) program, the school provides outreach and early learning support for children and families prior to school entry, strengthening foundations for learning and ensuring a strong, supported transition into formal schooling.

Together, these practices reflect Baynton West Primary School's commitment to academic excellence, inclusion and care, ensuring every child is supported to succeed.

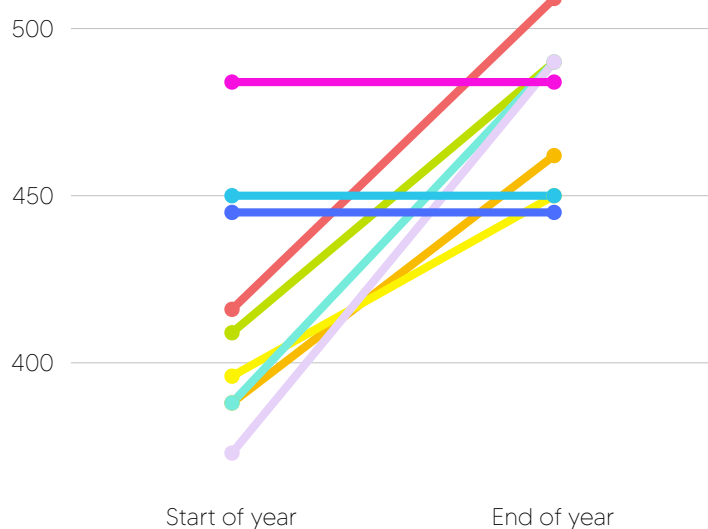




A targeted Academic Care program is also provided for selected Pre-primary students identified through the Western Australian On-Entry Assessment Program as performing below expected levels. These data-informed supports ensure early learning needs are addressed promptly and effectively, reducing the risk of ongoing gaps in literacy, numeracy and oral language development. Identified students participate in short-term, intensive intervention delivered four days per week for 30 minutes, facilitated by trained paraprofessionals using evidence-based programs aligned with classroom instruction. The program is closely monitored by teachers and school leaders, with progress reviewed regularly and adjustments made as needed. Families are actively engaged in the process and kept informed of progress and next steps, reinforcing learning continuity between home and school. This early, targeted approach reflects Baynton West Primary School's strong commitment to early intervention, prevention and setting children up for long-term academic success.

On Entry Retest Term Four

- Student A
- Student B
- Student C
- Student D
- Student E
- Student F
- 2025 Cohort Median
- 2025 Public School Median
- 2025 ICSEA Decile Median



Analysis of the Pre-Primary 2025 On Entry End of Year Retest (de-identified)

The graph shows strong and consistent growth across all targeted Pre-primary students from the start of the year to the end-of-year re-test. All students demonstrate clear upward trajectories, indicating significant learning gains over time.

At the beginning of the year, all students commenced below the WA Public School median and cohort median, validating their identification for targeted Academic Care and early intervention support. By the end of the year: All students achieved substantial score increases, with gains ranging from moderate to very strong.



STUDENT WELLBEING *and Care*

In 2025, the Student Wellbeing and Care Team continued to play a vital role in strengthening a safe, inclusive and supportive learning environment at Baynton West Primary School. Through collaborative work between teaching staff, leadership and support personnel, the team further embedded a whole-school, trauma-informed approach to wellbeing, positively supporting student engagement, behaviour and emotional development.

A key priority this year was strengthening student self-regulation and wellbeing literacy. Structured wellbeing initiatives, including classroom morning meetings, brain breaks and targeted wellbeing sessions across all year levels, supported students to develop resilience, emotional awareness and effective coping strategies. Wellbeing lunchtime clubs continued to provide inclusive spaces for students to connect, regulate and re-connect with learning.

Student voice remained central to planning and evaluation in 2025. Student Voice Surveys were conducted with Years 3–6 students, gathering feedback on their sense of belonging, relationships with teachers, cultural respect, and confidence in sharing ideas about their learning. Survey results confirmed that students feel respected and supported by staff and value opportunities to talk about their learning. Students also expressed a strong appreciation for inclusive activities and wellbeing supports, which informed refinements to lunchtime clubs, classroom regulation strategies and the introduction of additional social connection opportunities. Students also accessed, at point of need, determined by themselves, teachers or parents/caregivers, our Student Wellbeing Officer, Miss Rachel.

Student voice and data-informed decision making remained central to program development. Wellbeing and engagement data was collected and analysed each semester, enabling the team to identify trends, celebrate successes and refine supports to ensure responsive and student-centred practices.

In response to student feedback, an after-school Wellbeing Club was introduced, operating in Junior and Senior phases to meet developmental needs.

The program strengthened social connection, emotional regulation and student engagement beyond the classroom setting. The school's therapy dog initiative also reached an important milestone, with Ralphie successfully completing certification and becoming a qualified therapy dog. Ralphie will be a regular at Baynton West Primary School in 2026.

Professional learning remained a strong focus, with staff undertaking training in the Berry Street Education Model to further strengthen relationships and developing predictable learning environments. Additionally, the expansion of Aussie Optimism strengthened positive mental health education, with two additional staff members completing "train the trainer" accreditation to support sustainable whole-school delivery at Baynton West Primary School. Plans are under way to support other schools in the network to implement the program in 2026.

Harmony Day and R U OK? Day celebrations further reinforced the school's commitment to inclusion and belonging, providing opportunities for students to explore identity, diversity and respect within our community.

Overall, 2025 represented a year of consolidation and strategic growth. Through expanded wellbeing initiatives, targeted professional learning, authentic inclusion of student voice, and ongoing evaluation of data, wellbeing continues to be prioritised as a foundation for learning, supporting students to feel safe, connected and ready to succeed at our school.

The development of our next Business Plan in 2026 provides an important opportunity to expand and consolidate Wellbeing as a key pillar of our school's ongoing success.

PASTORAL Care

PASTORAL CARE at Baynton West Primary School



Rooted in the Department of Education's Student Wellbeing and Care Guidelines, our approach to Pastoral Care reflects our deep commitment to nurturing the whole child. Through strong relationships, inclusive supports and evidence-based practices, we create a culture of belonging and safety where student wellbeing is central.

1: WHOLE-SCHOOL APPROACH

- Whole-school Pastoral Care procedures
- Morning Meetings and Positive Primers
- Trauma-informed Professional Learning
- Low-variation teaching
- Consistent, predictable routines
- Brainbreaks
- Trauma-informed, whole-school behaviour management policy
- Intra and inter-cluster collaboration



2: STUDENT VOICE

- Student Voice Surveys
- Reading Ambassadors
- Student Librarians
- Faction Captains
- Student Councillors
- Playground Leaders
- Lunchtime Clubs
- Before/After School Clubs



3: PROGRAMS & PREVENTATIVE SUPPORTS



- Aussie Optimism (Evidence-based wellbeing lessons)
- Coaching from Aussie-Optimism trained teachers
- Protective Behaviours
- 'Mindful Mondays'
- Friday afternoon Fun

4: TARGETED WELLBEING SUPPORT

- Student Wellbeing and Care Team (SWAC)
- Attendance Team
- School Wellbeing Officer
- School Psychologist
- Clontarf
- EA Support
- Student Occupational Therapists
- Cooperation with Allied Health services



5: SAFE, WELCOMING ENVIRONMENTS



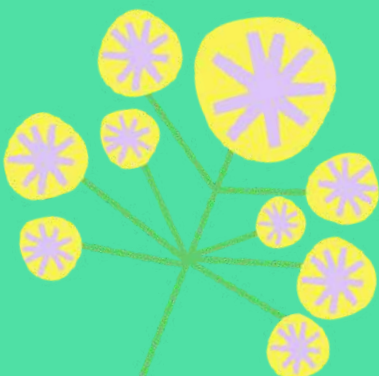
- Nurture & Care Room
- Zen Zone
- Sensory tools and flexible seating options
- Calm and orderly classrooms
- Calm corners and soft furnishings
- Sensory tools and regulation supports
- Outdoor environments & small worlds
- Options for students to regulate/reset

6: COMMUNITY & CULTURAL PARTNERSHIPS

- Embracing community events such as Harmony Day, R U OK? Day, and NAIDOC.
- Senior Aboriginal and Islander Education Officers (AIEOS)
- Waja Guma - Early Learning for ATSI children
- Parent Wellbeing workshops
- Regular opportunities for parents and caregivers to participate in their child's education



We believe every student deserves to feel safe, valued, connected, and capable. At Baynton West Primary School, we nurture growth and inspire excellence—supporting every student to build resilience, pursue their personal best, and move forward with confidence and purpose.



ABORIGINAL Education

Acknowledgement of Country

Baynton West Primary School proudly acknowledges that we educate on Ngarluma Ngurra (Country). We pay our respects to Elders past and present and emerging, and recognise their enduring connection to land, waters, culture and community.

In 2025, visitors to our school experienced Wayiba (hello) displayed throughout learning spaces, Acknowledgements of Country embedded in classrooms, and members of the local Aboriginal community actively engaged within the school, sharing knowledge and perspectives firsthand. These practices reflected our ongoing commitment to creating a culturally safe and inclusive environment.

Baynton West Primary School's Commitment to Cultural Responsiveness

At Baynton West Primary School, we remained committed to ensuring Aboriginal students are supported to learn and achieve as Aboriginal children. We valued Aboriginal ways of knowing, being and doing, and recognised the importance of culture, identity and community in supporting student wellbeing and success.

Our Aboriginal and non-Aboriginal staff worked in genuine Two-Way partnership to design culturally responsive curriculum, on-Country learning experiences and targeted incursion opportunities. Through these approaches, all students developed respect for local Aboriginal cultures and histories, while Aboriginal students saw their identities, cultures and knowledges reflected and valued within the learning environment.

We continued to centre Aboriginal voice in decision-making. Our actions and initiatives are guided by ongoing consultation with Aboriginal families, community members and Aboriginal staff. In 2025, we were privileged to have three Aboriginal and Islander Education Officers (AIEOs), two of whom achieved Advanced Level AIEO status.

We regularly sought feedback from staff, students and families to identify strengths and areas for growth, ensuring we strengthened outcomes for Aboriginal children and built respectful, reciprocal partnerships with community.

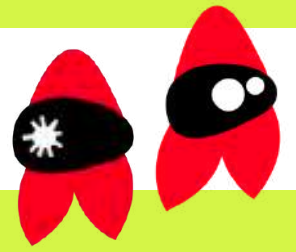
Culturally Responsive Curriculum and Professional Learning

In 2025, Elders, Aboriginal staff and school leaders collaborated to deliver Learning Together on Ngarluma Country: Scope and Sequence and the accompanying Resource Companion, tailored specifically to our local context. These documents guided staff to teach Ngarluma and broader Aboriginal histories and perspectives in respectful, celebratory and strength-based ways. This ensured Aboriginal students experienced increasing validation of their identity and culture within the classroom.

Staff were upskilled through allyship and cultural responsiveness coaching delivered by both internal and external providers. Through our local education network, newly appointed teachers were inducted into the Pilbara through professional learning facilitated by local Aboriginal leaders. In 2025, staff also engaged in:

- English as an Additional Language/Dialect (EAL/D) training
- CSIRO Living STEM works
- Ongoing coaching in Cultural responsiveness and 'allyship' from lead teachers and AIEOs

This coaching strengthened understanding of appropriate terminology, built relationships with students and families, and supported participation in incursions and community events where students learned directly from Traditional Owners.



ABORIGINAL Education

Learning on Country and Science

A student survey highlighted that children wanted to be on Country while learning about Country. In response, we established a school-wide partnership with Murujuga Aboriginal Corporation.

Through this partnership:

- Rangers taught in classrooms during the hot time (the wet).
- Students learned on Country during the cool time (the dry).

In 2025, students explored Nganjarli and its World Heritage-listed petroglyphs. Aboriginal Rangers led guided rock art tours and shared knowledge of local bush medicines. Students applied this learning to design and construct their own "Solutions to Pollution," which were displayed proudly, at our STEAM Showcase by the Rangers themselves.

Our STEAM Showcase truly lit up the night – from mini golf creations and gallery-worthy art to innovative scientific designs and show-stopping performances. It was a celebration of imagination, innovation and community.

Community Engagement and Cultural Learning

Throughout 2025, students engaged in rich cultural learning experiences, including:

- Basket weaving workshops with Murujuga Rangers
- Bush soap-making workshops with Deadly Science
- Bush medicine workshops with Traditional Owner Cherylea Walker (Pilbara Bush Remedy)
- Visits from Winyama Contracting (including the joeys)

These experiences strengthened intergenerational learning and deepened connections between school, families and community.

To ensure community continued to lead the way in our school, teachers and Aboriginal staff hosted Yarn-Ups with families once per term. These relaxed group meetings provided opportunities for families to ask questions, provide feedback and ensure we were doing what was best for their children.

Stories in Paint

In 2025, students welcomed Sharon, Wendy and Kaye – the three Warrie sisters from the Cheeditha Art Group, based in the Cheeditha Community.

Cheeditha Art Group celebrates the culture and creativity of artists from several language groups, including Yindjibarndi, Kariyarra, Ngarluma and Eastern Guruma.

Throughout the residency, the sisters engaged closely with students, sharing their storytelling traditions, artistic processes and the use of tools connected to Country. Guided by teachers and the artists, students explored dot, stripe and bush brush imprint techniques while creating their own works.

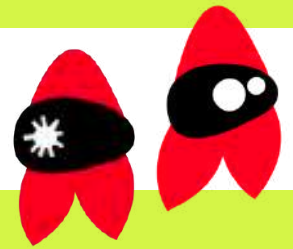
The residency is planned culminate to a collaborative showcase in 2026, celebrating the creative journey and artworks produced throughout the program. The project fostered creativity, cultural understanding and artistic expression, strengthening connections between students and local First Nations artists while honouring the rich cultural heritage of the region.

NAIDOC and National Celebrations

Baynton West Primary School proudly celebrated NAIDOC Week, National Aboriginal and Torres Strait Islander Children's Day, Reconciliation Week, Mabo Day and other significant cultural events. In 2025, we celebrated NAIDOC under the theme The Next Generation. Activities included:

- A whole-school artwork
- Traditional Yulunga games
- Cultural performances by students
- A showcase by the Baynton West NAIDOC Band with the Perth Symphony Orchestra
- A bush medicine workshop in Ngarluma language
- A performance by celebrated local band JoKeira

Our NAIDOC celebration responded directly to family requests for a day of food, music, culture and community. It was a powerful celebration of identity, connection and pride.



Early Years and Equity

We recognised that improving educational outcomes for Aboriginal students begins before Kindergarten. Our partnership with Rio Tinto supported the Waja Guma ("little beings together") Aboriginal Early Learning Centre. With support from Waru, a bus service was secured to improve family access. Guided by the Abecedarian approach, the program focused on creating equitable pathways for children – particularly those previously vulnerable – ensuring strong foundations for lifelong learning.

Since establishing our Engagement Class in 2018, we have seen measurable improvements in attendance, achievement and students' sense of belonging. This program reflects our commitment to equity and ensuring Aboriginal student voice remains central to educational practice.

Our strong partnership with the Clontarf Foundation saw boys thrive through strength-based programming that encouraged collaboration, fitness and on-Country experiences.

Cultural Performances and Partnerships

Students experienced the Juluwarlu Puppet Show, which shared Yindjibarndi Dreamtime stories. Lorraine Coppin explained how the performances carried Creation Stories and important life lessons told for thousands of years.

We were also privileged to celebrate in a special concert with Gina Williams and Guy Ghouse, further strengthening students' connection to language and culture through music.

Our Ongoing Commitment

At Baynton West Primary School, cultural responsiveness is not an initiative – it is embedded in who we are. Through genuine partnership, Two-Way learning and a commitment to centring Aboriginal voice, we continued to strengthen outcomes for Aboriginal children while building respectful relationships with community.

We are proud to live and learn on Ngarluma Country.



Click on the QR Code to view a wrap up of Aboriginal Education in 2025



WAJA GUMA

Early Learning

Waja Guma, meaning “Little children learning together” in Ngarluma, is our onsite Aboriginal early years learning centre for families with children from birth to four years old. It continues to be a strong collaborative initiative between local industry partners and Baynton West Primary School.

In 2025, Waja Guma remained a culturally safe, playful and welcoming space where Aboriginal families are supported as their children’s first and strongest educators, guided by the 3a Abecedarian Approach Australia. Our vision is for children to grow up strong, self-determined, proud, nurtured, healthy and deeply connected to family, culture and Country so they can lead rich and flourishing lives.

Throughout the year, Waja Guma strengthened its many meaningful community partnerships, which play a vital role in embedding cultural safety in our school. The community bus donated by Waru continued to support access and connection for families, while our partnership with Pilbara Therapy Services ensured early and responsive support for children. The Chevron Pilbara Ear Health Program again provided hearing assessments, contributing to long-term improvements in ear health for Pilbara families.

These relationships help us identify needs early and support smoother, more confident transitions into school.

In 2025, Waja Guma welcomed 38 children from 26 families, with a total of 611 individual visits. Eight children transitioned from Waja Guma into Kindergarten at Baynton West Primary School this year and each has continued to thrive as part of our school community.

Nhaguma Marru

Nhaguma Marru, “Listening deeply, walking gently”, established in 2025, is our Term 4 transition program designed to help children feel confident, capable and ready to begin school. The program was created in response to what families told us they hoped for their children as they prepared for Kindergarten, and it places strong value on family voice, connection and partnership.

For its first year, Nhaguma Marru has focused on building trusting relationships between home and school, ensuring families feel welcomed and supported throughout the transition process. Children participate in experiences that strengthen the skills, routines and understandings that help them enter Kindergarten feeling prepared, settled and excited for their learning journey.



Click on the QR Code to view a wrap up of Waja Guma in 2025



THE EARLY Years

Early Childhood Education at Baynton West Primary School is highly valued, and in 2025 it continued to be a defining strength of our school community. Our playfully explicit approach reflects the principles of high-quality early learning, bringing together clear, direct teaching with purposeful play in a natural and balanced way. This approach keeps children engaged, builds strong foundational skills and supports learning that feels both creative and structured. It also provides the right blend of independence and guidance so children can grow in confidence and develop a strong sense of agency.

Throughout 2025, our skilled educators used intentional teaching to establish solid foundations that give children the knowledge and skills they need to understand new ideas. Purposeful play then extended this learning, offering opportunities to explore, practise and make sense of concepts in real and meaningful ways. Our educators engaged in ongoing assessment for learning, ensuring that each child's progress informed planning, interactions and next steps. This consistent, reflective practice ensured that every child experienced learning that was intentional, responsive and developmentally appropriate.

The strength of our Early Childhood program lies in the balance between explicit instruction and play-based exploration. In 2025, this balance created a learning environment where children felt safe, supported and ready to thrive. Our environments were thoughtfully designed to encourage curiosity, wellbeing and connection, and our educators prioritised warm, trusting relationships that helped children feel secure and confident. Families were active partners in the learning journey, with clear communication and shared understanding of children's progress, interests and achievements.

Our commitment to continuous improvement was recognised in 2025 when Baynton West Primary School was named a finalist for excellence in Early Childhood Education. This honour reflects the dedication of our students, staff and community and highlights the impact of our shared commitment to high-quality early learning. It also reinforces the strength of our reflective practices, collaborative culture and unwavering focus on delivering the best possible outcomes for young children.

National Quality Standards (NQS)

In 2025, Baynton West Primary School placed a strong focus on the National Quality Standard (NQS) across Kindergarten to Year Two. Teachers from each year level met regularly to look closely at the standards, talk about what was working well and decide on the next steps for improvement. These conversations helped everyone stay aligned and gave staff the chance to share ideas, reflect on progress and set practical goals together. This shared effort strengthened consistency across the early years and helped ensure high-quality teaching and learning were in place from the very start of each child's schooling. By working as a team, our Kindy to Year two staff built a clear and common understanding of what quality learning, that is child centred, looks like and how to keep improving, ultimately supporting better outcomes for all students.



Click on the QR Code to view a wrap up of our Quality Teaching Standards journey in 2025



MATHEMATICS

In 2025, Baynton West Primary School continued to strengthen its whole school commitment to high quality Mathematics teaching. A key focus this year was the development of mathematical fluency across all year levels. Our approach emphasised deep conceptual understanding supported by concrete materials, real world application and explicit instruction. Students were encouraged to see themselves as capable mathematicians who can think flexibly, reason clearly and apply their learning with confidence.

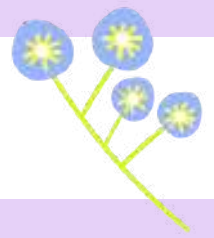
In Early Childhood, playfully explicit Mathematics remained a priority. Children explored mathematical ideas through hands on play, songs, role play, storytelling and movement. These experiences helped build strong foundations in number sense, patterning, spatial awareness and early problem solving, all within meaningful and engaging contexts.

In Years one to two, fluency was a central focus within the evidence based PR1ME Mathematics program. Daily 'warm ups' strengthened automaticity and confidence, while every lesson incorporated concrete materials to consolidate new concepts. Through the Concrete, Pictorial, Abstract (CPA) approach, students were supported to represent their thinking in multiple ways and develop the ability to choose efficient strategies when solving problems.

Mathematics learning in Years three to six has continued to be enhanced through streamed classes, allowing students to work at their point of need and engage with content at an appropriate level of challenge. This structure supported targeted instruction, deeper mathematical reasoning and increased student engagement. Students continued to progress through streamed classes each year, with the extension classes (inquiry) containing significantly larger student numbers. Number fluency continued to be emphasised through regular practice, mental computation and strategy refinement, while explicit lessons were highlighted through building upon prior knowledge, utilising success criteria and developing visual representations for all mathematical problems.

A highlight of the year was the participation of twelve Year five and six students in the 'Have Sum Fun' Mathematics competition. Representing Baynton West in two teams, The Bay Tonnes and The Marniyarra Infinity Loopers, students collaborated to solve complex and time pressured mathematical problems. Their teamwork and perseverance were rewarded with outstanding results, placing second and fourth overall in a highly competitive field. Their success reflects the strength of our Mathematics program and the enthusiasm of our students.





Our Lapathon was an absolute success. Funds raised purchased a slushie machine for our canteen which has been a brilliant addition, especially on a hot Pilbara day!

ENGLISH

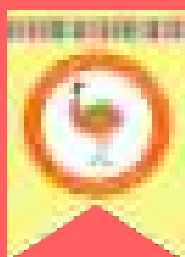
English at Baynton West Primary School remains a key focus of our educational priorities, sitting within our three pillars of Teaching Quality, Wellbeing and Student Learning. All staff participate in ongoing English coaching, including collaborative planning, lesson modelling, observation, and feedback. On-Entry Assessment data - Pre Primary, Progressive Achievement Testing (PAT) and NAPLAN data continue to guide our practice, helping us track student progress and identify areas requiring targeted support. In 2025, we introduced UFLI (University of Florida Literacy Institute) and Word Origins to strengthen the systematic teaching of phonics and spelling across the school this year.

This year also saw the launch of The Ngarluma Nightly Reading Challenge, an initiative designed to foster a genuine love of reading. The challenge encourages students to engage in nightly home reading, with badges awarded at milestones of 25, 50, 75, 100, 150, 175 and 200 nights. Our aim is for every child to read at home every week day, and this program supports the development of consistent reading habits and literacy skills across the curriculum.

Our extracurricular reading enrichment program, The Reading Embassy, continues to provide targeted support for Year one and two students in developing phonemic awareness, phonics knowledge and reading fluency. The program is strengthened by the involvement of our Year three, four and five Reading Ambassadors, who apply through a written process to take on leadership roles. These ambassadors work closely with younger students to practise high-frequency words, apply spelling rules and build fluency through regular reading.

Our school's passion for reading was also evident in the Premier's Reading Challenge, where we achieved strong engagement across all year levels. We commenced the challenge with an exciting whole-school visit from author Cristy Burne, awarded to us as winners of the previous year's competition. By the end of the challenge, our students had collectively read more than 35,000 books. This outstanding effort earned us the highest student participation award for the fourth consecutive year in the 601-1000 student category, and we were proudly inducted into the Premier's Reading Challenge Hall of Fame. Two of our students also received individual awards and were also inducted into the Hall of Fame.

We remain committed to ongoing support for each Child's literacy achievement through high expectations, evidence-based teaching and programs that celebrate both culture and learning.



PREMIER'S READING Challenge

Baynton West Primary School continues to demonstrate an outstanding commitment to developing a strong culture of reading through its participation in the Western Australian Premier's Reading Challenge. The challenge encourages students from Kindergarten to Year 12 to read widely and log a variety of texts including books, comics, graphic novels, song lyrics and other forms of literature. It promotes reading for enjoyment while strengthening literacy skills and building lifelong learning habits.

Our students have embraced this opportunity with enthusiasm, consistently achieving remarkable results. Baynton West Primary School has been recognised as one of the state's most engaged schools in the challenge, recording exceptionally high participation rates for three consecutive years in the 601-1000 student category. Collectively, our students have logged more than 20,000 books, reflecting the strong reading culture embedded across the school.

A highlight of our success has been the extraordinary achievements of siblings Mia and Harley Grey, who were inducted into the Premier's Reading Challenge Hall of Fame after placing as the top readers in their categories for three consecutive years. Mia was recognised as the top reader in the Year 3-5 category, while Harley achieved the same honour in the Kindergarten-Year 2 category. Their dedication to reading, curiosity for different authors and genres, and commitment to challenging themselves exemplify the spirit of the challenge.

Students across the school also participate in literacy initiatives such as National Simultaneous Storytime and the annual book week celebrations. All of these encourage exploration of stories and strengthen connections between students, teachers and families. Baynton West Primary School is incredibly proud of the enthusiasm our students show for reading. Their achievements reflect not only their individual commitment, but also the ongoing support of families and staff who work together to foster a love of reading within our vibrant learning community.



PHYSICAL Education

Baynton West Primary School's Physical Education Department had a successful 2025 calendar year. Each term we have competed in and hosted several carnivals with all our students representing Baynton West Primary School with pride. Our students hard work, dedication and passion for our positive behaviour standards have resulted in the following excellent at interschool carnivals this year.

Docker's cup carnival Champions (Girls)
Docker's cup carnival Champions (Boys)
Interschool cross country Champions
(fifth consecutive)
Winter carnival Girls Soccer Champions
Winter carnival Boys Rugby Champions

Term One

During term 1 Pilbara Physical Education network participated in the Docker's Cup hosted by Baynton West Primary School. The carnival was a huge success not just only for our school individually but the Karratha physical education network. Karratha SHS, St Lukes College and the Clontarf Foundation played pivotal roles in facilitating this carnival by providing our athletes with referees, score keepers and long bomb competition officiates. Our students performed incredibly during the carnival with both our boys' and girls' teams going undefeated, bringing home their championship shields. Key factors in these tremendous outcomes were the leadership provided by a year six students and how they guided the younger year five athletes throughout the day and prepared them to take on the mantle of leaders next year.

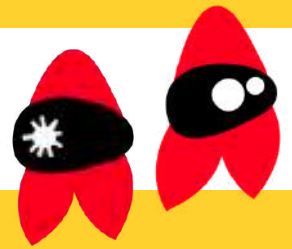
Term Two

Term two is our busiest sporting term, with students competing in several major carnivals. Baynton West entered multiple teams in the Winter Carnival, participating in soccer, rugby, Tee ball, and tennis. Students trained diligently during recess and lunch to build teamwork, strengthen cohesion, and develop winning strategies. Their commitment paid off, with outstanding results including grand final appearances in girls' soccer, boys' soccer and boys' rugby. Our girls' soccer, and boys' rugby teams all won their respective competitions. Throughout the day, our students demonstrated exceptional sportsmanship and pride in their achievements.

Later in the term, Baynton West proudly hosted our highly anticipated Cross Country Carnival. Students look forward to this event each year and prepare thoroughly, both independently and through our before-school Runners' Club held twice a week. The carnival was a tremendous success, with every participant completing the course and experiencing a strong sense of accomplishment.

The success of our school carnival and the restructure is understood this year, gave us our elite interschool team heading into the Interschool Cross Country Carnival in Dampier. After committing to extra training sessions and completing a practice run of the course, the team delivered an outstanding performance. The majority of our athletes placed in the top eight, securing Baynton West Primary School's fifth consecutive Interschool Cross Country victory.





School Cross Country Results

- 1st = Sturt (335 points)
- 2nd = Spinifex (334 points)
- 3rd = Sky (327 points)
- 4th = Sun (297 points)

Cross country Champions

- Year 1 Boys runner up champion: Ollie
- Year 1 Girls runner up champion: Marcy
- Year 1 Boys Champion: Albie
- Year 1 Girls Champion: Tilly
- Year 2 Boys runner up champion: Thomas
- Year 2 Girls runner up champion: Matilda
- Year 2 Boys Champion: Harry
- Year 2 Girls Champion: Ruby
- Year 3 Boys runner up champion: Isaac
- Year 3 Girls runner up champion: Autum
- Year 3 Boys Champion: Leo
- Year 3 Girls Champion: Leoni
- Year 4 Boys runner up champion: Mason
- Year 4 Girls runner up champion: Eva
- Year 4 Boys Champion: Archie
- Year 4 Girls Champion: Hannah
- Year 5 Boys runner up champion: Riley
- Year 5 Girls runner up champion: Sloane
- Year 5 Boys Champion: Kruze
- Year 5 Girls Champion: Imogen
- Year 6 Boys runner up champion: Blaze
- Year 6 Girls runner up champion: Skyla
- Year 6 Boys Champion: Jaden
- Year 6 Girls Champion: Imogen



Inter-school Cross country Champions

- Junior Champion Boy = Harry
- Intermediate Champion Boy = Archie
- Intermediate Runner-up Girl = Hannah



PHYSICAL Education

Term Three

Term three featured some of the biggest carnivals of the year, including our school ECE Carnival, Jumps and Throws Days, and the Faction Carnival. The ECE Carnival was a significant milestone for our junior students, marking their first major carnival and providing a wonderful opportunity to showcase the gross motor skills they have developed during sport lessons.

Between the ECE and Faction Carnival events, Athletics Western Australia visited our school to help upskill our students, introducing new and effective coaching approaches to strengthen their athletics abilities. Students then applied and refined these skills during the Jumps and Throws Days and at the Faction Carnival.

The Baynton West Faction Carnival was a fantastic community event, complete with food trucks, coffee vans, and the support of the Karratha community. Throughout the carnival, our students demonstrated not only impressive athletic ability but also the outstanding sportsmanship that defines our school community. Sky faction emerged as overall champions under the leadership of captains.

There was little time to rest following the athletics carnival, as our selected athletes began preparing for the interschool competition. They competed with determination, integrity, and exceptional sportsmanship, earning an impressive second-place overall finish. We had an impressive three students claim overall podium finishes, having stand out performances that contributed significantly to our overall score.

Results

- 1st = Sky (1032 points)
- 2nd = Sturt (999 points)
- 3rd = Sun (943 points)
- 4th = Spinifex (890 points)

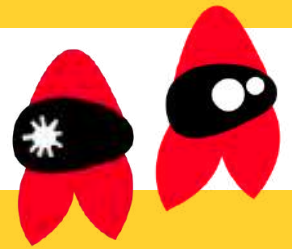
Faction carnival champions

- Year 1 Boys runner up champion: Curtis
- Year 1 Girls runner up champion: Layla
- Year 1 Boys Champion: Ollie
- Year 1 Girls Champion: Tilly
- Year 2 Boys runner up champion: Bunting
- Year 2 Girls runner up champion: Matilda
- Year 2 Boys Champion: Grady
- Year 2 Girls Champion: Chloe
- Year 3 Boys runner up champion: Vishwa
- Year 3 Girls runner up champion: Evie
- Year 3 Boys Champion: Muhammad
- Year 3 Girls Champion: Leoni
- Year 4 Boys runner up champion: Mason
- Year 4 Girls runner up champion: Eva
- Year 4 Boys Champion: Archie
- Year 4 Girls Champion: Hannah
- Year 5 Boys runner up champion: Kruze
- Year 5 Girls runner up champion: Emi
- Year 5 Boys Champion: Riley
- Year 5 Girls Champion: Imogen
- Year 6 Boys runner up champion: Thys
- Year 6 Girls runner up champion: Lilly
- Year 6 Boys Champion: Hayden
- Year 6 Girls Champion: Clarissa

Interschool Athletics Carnival champions

- Norst West Pilbara Schools Athletics Carnival Junior Girls Champion: Chloe
- Norst West Pilbara Schools Athletics Carnival Junior Boys Runner-up: Grady
- Norst West Pilbara Schools Athletics Carnival Senior Girls Runner-up Champion: Clarissa





Term Four

Our final term in Physical Education focused on developing students' skills and understanding in basketball and strategy-based games. During our basketball unit, students built their fundamental movement skills including dribbling, passing, shooting, and defensive positioning. Lessons progressed from skill-based drills to modified games, allowing students to apply techniques in game-like situations. There was a strong emphasis on teamwork, communication, spatial awareness, and understanding basic offensive and defensive structures. Students also explored decision-making under pressure and demonstrated improved confidence and game sense as the term progressed.

In our strategy games unit, students focused on tactics, problem-solving, and teamwork within invasion-style and small-sided games. They learned how to create and use space, transition between attack and defence, and adapt strategies based on opposition play. Through guided questioning and reflective discussions, students developed a deeper understanding of game concepts such as positioning, timing, and collaboration.

Across both units, students demonstrated growth not only in skill execution but also in sportsmanship, resilience, and cooperative play, showing increasing maturity and strategic thinking throughout the term.



Click on the QR Code to view a wrap up of Physical Education in 2025





VISUAL Arts

We have had a creative and eventful year in the Visual Arts Department. The whole school has focused on various themes throughout the four terms where students were introduced to the work of many International, Australian and First Nations Artists. During these programs, students have explored art elements and a vast selection of techniques including drawing, painting, collage, printmaking and sculptures. They have created spectacular and original artworks that have been displayed throughout the school and the wider community.

In Term one students from Art Club and our Engagement Class created a collaborative mural to celebrate Harmony Day. Each student created a unique bird to join to a tessellating connective piece to symbolise unity and belonging.

In Term two the Art Club used a selection of drawing and painting materials to create individual poppies which were collated and arranged onto a large wreath. The wreaths were used during the school ANZAC ceremony and local community events.

Students who attend Art Club celebrated important days such as Easter and Christmas. Throughout the year they explored a range of mediums engaging in chosen weekly themes or using the studio space for personal projects. It was a fun, relaxing and enjoyable experience for all who attended. This year we focussed on participating in local and state Art competitions where some of our students were recognised for their creative talents. Two students were successful award recipients of the Pilbara Turtle Art Competition, and another two students were recognised and rewarded with prizes for designs in the Jacksons Drawing Supplies calendar creation competition. We also entered a sculpture competition named Freaky Friends where students created quirky monster sculptures for Youth Week.

This year every student in the school contributed to creating a spectacular NAIDOC Mural. Inspired by the 2025 NAIDOC theme, The Next Generation, Strength, Vision and Legacy, each year group were involved in creating a section of the mural, while the whole school community were invited to add a fingerprint star to the sky during our community NAIDOC celebration.

The mural featured two silhouettes of our young students, our next generation, looking towards the future, which was represented by a Pilbara landscape in our Aboriginal and Torres Strait Islander flag colours. The mural featured a special acknowledgement of country written by two of our senior students.

In Term three, the school held a spectacular 'STEAM' (Science, Technology, Engineering, Arts and Mathematics) Open Night where the Art Rooms, and the school grounds were overflowing with vibrant displays showcasing the very best of Baynton West's artistic talent. The Art exhibitions were a popular attraction of the night, enticing many visitors and proud children who were excited to showcase their hard work and achievements.





Also in Term three, our visual art students were invited to participate in the Karratha Senior High School Art Showcase. Selected pieces from our senior students were proudly displayed amongst the talent of our High School students.

Term three was a busy term in Art! We also participated in the Pilbara Arts Showcase where multiple students were involved in the design and creation of a large banner that was proudly displayed alongside the banners of other Pilbara schools as the backdrop to the extravagant combined school choir event.

In Term four, Years three, four and five students created 120 joyful and festive artworks that were displayed at the REAP Community Art Exhibition to spread some holiday spirit throughout the community. Our students explored festive themes and created mixed media collages, drawings and paintings.

This year the Arts Department was given the exciting opportunity to participate in a joint venture with the Aboriginal and Torres Strait Islander Reconciliation Team, where many classes were fortunate to work alongside First Nations local Artists from Cheeditha, The creative Warrie Sisters, Wendy, Sharon and Kaye. Working alongside these artists, gave the students a wonderful insight into local culture, art processes and techniques.



MUSIC

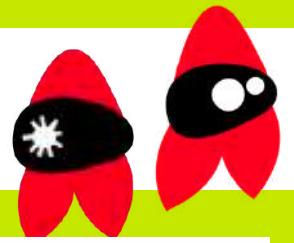
The Music program at Baynton West Primary School continued to flourish in 2025, offering students from Pre-primary to Year six rich opportunities to develop creativity, confidence and practical musicianship. Throughout the year, students engaged in a balanced program of composition, performance and skill development, with Music remaining a visible and valued part of whole-school life. Regular assembly performances provided authentic opportunities to build stage confidence, while the 'Beatbusters' expanded into two groups: Fresh Beats for Year four students and an advanced 'Beatbusters' group for Years five and six, both guided by Miss Morley and leading key school songs and celebrations, strengthening school pride and community connection. Classroom programs using tuned and untuned percussion supported the development of rhythm, pitch and ensemble skills, complemented by collaborative experiences with visiting artists that broadened students' musical understanding and creative expression.

Performance Troupe, the school choir, began the year with a memorable performance at the school's ANZAC assembly in Term two. Their busy schedule continued at the Red Earth Arts Festival, where they collaborated with the Perth Symphony Orchestra and school instrumental students to help create and perform special songs. During the same term, students were inspired by a week-long visit from the Western Australian Ballet, who engaged them through storytelling about dancing giraffes and guided them in learning fundamental movement skills in response to music.

The NAIDOC Day Band impressed audiences in Term two with a powerful performance of "Solid Rock" by Goanna, showcasing both musical skill and confidence on stage. Term three was equally busy, with student performers shining at the FeNaClInG Festival, where Performance Troupe presented a selection of songs in preparation for the Pilbara Showcase in Term four. The term also featured an Arts Showcase, where both Beat Buster ensembles and Performance Troupe performed, further highlighting the talent, teamwork and stage presence developed through the school's Music program.

To finish the year, the Music program maintained strong community involvement through a range of end-of-year events. The Christmas Choir performed at Christmas on the Green at the Red Earth Arts Precinct, entertaining families and community members with seasonal music, and shared performances at the 2025 Senior Citizens Lunch. During this time, Performance Troupe worked in partnership with other schools across Karratha for the Pilbara Arts Showcase, giving students the opportunity to collaborate and perform as part of a wider regional celebration of the Arts. The year concluded with Baynton West Primary School's End of Year Concert, where school ensembles and individual classes demonstrated their learning and growth, bringing the Music year to a celebratory close.





STEM

Science, Technology, Engineering and Mathematics

Digital technology continues to shape modern society, transforming the way we live and work. Rapid advancements in areas such as artificial intelligence, virtual reality and coding are influencing industries worldwide, with some job sectors expanding while others decline. In this evolving landscape, STEM (Science, Technology, Engineering and Mathematics) education plays a critical role in preparing students for future employment opportunities, many of which have yet to be defined.

STEM learning develops essential transferable skills including critical thinking, problem solving, collaboration and innovation. These capabilities are fundamental to ensuring students are adaptable and well-equipped for a dynamic workforce. Current employment trends also indicate that individuals with STEM qualifications are well-positioned for strong career outcomes.

Baynton West Primary School remains committed to delivering high-quality STEM education across all year levels. The school provides specialist instruction in Digital Technology and Science, with staff intentionally integrating STEM principles across the broader curriculum.

In 2025, students participated in a whole-school STEM inquiry project focused on addressing the degradation of Rock Art in Murujuga National Park. This authentic, place-based learning experience connected students to a significant local issue in the Pilbara region, exploring the potential environmental impacts of industry on culturally important sites. Students engaged in research, problem-solving and solution design, strengthening both their technical skills and their understanding of sustainability and cultural heritage.

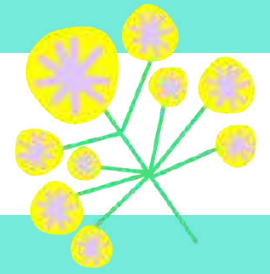
Extension opportunities continue to support students with strong interest and aptitude in STEM. Selected students participated in the annual RoboCup competition, applying coding and robotics skills to complete maze navigation and performance-based challenges. Additionally, Indigenous students were supported through the Polly Farmer Foundation's 'Follow the Dream' program, a weekly STEM-focused enrichment initiative delivered in partnership with tutors and local industry representatives.

Through these initiatives, Baynton West Primary School continues to foster a culture of innovation, inquiry and excellence in STEM education, ensuring students are prepared for the opportunities and challenges of the future.

Science Fair KS4/5

During Science Week in August 2025 Baynton West Primary School participated in school wide Science activities. Since the theme was Decoding the Universe - Exploring the unknown with nature's hidden language, activities included decoding nature's animal prints and communicating with light. On Thursday night during Science Week, we took a collection of these projects to the Karratha Senior High School Science Fair. Mrs Cutfield's Science Makers club also brought along their mazes and golf courses. Community members were able to see what the students at Baynton West Primary School had done and have a go at using the force of wind to solve a maze.





Science Makers' Club

2025 saw the continuation of Mrs Cutfield's Science Makers Club. This was held on Tuesday afternoon in the Science/STEM room for those students in years five and six. Students had the opportunity to use the Scientific Method to research, plan, create and test different structures and creations.

This year we spent most of Semester one building our golf course holes. They used their knowledge on forces and transfer of energy to create amazing golf holes that exceeded Mrs Cutfield expectations. Both students and parents had a great time playing them at the STEAM showcase. Semester two saw students creating catapults and creating games and toys using forces and energy. There were some amazing toys which students were so proud of creating.



CSIRO / Living STEM

Baynton West Primary School continued its involvement in the CSIRO Living STEM program, an initiative designed to connect the national STEM curriculum with Aboriginal and Torres Strait Islander scientific knowledge. The program supports primary school teachers to authentically embed Indigenous perspectives into classroom practice through hands-on, inquiry-based projects that enhance student engagement and achievement in STEM.

Living STEM provides meaningful learning experiences for all students by delivering authentic, place-based STEM education that strengthens understanding of and connection to local Country and culture.

As part of the program, Baynton West students designed and developed PowerPoint presentations highlighting the local Ngarluma language. Students researched and presented information about local bush foods, incorporating Ngarluma names to promote language awareness and cultural understanding. Students across all year levels examined the issue of Rock Art being impacted by local industry. Students needed to create innovative solutions to this problem and share their ideas with their peers. Student work was showcased at the CSIRO Living STEM event held in Dampier.

Baynton West looks forward to continuing its participation in the CSIRO Living STEM program in 2026, further strengthening culturally responsive STEM education across the school.

STEM

Science, Technology, Engineering and Mathematics

Robocup

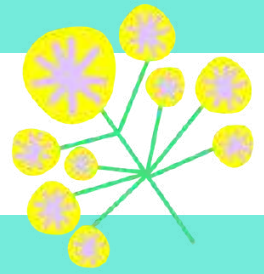
Robocup was held at Baynton West Primary School this year. We added the more complex robotic programming using the EV3's allowing Year five and sixes to participate as well as the usual Year four's focussing on Beebot robots. Twenty keen Beebot coders signed up to choreograph a dance for one minute, organise/make a costume and create a background using PowerPoint or make a physical background. Ten senior students had to apply to take part as positions were limited. All the students committed to after school training on Tuesday afternoons for eight weeks and then performed their dance to judges and an audience. Robocup allows students to use skills such as critical thinking, problem solving, innovation and teamwork in a safe competitive environment.

Competitors were encouraged to attend our school STEAM showcase to practise their robotic skills using Beebot challenges. This was a success as students engaged with the community to show off their coding skills.

Lunch time clubs

During lunch students can attend STEM related clubs. The Digital Technology Club is divided into senior and junior, where the senior students can attend Mondays and Tuesdays and the junior students attend Thursdays and Fridays. This encourages the students to hone their digital technology skills and processes and gives them additional exposure to technologies.





Our Book Week Parade is a true highlight of our annual calendar, it was a joyful celebration of stories, smiles and the magic that happens when our community comes together

Year 5

CORAL BAY

Camp

In Term Three of 2025, Year Five students from Baynton West Primary School embarked on an unforgettable five-day camp to Coral Bay. The camp provided a valuable opportunity for students to extend their learning beyond the classroom while developing independence, resilience and positive relationships with both peers and teachers.

Throughout the week, students embraced the responsibilities of camp life. From setting up and maintaining their own tents to participating in shared camp routines and working collaboratively with others, students developed important life skills such as organisation, teamwork and problem solving. These shared experiences helped foster a strong sense of community, with students supporting one another and taking pride in their growing independence.

A highlight of the camp was the opportunity to immerse themselves in the spectacular marine environment of the Ningaloo Reef region. Students participated in a variety of hands-on experiences designed to deepen their understanding of this unique ecosystem. Activities included snorkelling in the calm waters of the bay, exploring the coral sanctuary aboard a glass-bottom boat, and venturing further offshore to observe incredible marine wildlife such as turtles, dolphins and reef sharks in their natural habitat.

Students also attended an engaging educational presentation delivered by a marine ecologist. This session provided valuable insights into marine biodiversity, reef conservation and the importance of protecting one of Australia's most significant natural environments. The experience helped students develop a greater appreciation for the delicate balance of life within coral reef ecosystems and the role we all play in protecting them. The Coral Bay camp remains a much-loved and highly valued component of the Year Five program. Through shared adventures, outdoor challenges and opportunities to step outside their comfort zones, students strengthened friendships, built confidence and created lasting memories. Experiences such as these not only enrich classroom learning but also support the development of independence, resilience and a deeper appreciation of the natural world.



Year 6 CANBERRA Camp

The greatly anticipated Year six Canberra Camp took place in mid-June 2025, in the midst of the wintry conditions of our nation's capital. Students arrived for their six-day adventure ready for multiple flights, wearing their 2025 'Leavers' shirts, their very own Baynton West Primary School beanies, and excitement painted across their faces.

Camp Cottermouth proved to be the perfect accommodation for our students. They stayed in cabins where they continued to develop interpersonal skills while experiencing independence and resilience, particularly with the action-packed schedule, early morning starts and the chilly morning breeze. The camp was nestled in regional bushland and was often visited by local wildlife, encapsulating the idyllic serenity of the Australian bush.

The week was full of experiences that explored the historical and political story of Australia, the remarkable sights and settings of Canberra, as well as hands-on activities involving problem solving, collaboration and strategic thinking. Experiences included, but were not limited to:

The High Court of Australia

Students learned about the process of court hearings, notable court cases, and even acted out these cases themselves.

The National Portrait Gallery

Students viewed some of the most influential portraits in our country and had the opportunity to showcase their own artistic flair by creating portraits of their own.

Corin Forest

Pilbara kids in the snow! The snowfields of Corin Forest were an unforgettable experience, with students enjoying making snowmen, snow angels and having snowball fights with their teachers.

Questacon

The iconic science museum at night. Students experienced the wonders of the scientific world and learned through hands-on interactive activities.

Parliament House

One of the most iconic buildings in Australia. Students experienced political life through a tour of Parliament, seeing the House of Representatives and the Senate while role-playing real-life parliamentary scenarios.

The Australian Institute of Sport

A student favourite. Touring the incredible facilities used by Australia's elite athletes proved to be an inspiring experience for our future sporting stars.

The Australian War Memorial

One of the most significant historical sites in Australia. Students were able to learn about Australia's military history and pay their respects during a commemorative service.

Mount Stromlo Observatory

Students were greeted by astrophysicists who study the night sky and galaxies beyond our own. They even had the opportunity to view distant galaxies through high-tech telescopes.

No matter the location, Baynton West students were always greeted with smiles and received an impressive number of compliments due to their curiosity, knowledge, behaviour and manners.

The 2025 edition of the Baynton West Canberra Camp became the highlight of the year for the students who attended. The experience created lasting memories that were spoken about with smiles and laughter throughout the remainder of the year and will continue to be remembered for many years to come.



STUDENT

Achievement

Performance

In 2025, teacher A-E judgements reflected a deliberate strengthening of assessment consistency across the school. The Overall Relative Judgement shifted from 2.01 in 2024 to 1.50 in 2025, with similar adjustments evident across English, Mathematics, Science, and Humanities and Social Sciences. This pattern indicates improved moderation practices and closer alignment to achievement standards, rather than a decline in student performance. The data demonstrates a maturing assessment culture in which teachers are making more precise, evidence-based judgements supported by collaborative planning, explicit teaching approaches, and shared expectations. This work has strengthened the reliability of reported achievement and ensures greater confidence that grades accurately reflect student learning outcomes.

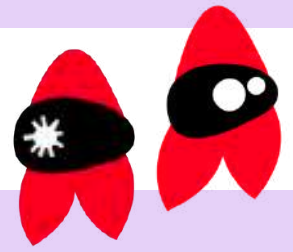
STUDENT ACADEMIC ACHIEVEMENT

Grade Allocation (A-E)	2024	2025
Overall Relative Judgement	2.01	1.50
English	1.73	1.25
Mathematics	1.56	1.26
Science	2.40	1.48
Humanities & Social Sciences	2.34	1.99

PROGRESSIVE ACHIEVEMENT TEST

PAT Achievement

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Mathematics	Baynton West Primary School Median	108	112.7	121.6	119.7	125.8	133.6
	National Median	99.5	108.3	115.4	121.1	125.5	128.9
Reading	Baynton West Primary School Median	88.5	110.2	118.3	119.3	124.5	130.2
	National Median	84.2	101.1	113	120.9	125.8	128.8
Spelling	Baynton West Primary School Median	N/A	N/A	112.9	120.4	138.5	145.8
	National Median	N/A	N/A	97	112	124	132
Grammar	Baynton West Primary School Median	N/A	N/A	126.4	131.4	133.6	137.1
	National Median	N/A	N/A	115	123	128	131
Vocabulary	Baynton West Primary School Median	N/A	N/A	114.4	125.3	126.7	133.1
	National Median	N/A	N/A	107	112	118	125



Year Level Analysis of Achievement Data

Overall Pattern

In 2025, teacher A–E judgements reflected a deliberate strengthening of assessment consistency across the school. The Overall Relative Judgement shifted from 2.01 in 2024 to 1.50 in 2025, with similar adjustments evident across English, Mathematics, Science, and Humanities and Social Sciences. This pattern indicates improved moderation practices and closer alignment to achievement standards, rather than a decline in student performance. The data demonstrates a maturing assessment culture in which teachers are making more precise, evidence-based judgements supported by collaborative planning, explicit teaching approaches, and shared expectations. This work has strengthened the reliability of reported achievement and ensures greater confidence that grades accurately reflect student learning outcomes.

YEAR 1

Mathematics: 108.0 (above national median 99.5) – strong early numeracy foundation.

Reading: 88.5 (slightly above national median 84.2).

Spelling / Grammar / Vocabulary: Not assessed at this level.

Interpretation

Students enter formal schooling with solid early literacy and numeracy skills. Early learning programs are successfully preparing students for Year one expectations, particularly in numeracy.

YEAR 2

Mathematics: 112.7 (well above Year one growth; consistent progress).

Reading: 110.2 (strong lift from Year one).

Spelling: Not assessed.

Grammar & Vocabulary: Not assessed.

Interpretation

This year shows significant consolidation of early literacy skills. The strong improvement in reading suggests effective explicit instruction and early intervention practices.

YEAR 3

Mathematics: 121.6 (above national comparison 115.4).

Reading: 118.3 (above national 113.0).

Spelling: 112.9 (above national 97).

Grammar & Punctuation: 126.4 (above national 115).

Vocabulary: 114.4 (above national 107).

Interpretation

Year three represents a major acceleration point, with students outperforming national medians across every tested domain. Literacy components (grammar, spelling, vocabulary) show particularly strong development, suggesting successful transition from “learning to read” to “reading to learn.”

YEAR 4

Mathematics: 119.7 (steady maintenance of high performance).

Reading: 119.3 (above national 120.9–tracking closely with national high band).

Spelling: 120.4 (above national 112).

Grammar & Punctuation: 131.4 (above national 123).

Vocabulary: 125.3 (above national 112).

Interpretation

Achievement is sustained and broadened. Students maintain gains while language complexity increases. Strong grammar and vocabulary indicate deepening comprehension and written expression capacity.

STUDENT

Achievement

YEAR 5

Mathematics: 125.8 (high-level performance).
Reading: 124.5 (approaching senior primary benchmarks).
Spelling: ~138.5 (well above national 124).
Grammar & Punctuation: 133.6 (above national 128).
Vocabulary: 126.7 (above national 118).

Interpretation

Year five demonstrates academic maturity and consistency. Literacy mechanics (spelling and grammar) are particular strengths, reflecting cumulative effectiveness of explicit teaching and intervention.

YEAR 6

Mathematics: 133.6 (very strong growth from Year 1 baseline).
Reading: 130.2 (above national 128.8).
Spelling: 145.8 (well above national 132).
Grammar & Punctuation: 137.1 (above national 131).
Vocabulary: 133.1 (above national 125).

Interpretation

By the end of primary school, students show high achievement across all domains, with the strongest results in spelling, grammar, and vocabulary. This indicates successful preparation for the literacy and numeracy demands of secondary schooling.

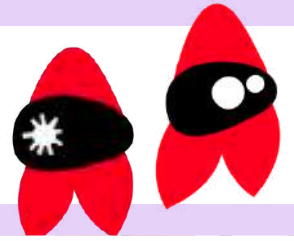
Key Strengths Across the School

- Consistent growth year-on-year with no evidence of plateau.
- Strong literacy development from Year three onward, especially in language conventions.
- Mathematics shows steady longitudinal improvement.
- Students finish Year six performing confidently above national benchmarks.
- Data reflects the success of early intervention and sustained explicit instruction.

NEXT STEPS

1. Protect Early Gains (Years one and two)
Maintain intensive early literacy focus to ensure all students reach the strong trajectory evident by Year 3.
2. Continue quality English Instruction (Years three to six)
Grammar and vocabulary are clear strengths, embed across all subject areas to deepen comprehension and writing quality.
3. Target Reading Lift in Middle Years
*Reading growth is solid but less pronounced than spelling/grammar. Focus on:
Complex texts Inferential comprehension Academic vocabulary in context*
4. Sustain Numeracy Challenge
Introduce more problem-solving and reasoning tasks in Years four to six to match strong procedural skills with higher-order thinking.

AUTHOR Visit



As winners of the Premier's Reading Challenge, we were treated to a spectacular visit from author Cristy Burne, who brought science, storytelling and energy to life in the most unforgettable way. Our students are still buzzing with inspiration and ready to turn their own curious ideas into big, bold stories.

SCHOOL CULTURE Survey

In Term Two, students in Years three to six participated in our annual anonymous School Culture Survey, providing valuable insight into their sense of connection, belonging and voice at Baynton West Primary School. This survey is an important measure of how well our students feel heard, respected and supported in their learning environment. By ensuring anonymity, we create a safe space for honest feedback, enabling students to share their perspectives openly. As a school, we take this feedback seriously and use the data to strengthen student engagement, enhance wellbeing initiatives and refine teaching practices to better meet learners' needs. The following summary outlines the key themes and findings that will inform our ongoing improvement efforts in 2026.

My school listens to my ideas.

● Strongly Agree ● Agree ● Unsure ● Disagree ● Strongly Disagree



I feel comfortable talking to my teachers about my learning.

● Strongly Agree ● Agree ● Unsure ● Disagree ● Strongly Disagree



Aboriginal Culture is respected by my school

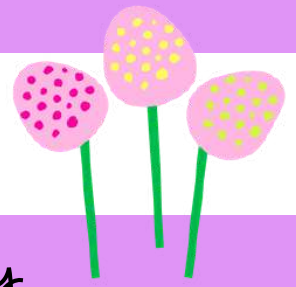
● Strongly Agree ● Agree ● Unsure



My teacher lets me know when they are pleased with my work

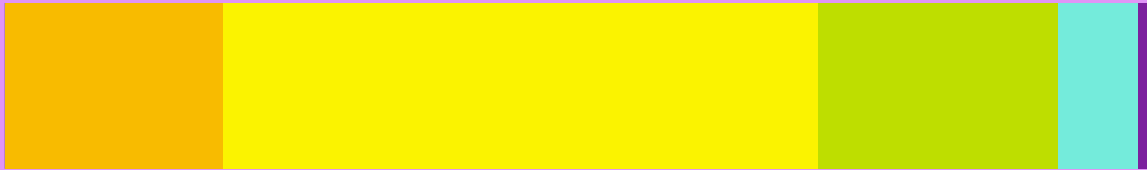
● Strongly Agree ● Agree ● Unsure ● Disagree ● Strongly Disagree





My teachers let me know when I try hard and succeed

● Strongly Agree ● Agree ● Unsure ● Disagree ● Strongly Disagree



My teachers respect me

● Strongly Agree ● Agree ● Unsure ● Disagree ● Strongly Disagree



SCHOOL CULTURE

Survey

This is what our year three to six students told us in the survey

The best things about this school are

Lots of leadership opportunities and camps and excursions.

The play equipment and before and after school activities.

We have great writing lessons which improve skills and knowledge when we do other things.

The subjects are amazing and the teachers understand me better than they did at my previous school.

The teachers and the way they teach, the activities, the subjects, the events that take place, the teachers also prepare us for tests and high school, and the furniture is good too!

Clontarf.

Its easy to make friends.

Art, music, sport and science!

Nature play because my friends and I make bases together.

Things that could be improved at school are

Easier learning

More excursions, a new bell, more special days, like free dress days and other things like that.

I'm really happy with our school.

Cooking classes would be amazing.

More sporting events, before and after school.

Make lunch and recess twenty minutes longer.

More STEM and building things.

Key Insights from the Year 3–6 Student School Culture Survey

(please note: this survey was anonymous)

Overall, student feedback reflects a highly positive culture of belonging, respect and engagement, with clear themes about what is working well and where students would like further enhancement.

What Students Value Most

Strong Relationships with Teachers

Students report that teachers respect them, listen to their ideas and recognise effort and success.

Many students feel comfortable discussing their learning with teachers, indicating trusting and supportive classroom environments.

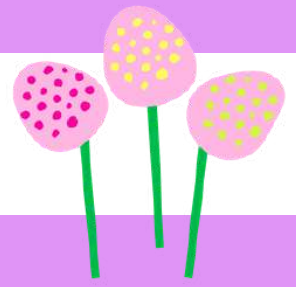
Engaging Teaching and Learning Programs

Writing lessons were specifically identified as helping improve skills across other learning areas.

Students value how teachers prepare them for tests and the transition to high school.

A wide range of subjects – particularly Art, Music, Science and Sport – were described as enjoyable and motivating.





Opportunities Beyond the Classroom

Camps, excursions and leadership opportunities are highly valued and seen as memorable parts of school life. Before- and after-school activities and play spaces contribute strongly to students' sense of enjoyment and connection.

Friendship, Inclusion and Belonging

Students noted it is easy to make friends and collaborate, particularly through activities like Nature Play. Programs such as Clontarf Foundation were identified by students as a positive part of their school experience.

Respect for Aboriginal Culture

Students affirmed that Aboriginal culture is respected at the school, reflecting the visibility of cultural learning and inclusive practices.

Areas Students Would Like to See Improved

Student suggestions were thoughtful and largely focused on more opportunities rather than major change:

Increased excursions, sporting events and special themed days.

More hands-on learning such as STEM, building projects and cooking.

Additional extracurricular activities before and after school.

Minor operational changes (e.g., different bell sound, longer breaks).

Some students expressed a desire for learning to feel "easier," highlighting the need for continued differentiation and support.

Importantly, several responses stated they were already very happy with the school.

Evidence of Student Voice Driving Change

Feedback from this and previous surveys directly informed key developments in 2025, including:

A stronger emphasis on On-Country learning experiences.

Changing the traditional siren to music, improving the school atmosphere.

Expanded STEM opportunities and hands-on learning initiatives.

Baynton West Primary School changed its bell because of this survey.

This demonstrates to students that their voice is heard and leads to real, visible change – an important contributor to positive school culture.

Summary

The survey highlights a school culture where students feel respected, supported and engaged in their learning.

Relationships with teachers, diverse opportunities and inclusive cultural practices are clear strengths. Student

feedback continues to guide responsive improvements, ensuring the learning environment evolves in ways that matter most to students.



FINANCIAL

Summary

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)

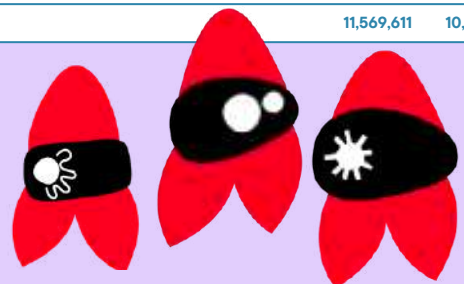
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	584,441	584,441
Carry Forward (Salary):	615,025	615,025
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	10,255,928	10,255,928
Locally Raised Funds:	704,477	771,422
Total Funds:	12,159,871	12,226,816
EXPENDITURE		
Salaries:	9,244,238	9,244,238
Goods and Services (Cash):	2,325,372	1,688,603
Total Expenditure:	11,569,610	10,932,841
VARIANCE:	590,261	1,293,975

INCOME - Dec 2025 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	584,441	584,441
Carry Forward (Salary)	615,025	615,025
STUDENT-CENTRED FUNDING		
Per Student	7,197,309	7,197,309
School and Student Characteristics	2,614,743	2,614,743
Disability Adjustments	82,538	82,538
Targeted Initiatives	384,438	384,438
Operational Response Allocation	(29,961)	(29,961)
Total Funds:	10,249,067	10,249,067
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers - Salary	(1,019,026)	(1,019,026)
School Transfers - Cash	1,025,886	1,025,886
Department Adjustments	0	0
Total Funds:	6,860	6,860
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	29,815	29,815
Charges and Fees	345,319	367,491
Fees from Facilities Hire	35,000	36,673
Fundraising/Donations/Sponsorships	208,881	208,881
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	25,000	25,000
Revenue from CO, Regional Office and Other schools	10,000	10,000
Other Revenues	50,461	93,562
Transfer from Reserve or DGR	0	0
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	704,476	771,422
TOTAL	12,159,869	12,226,815

EXPENDITURE - Dec 2025 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	8,817,221	8,817,221
New Appointments	0	0
Casual Payments	346,894	346,894
Other Salary Expenditure	80,123	80,123
Total Funds:	9,244,238	9,244,238
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	386,836	211,827
Lease Payments	151,824	152,353
Utilities, Facilities and Maintenance	510,047	568,815
Buildings, Property and Equipment	20,308	18,234
Curriculum and Student Services	682,327	601,910
Professional Development	120,000	123,997
Transfer to Reserve	15,000	0
Other Expenditure	5,946	9,768
Payment to CO, Regional Office and Other schools	433,085	1,700
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	2,325,373	1,688,604
TOTAL	11,569,611	10,932,842



Our COMMITMENT

Baynton West Primary School is committed to creating a culturally safe environment that values the importance of Aboriginal culture and community. We aim to create confident Aboriginal learners who feel proud of their culture, know they are valued in society and have the skills needed for a happy, fulfilled and successful life.

Baynton West Primary School aspires to walk in two worlds through two-way learning. We will continue to create a culturally safe environment through understanding and fostering strong relationships. By ensuring that Aboriginal culture is truthfully embedded and represented in the curriculum, we commit to inclusivity through connections with each other, elders and community.





Living and Learning on Ngarluma Country



Baynton West
PRIMARY SCHOOL

