

Baynton West Primary School



Annual Report 2024



Children are at
the heart of
our school

Acknowledgement of Country



Please click the video for a special
Acknowledgement of Country by
our students.

Living and learning on Ngarluma 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.

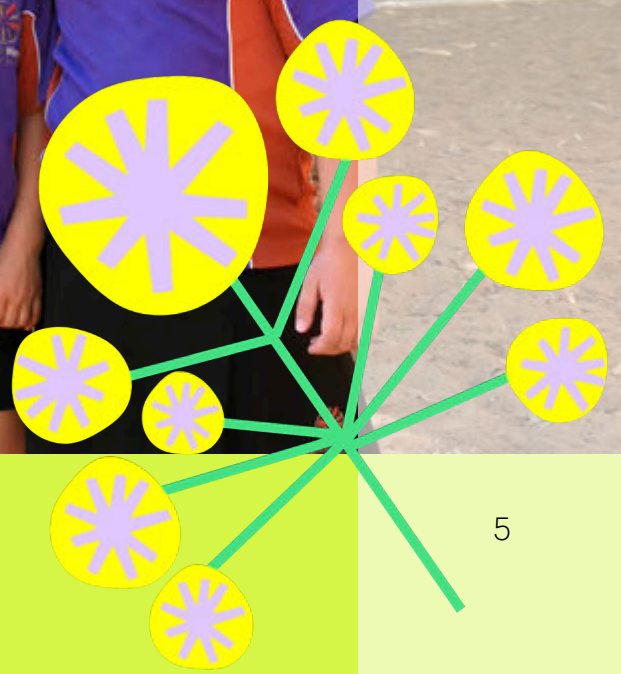


*Baynton West Primary School proudly
lives and learns on Ngarluma country*



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SCHOOL BOARD

Chair's Message

It is with great pride and gratitude that I present the 2024 Chair's Report for Baynton West Primary School. The year has been a testament to the strength, resilience, and spirit of our school community. Underpinned by its core values of Respect, Responsibility, Resilience, and Excellence, Baynton West has continued to flourish as a place of meaningful learning, growth, and connection.

In 2024, our students achieved outstanding progress across academic, social, and emotional domains, supported by our dedicated teaching staff, strong leadership, and active family engagement. We celebrated numerous highlights, including the successful implementation of STEM learning initiatives, expanded cultural programs that deepened our students' understanding of our local traditional owners and Aboriginal community, and a focus on student well-being through targeted support and inclusive practices.

Baynton West continues to align closely with the State Government's public education priorities, particularly in promoting high-quality teaching, equity in learning outcomes, and strong student engagement. The school's commitment to fostering an inclusive and stimulating learning environment is evident in every classroom and initiative. Our work reflects the Department of Education's vision that every child deserves a world-class education—no matter where they live.

A key focus this year has been on improving student attendance, recognising the clear link between consistent school attendance and future success and well-being. Primary school is a crucial stage in a child's development—it lays the foundation for lifelong learning, critical thinking, and positive social development. Through innovative and targeted strategies and community partnerships, we've seen encouraging improvements in attendance and a growing awareness among families of just how essential each school day is to a child's educational journey. Well done to all involved!

A highlight of 2024 was the continued success of the Waja Guma Aboriginal Early Learning Centre, which provides a culturally safe space for Aboriginal children aged 0-4 to engage in play-based learning. This program, which would not have been possible without the support of Regional Development Australia Pilbara's Communities for Children, Waru Pty Ltd and Rio Tinto, has strengthened community ties and enriched our school's cultural fabric.

As Chair of the School Board, I wish to sincerely thank our Principal, the incredible and passionate Ms Lisa Ledger, the Baynton West teaching and support staff, parents, carers, volunteers, and most importantly, our students. Your collective efforts make Baynton West not just a school, but a vibrant and inspiring community. Looking ahead to 2025, we remain committed to nurturing curiosity, building character, and ensuring every student feels safe, supported, and empowered to succeed.

Together, we continue to build a strong future for every child at Baynton West Primary School.

Yours sincerely



Susan Grylls

School Board Chair,
Baynton West Primary School 2024

Engaging deeply with our community



PRINCIPAL'S

Message

Acknowledgement of Country

We acknowledge the Traditional Owners of the land on which Baynton West Primary School stands, the Ngarluma people, and pay our respects to Elders past, present, and emerging. We honour the ongoing connection to land, culture, and community.

Introduction

Baynton West Primary School has been acknowledged as one of the highest-performing schools in Australia in the areas of wellbeing and student learning. This recognition reflects our unwavering commitment to fostering an inclusive and supportive learning environment, guided by our values of Respect, Community, and Cultural Safety. Last year - 2024 - was a remarkable year at Baynton West Primary School and we have many reasons to celebrate. Our ongoing dedication to fostering a welcoming and inclusive environment remains at the forefront of our initiatives, particularly through the Waja Guma Early Learning Program and the development of the 'Learning Together on Ngarluma Country' resource, imbedding Aboriginal and Torres Strait Islander culture into our school and curriculum.

Waja Guma Program

The Waja Guma (Little Beings) program continues to thrive, thanks to the ongoing collaboration between our early childhood educators, cultural leaders, and families. With the support of Rio Tinto, Regional Development Australia, and Murujuga Aboriginal Corporation, the program provides a culturally rich learning environment for Aboriginal and Torres Strait Islander children aged 0-4 and their families. Recent feedback from families and community members has reinforced the program's positive impact on children's early literacy and cultural identity.

We are especially grateful to Waru, our newest partner, for their generous support in providing transportation for families. Their donation of a van has significantly enhanced accessibility to the program, ensuring that more families can participate and benefit from our holistic early learning approach.

Partnerships and Community Engagement

In 2024 we continued to promote our philosophy of 'Parents as Partners' through ongoing and engaging community events. These include Friday learning journeys, parent/carer reading mornings, and opportunities for parents to support 'at home' learning. Reading badges and milestone acknowledgements celebrate students' achievements and motivate continued progress. These initiatives foster a powerful sense of community and reinforce the vital role families play in their children's education.

Our community partnerships continue to be instrumental in our success. The collaboration with Murujuga Aboriginal Corporation ensures cultural safety and integrity within our programs. The support from Rio Tinto and Regional Development Australia remains vital in resourcing the Waja Guma program, while Woodside's commitment to the Ngarluma language initiative strengthens our goal of language preservation. We value the ongoing support from Waru, which enables family participation through improved transportation.

Wellbeing

Wellbeing remains a key priority at Baynton West Primary School, with the introduction of the Aussie Optimism program to support a whole-school approach to positive mental health and resilience. School leaders have received training to deliver and lead the program with fidelity, fostering a culture of wellbeing and equipping students with essential life skills.

Throughout 2024, staff have also been engaged in 'Berry Street' training to promote trauma-informed practices, ensuring that our educators have the evidence-based skills and knowledge to support students with complex needs. This commitment to building trauma-informed practices aligns with our dedication creating a safe and supportive learning environment for all students.

We continue to focus on professional development, with particular attention to inclusive education and cultural competency.



When life gives you lemons, make lemonade!



Our students bring us joy.

Ongoing Growth and Development

Baynton West Primary School continues to experience growth, prompting the addition of new buildings and infrastructure to accommodate our expanding student population. These developments ensure that we can maintain our commitment to high-quality education while providing modern, well-equipped learning spaces with at least one building committed for 2025.

Future Directions

Looking ahead, we aim to listen deeper to parents and community members to better understand their aspirations for their children and to foster stronger partnerships. We are committed to implementing the Ngarluma language throughout our curriculum and continuing to strengthen relationships with external agencies to improve educational outcomes for students with additional needs.

We also plan to expand our Academic Care and Learning Support programs to ensure that every student receives the guidance and resources necessary to thrive academically and personally. By building on our successes and addressing areas of need, we will continue to shape a positive and inclusive learning environment for all our students.

We look forward to strengthening our relationships with our community partners and families to create a thriving, culturally safe educational environment where all our students' flourish.

Conclusion

Thank you to our community, staff, and partners for their unwavering commitment to the success of Baynton West Primary School during 2024. Together, we continue to make a positive impact on the lives of our students and families.

Yours sincerely,

Mrs. Lisa Ledger

Principal, Baynton West Primary School



Mrs Lisa Ledger, Principal Baynton West Primary School



Please click above for a special message from Mrs Ledger.

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 Teacher 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

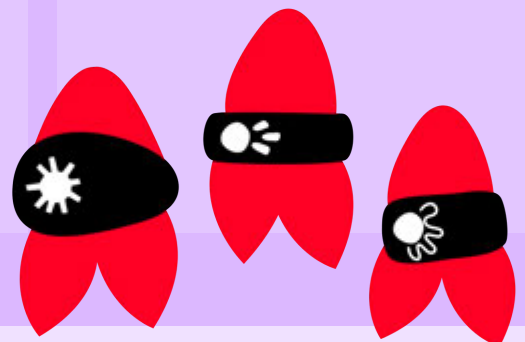
Research based teaching practices

Data driven lesson planning

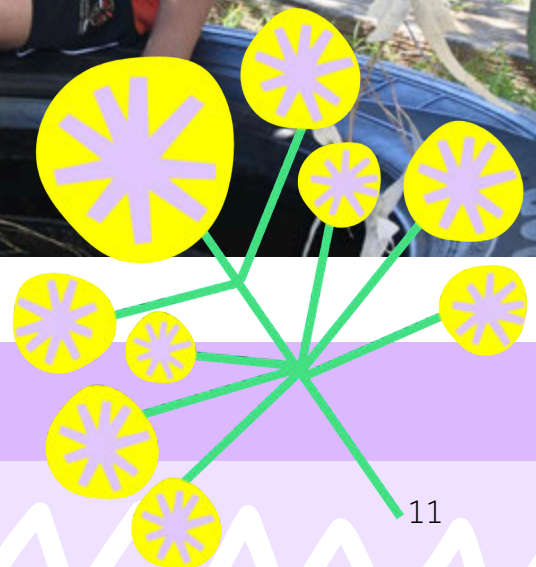
Shaping Minds professional learning

Quality Teaching Strategy
Lead School

Phonics team engagement



Children are at
the heart of
our school



STUDENT

Profile

Students with Disabilities

2.2%

Aboriginal Students

15.7%

Transiency Rate

23.2%

Male Students

54%

Total Student Population

827

ICSEA

Index of Community
Socio-Educational Advantage

990

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.

2024 STUDENT PROFILE

Female Students

46%



WORKFORCE

Profile

Our workforce is one of our greatest strengths—diverse in both age and cultural background, united by a shared commitment to excellence in education. We are proud of our strong staff retention and the supportive, collaborative culture that keeps our people growing and thriving.

Our team includes graduate teachers, many of whom complete their final practicum with us and choose to stay long term, as well as experienced senior teachers. We are proud to have one Level 3 Classroom Teacher and 12 middle leaders who contribute to the strategic direction and daily leadership across the school.

Clear career pathways and leadership structures are in place for staff who are keen to take the next step in their professional journey. Our school is led by an experienced Principal and Deputy Principals and supported by a dedicated office team committed to exceptional customer care.

Our highly skilled Aboriginal and Islander Education Officers (AIEOs) play a critical role in cultural responsiveness and community connection, while our Education Assistants are well-trained and engage with ongoing professional development.

Together, we form a capable, committed, and values-driven team—working side by side to support every student to succeed.

Staffing by 2021 -2004



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

Excellence in Teaching and Learning

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

YEAR 3	Numeracy		Reading		Writing		Spelling		Grammar & Punctuation	
	School	Like School	School	Like School	School	Like School	School	Like School	School	Like School
Exceeding	10%	6%	18%	12%	11%	5%	25%	11%	16%	5%
Strong	60%	49%	51%	43%	77%	69%	38%	43%	49%	39%
Developing	19%	32%	23%	25%	9%	17%	26%	33%	23%	32%
Needs Additional Support	10%	14%	8%	19%	2%	9%	11%	13%	13%	23%
Overall Percentage	70%	55%	69%	55%	88%	74%	63%	55%	65%	44%

YEAR 5	Numeracy		Reading		Writing		Spelling		Grammar & Punctuation	
	School	Like School	School	Like School	School	Like School	School	Like School	School	Like School
Exceeding	11%	8%	23%	10%	19%	6%	22%	16%	29%	8%
Strong	66%	48%	54%	49%	66%	53%	53%	48%	54%	45%
Developing	18%	30%	14%	25%	8%	28%	18%	25%	9%	31%
Needs Additional Support	6%	14%	9%	15%	8%	13%	7%	11%	8%	16%
Overall Percentage	77%	56%	77%	59%	85%	59%	77%	64%	83%	53%

While Year 3 proficiency levels in 2024 remain comparable to 2023, Year 5 demonstrated significant growth across all assessment areas. Notably, there was an increase of at least 10% in all areas, with Grammar and Punctuation showing an outstanding 20% improvement. When compared to 'like' schools, Baynton West Primary School students performed strongly in all NAPLAN areas.

OUR BUSINESS PLAN

Targets

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.

This target is partially achieved.

ABORIGINAL STUDENT GROWTH	2023	2024
Mathematics	78%	63%
Reading	69%	73%

Recent data shows a 4% improvement in Aboriginal achievement in reading, highlighting positive progress in literacy outcomes. However, there has been a concerning decline of 15% in Aboriginal achievement in mathematics, indicating a need for targeted support and intervention to address this gap.

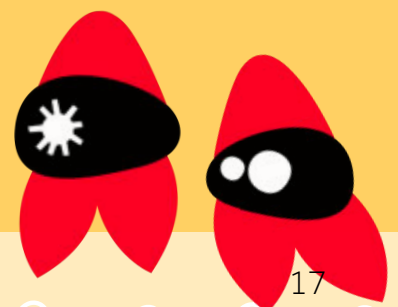
We continue to perform close to, or above, WA Public Schools and Australian school means in all assessment areas.

This target is achieved.

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

We are incredibly proud to announce that in 2024, Baynton West Primary School exceeded both the WA public school mean and the National school mean in all NAPLAN assessments for Years 3 and 5. This outstanding achievement reflects the dedication of our students, staff, families, and community to high-quality education and continuous improvement.



OUR BUSINESS PLAN

Targets

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.

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
MATHEMATICS	Baynton West Primary School Median	109	108.3	119.2	121.2	130.6	130.9
	National Median	99.5	108.3	115.4	121.1	125.5	128.9
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
READING	Baynton West Primary School Median	99.6	104.6	115.6	122.1	127.8	127.8
	National Median	84.2	101.1	113	120.9	125.8	128.8
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SPELLING	Baynton West Primary School Median	N/A	N/A	112.9	120.4	141	143.5
	National Median	N/A	N/A	97	112	124	132
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
GRAMMAR	Baynton West Primary School Median	N/A	N/A	128.5	128.5	128.5	128.5
	National Median	N/A	N/A	115	123	128	131
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
VOCABULARY	Baynton West Primary School Median	N/A	N/A	114.4	120.5	123	130
	National Median	N/A	N/A	107	112	118	125

Our school exceeded the National median in PAT testing across all year levels except in year 2 Mathematics) tested in 2024. These achievements reflect our commitment to high-quality education.

Please note, our students were assessed in term three, however the National median is based on end of the year data.

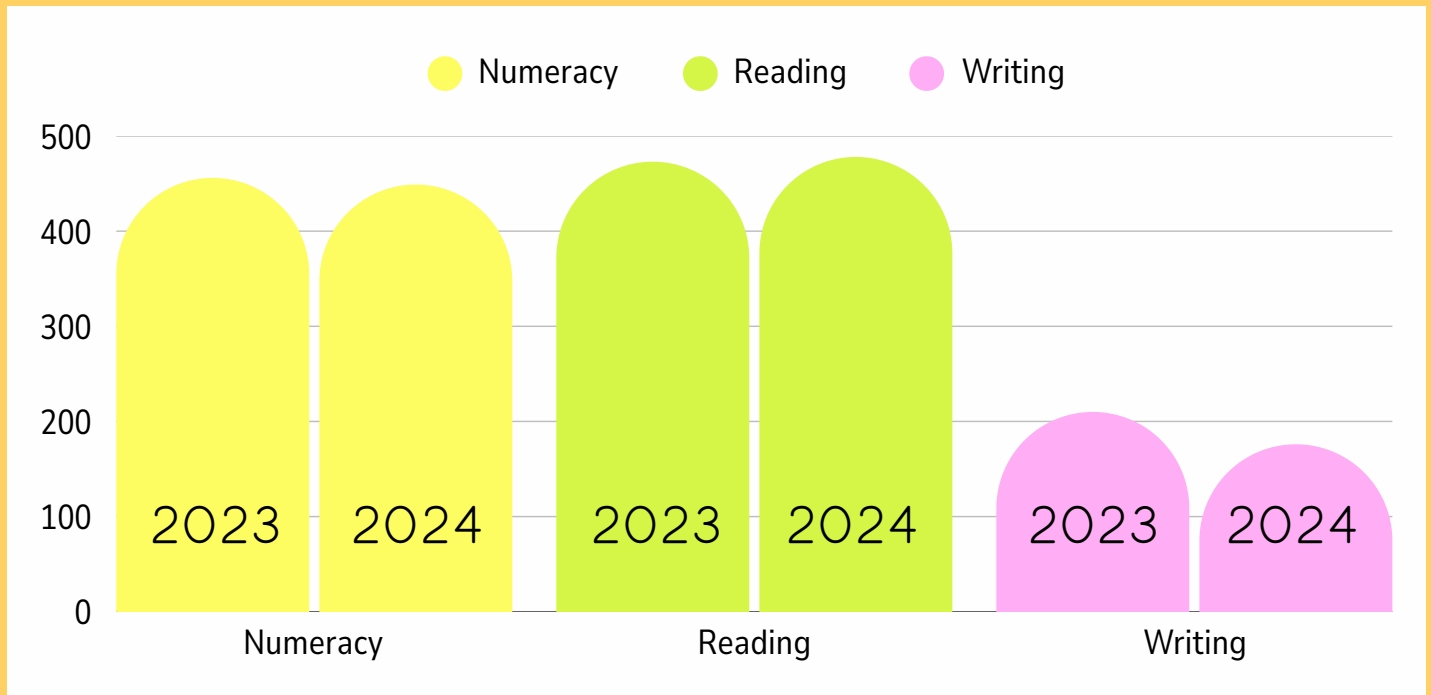


OUR BUSINESS PLAN

Targets

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

2023 - 2024 'ON ENTRY' ACHIEVEMENT



This bar chart compares On Entry Assessment scores for Pre-primary students in 2023 and 2024 across three domains: Numeracy, Reading, and Writing.

Numeracy

2023 and 2024 scores are virtually identical.

Indicates consistency in numeracy readiness across both cohorts.

Could suggest effective teaching strategies or consistent home/early learning environments.

Reading

2024 scores are higher than in 2023.

Suggests improved early literacy development or a stronger emphasis on reading in the early years leading into pre-primary.

May reflect successful implementation of programs like Conversational Reading or targeted phonemic awareness strategies.

Writing

Slight drop in 2024 compared to 2023.

Writing scores are significantly lower than Numeracy and Reading in both years.

This is common at the start of Pre-primary, as fine motor and early writing skills often lag.

OUR BUSINESS PLAN

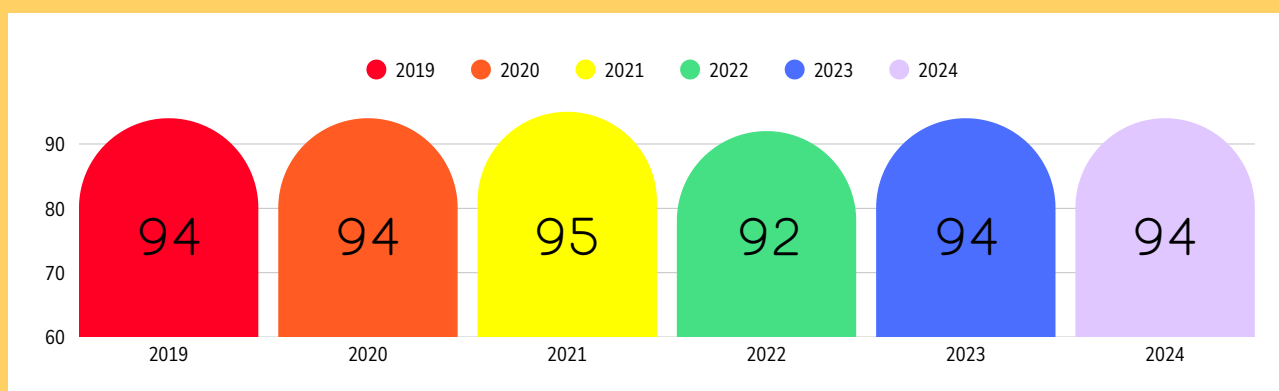
Targets

A commitment to Care, Belonging and Inclusivity

Staff culture remains high.

This target is achieved.

STAFF SCHOOL CULTURE RESULTS 2019-2024



We have continued to rank high in staff school culture surveys in 2024.

Our staff school culture survey measures how effectively an organisation functions and how well it is positioned for long-term success. It's typically used to assess aspects of an organisation's health that influence performance, efficiency, and employee well-being.



OUR BUSINESS PLAN

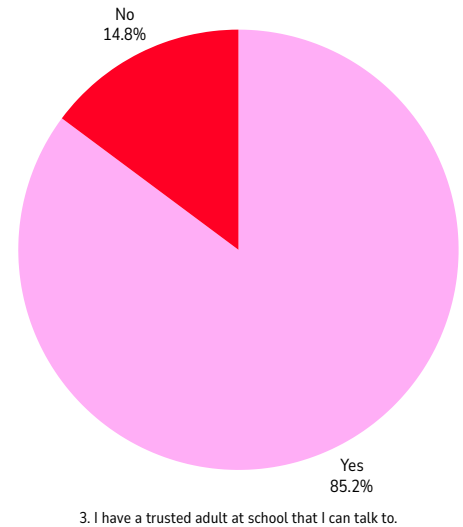
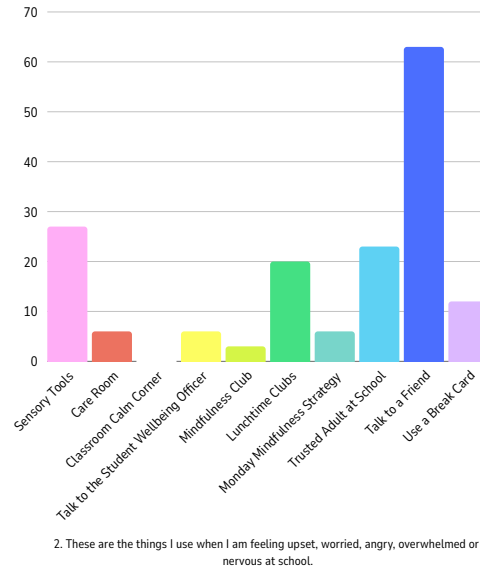
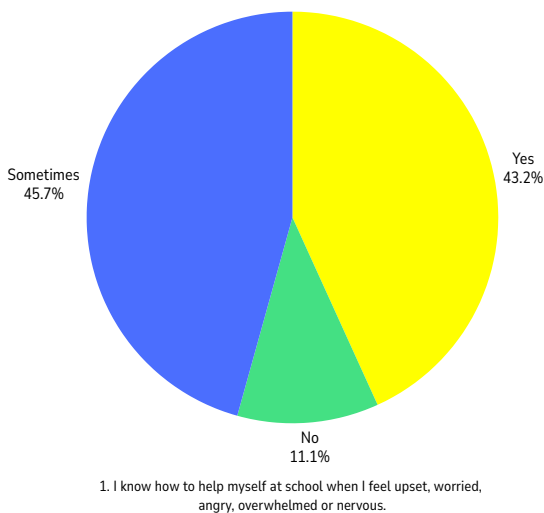
Targets

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

This target is achieved (with room for improvement).

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

STUDENT WELLBEING SURVEY



Student comments

- I like being at school because we get to do lots of fun stuff like sport or art or more.
- I like school because no one is rude.
- Because all of my friends are at school, and learning is super fun. But the main reason is all of the fun subjects.
- If I can't find anyone at home to talk to I will have someone to talk to at home.
- Sometimes I feel school is too crowded and I get overwhelmed.
- Adding more sport time.
- School is boring as there is not enough sport.
- I get to hang out with my friends.
- My school is fine how it is.
- Nothing needs to change, I love my school.
- Stop cancelling sport when it is too hot.



OUR BUSINESS PLAN

Targets

The regular attendance rate of students is at 'like' school level.
This target is not achieved.

ATTENDANCE RATE		
	Baynton West Primary School	WA Public Schools
2022	85.5%	86.6%
2023	86.9%	88.9%
2024	87.4%	89.4%

ATTENDANCE RATE							
	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2022	85%	85%	86%	85%	85%	85%	87%
2023	88%	87%	86%	87%	88%	86%	87%
2024	86%	88%	87%	88%	87%	87%	88%
WA Public Schools	89%	89%	90%	90%	90%	89%	89%

While the regular attendance rate increased slightly from 58.2% in 2023 to 58.8% in 2024, it remained below that of 'like' schools (62.1%). The school remains committed to strengthening connections with families and the community to support improved attendance and engagement, this is supported by a dedicated attendance team.



OUR BUSINESS PLAN

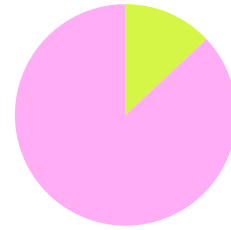
Targets

Professional leadership

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

TEACHING STAFF RETENTION AT BAYNTON WEST PRIMARY SCHOOL

Relocated Teaching Staff 13%
Retained Teaching Staff 87%

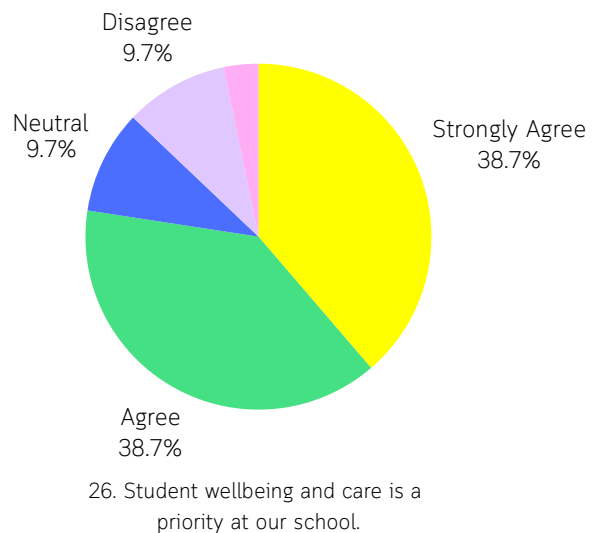
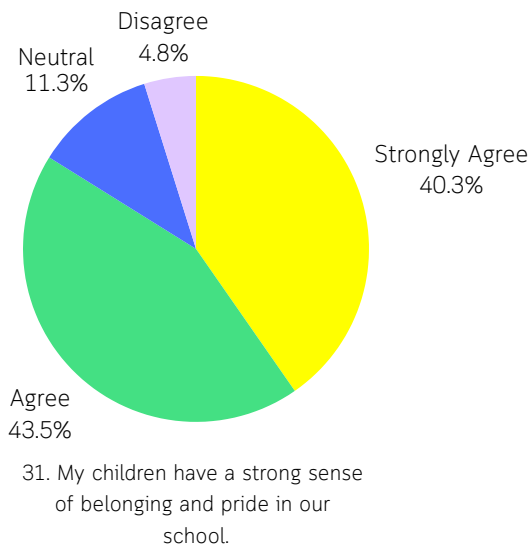


In 2024, Baynton West Primary School saw a strong retention rate, with 87% of teaching staff remaining throughout the year. This reflects the school's supportive environment and commitment to staff development. A small percentage, 13%, relocated at the end of the year, several moving to other schools in Karratha.

A strong connection to our local community and cultures

Parent surveys results continue to be favourable.
This target is achieved.

The surveys used for parents in our system has changed and are percentage based, here are some responses form the survey.



OUR BUSINESS PLAN

Targets

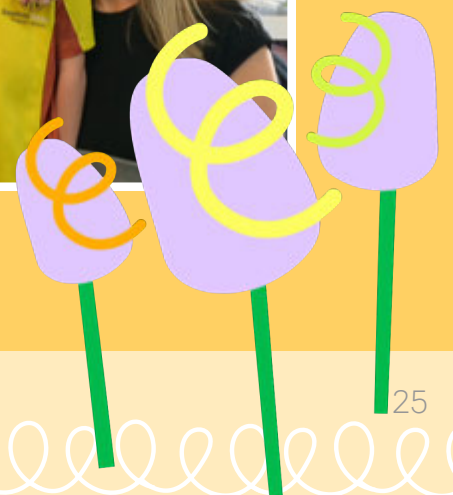
PARENT COMMENTS

- We believe the high standard of teaching and professionalism from BWPS is the best within our community.
- Could not ask for better teachers or a better school
- We Believe Baynton West has an exceptionally high overall standard of Teachers.
- I found the teachers to be very supportive, experienced and able.
- More could be done in involving the parents in their children learning journey.
- Learning journeys are great to see the children's progress and teaching quality.
- Teacher's feedback is limited to parent's meeting regarding semester progress only. In saying that it really depends on the classroom teacher. We have had teachers who are so good at what they do, friendly and approachable who would make time to have a chat with us occasionally, to explain the kid's progress. However, we also have had teachers who have never had a chat with us even once.
- Our family has had many positive experiences with BWPS and with the PP and Yr 1 teachers. Not only do we feel supported, but we feel our daughter is supported and this has had a positive impact on her engagement in school. Our daughter loves attending school and we hope that this continues as she goes through each year.
- Our family has had many positive experiences with BWPS and with the PP and Yr 1 teachers. Not only do we feel supported, but we feel our daughter is supported and this has had a positive impact on her engagement in school. Our daughter loves attending school and we hope that this continues as she goes through each year.
- I love that my children attend this school. It's nice walking through the school and my children being greeted by many teachers by their names and seem to have a genuine interest in them.
- I feel that the school management is selective in who they want to engage with. They are not open for feed
- I feel very welcome in the school.
- I feel comfortable with my relationship with the school in that the school is welcoming and addresses my concerns when I've had them.



OUR BUSINESS PLAN

Targets



ACADEMIC CARE

and Wellbeing

At Baynton West Primary School, we are committed to nurturing the whole child—academically, socially, and emotionally. Academic Care is at the heart of everything we do, and our strategies are designed to ensure every student can engage, grow, and succeed.

We promote strong engagement through regular attendance with visits to families, celebrating excellent attendance, and maintaining clear communication around absences. Classrooms are equipped with sensory tools and designed with thoughtful environmental adjustments—such as lighting and sound—to create safe and inclusive spaces for all learners.

Learning care

Learning care is embedded through the ongoing provision of three dedicated staff delivering evidence-based intervention programs, including MacqLit and MiniLit, intensive support in phonics and spelling, and targeted assistance for English as an Additional Language (EAL) students. We use assistive technology, personalised workstations, and scaffolded support to build mastery and confidence. Before-school tutoring is available for Years 1–3 through our Reading Embassy and Reading Mastery programs, ensuring every child has the opportunity to learn to read at a functional and literate level.

Wellbeing was equally prioritised. We enhanced our support through a dedicated Nurture and Care space, an Attendance Officer, a Student Wellbeing Officer, the Karratha Clontarf Academy, intern Occupational Therapists through WACRH, Aboriginal and Islander Education Officers (AIEOs), and School Psychologists.

The Student Wellbeing and Care team has been active since the beginning of 2023 with a member from all teaching areas, leadership and support staff. Our ongoing journey to maintain and continue existing trauma informed practices has had a positive impact on our student wellbeing.

Students are building a bank of strategies to support self-regulation and use the popular ‘wellbeing’ lunchtime clubs to unwind, reset and refocus ready to learn throughout the day. Wellbeing activities included: arts and craft, bubble breathing, mindful colouring and more.

This year multiple staff conducted four days of professional training in the Berry Street Education Model. This model is a practical framework for educators that helps to create classrooms where all students can learn and thrive, aligning with the school vision of children are at the heart of our school. The staff who were trained in this educational model have explicitly taught and applied strategies in classrooms to support students in self-regulation, build relationships and increase engagement and academic achievement.

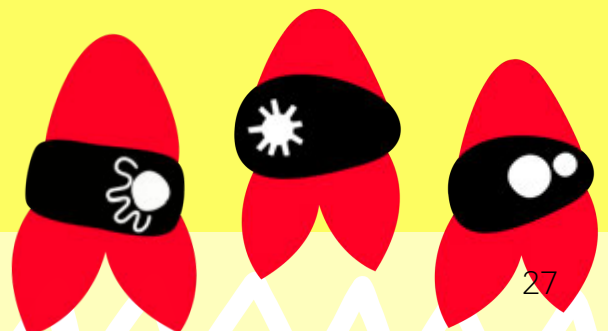
All staff, with the support of the Student Wellbeing and Care team, focused on student self-regulation. Students were taught about brain breaks and why they are an important self-regulation tool. The Year 4 cohort had a whole day devoted to wellbeing in Term 4.

Community members joined teaching staff in running the day to support student emotional regulation. Grit and Gratitude conducted a guided 9D Breathwork session where students learnt how breath can support emotional regulation, and Three Birds Creative supported students use art as another tool to support their emotions.

Late last year we hosted before school yoga, which was a highly successful before school club which engaged, not only, our students but our community too. The Wellbeing and Care team also ran exciting whole school events for R U OK? Day. We launched our before school yoga club, introduced our future therapy dogs and engaged in a variety of mindful activities at both a class and whole school level. Our team was successful in receiving two grants. One to train our two therapy dogs, and another from HealthyWA to fund our ongoing wellbeing journey.

Our school was also fortunate enough to have a Student Wellbeing officer throughout 2024, whose role was to support individual students, who would benefit from targeted intervention to support resilience and the building of social skills. Moving forward we are eager to implement Aussie Optimism which is an evidence based mental health promotion program for children, which focuses on developing their emotional and mental resilience.

R U Okay Day



ACADEMIC CARE

and Support

Supporting Students with Additional Needs - A Holistic and Inclusive Approach

At Baynton West Primary School, we are proud of our proactive, whole-school commitment to supporting students with diagnosed additional needs. Our approach is grounded in trauma-informed, inclusive, and evidence-based practices that ensure every child feels safe, supported, and empowered to thrive.

Staff across the school have undertaken training in the Berry Street Education Model, embedding trauma-informed practices into everyday teaching and learning.

A whole-school focus on sensory regulation has seen the integration of sensory tools and strategies into classrooms, supporting students to self-regulate and stay engaged.

Our Nurture and Care Room provides a safe, calm environment where students can access emotional support and regulation strategies, sometimes students use it as a space for a 'brain break'.

We work closely with allied health professionals, ensuring students can access the services they need, including speech therapy, occupational therapy, and psychological support.

An Autism Key Support Teacher was released one day per week to work alongside staff, providing tailored strategies and support.

Our Lead Education Assistant delivered targeted training to all staff and continues to provide coaching and mentoring to upskill Education Assistants in delivering effective, inclusive learning programs.

We maintain a strong partnership with the School of Special Educational Needs: Disability, whose visiting specialists work with our teachers and Education Assistants to support both students and staff.

We promote awareness and inclusion through events such as World Autism Day, celebrated with a morning tea for students, families, and staff, to promote diversity and acceptance.

All staff are trained in Asthma, Anaphylaxis, and Epilepsy management, ensuring a safe environment for all students.

Students benefit from daily access to a School Psychologist and support from a School Health Nurse, enhancing both their wellbeing and learning.

Parent workshops, including sessions on anxiety and separation, are facilitated by the School Psychologist to further support families in understanding and meeting their child's needs.

Our ongoing partnerships, professional development initiatives, and inclusive practices reflect our strong belief that every child deserves to be seen, valued, and supported on their learning journey.



Click on the image to view a message from our Student Wellbeing and Care Leaders.



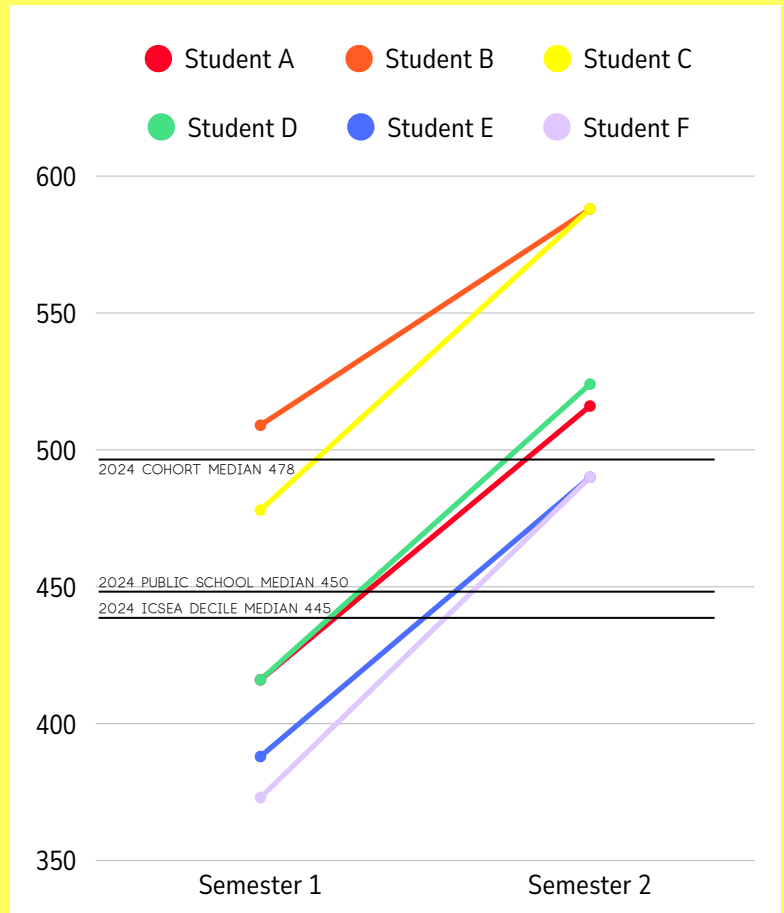
Danah Parkey & Charli Cuff

ACADEMIC CARE

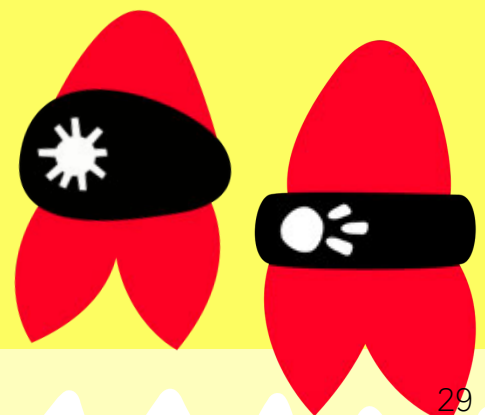
and Support

The student requiring academic care and support through on entry assessment made outstanding progress during 2024 (please see table below).

2024 ON ENTRY READING PROGRESS



The impact of the holistic approach to academic care is apparent, progress is measured with our most academically 'at risk' Pre-primary students, the progress made is phenomenal and ensures students are on track to succeed at school.



Kelly Flower, Jasmine Peeters, & Courtney Baker



Please click above for a special message from our Academic Care Team

CULTURAL

Responsiveness

Baynton West Primary School's Commitment to Cultural Responsiveness

At Baynton West Primary School, we are deeply committed to creating an environment where all children feel a sense of belonging and success. One way we show this commitment is by starting each school assembly with the word "Wayiba" (hello in the Ngalurma language). This small gesture is part of our broader approach to being culturally responsive and celebrating living and learning on Ngarluma Country.

Cultural responsiveness requires deep listening and during 2024 we captured the voices of our community. We surveyed staff, students and Aboriginal families to understand what was needed for Aboriginal children to succeed in school as Aboriginal people.

Below outlines our commitment to cultural responsiveness.

Acknowledgment of Country

Baynton West Primary School has made the commitment to the cultural safety of our Aboriginal Children. We acknowledge that we proudly learn on Ngarluma Country, and our school continuously pays respect to Elders past, present and emerging, by acknowledging Aboriginal culture, language, story, perspective and truth from the Pilbara, a place strongly in our hearts.

Culturally relevant curriculum and Professional Development

To support teaching staff, Elders, Aboriginal staff and school leaders worked in cahoots to finish a yearlong "Learning together on Ngarluma Country: Scope and Sequence" and matching "Resource companion," tailored specifically to the region. These documents guide staff to teach Ngarluma, and Aboriginal, histories and perspectives on events ensuring that for our Aboriginal children feel an increasing amount of validation in the classroom. We engage in coaching with lead teachers and Aboriginal and Islander Education Officers to improve confidence and knowledge when delivering the content to the students. This commitment to Ngarluma culture has increased student, family and community relationships. It has been a joyful experience attending incursions and events where the children are learning from Traditional Owners.



Kylie Giddens & Troy Baldwin



Please click above for a message from our Cultural Leaders



CULTURAL Responsiveness

Community Engagement and Celebrating Success

Student voice indicated that our students at Baynton West Primary School wanted to be on Country when learning about Country. In response to this, we launched a school wide partnership with Murujuga Aboriginal Corporation which covering 2024 and 2025, the children are directly learning from Rangers about Country in the classroom during the hot months and out on Country in the dry months. This connection with Murujuga Aboriginal Corporation ensures valuable time is spent learning from young, thriving members of our Aboriginal Community.

Since establishing the Aboriginal Enrichment class in 2018, we have seen notable improvements in student attendance, achievement, and overall sense of belonging. This program is a testament to equity, responding to the specific needs of our Aboriginal students and ensuring their perspectives are central to our educational practices, parents/caregivers request a place in the class as part of the process. The multi age grouping with family assists with overcoming school refusal.

As educators, we understand that improving educational outcomes for Aboriginal students starts before kindergarten. We have a thriving partnership with Rio Tinto to fund the Waja Guma (little beings learning together) 0-4 Aboriginal Early Learning Centre.

With the help of Waru, a bus was secured to assist families to make it along. Waja Guma, reflects our commitment to 'closing the gap' from the earliest stages of learning. Our Early Learning program, guided by the Abecedarian approach (3A), is specifically designed to create equitable pathways for success. .



This approach focuses on young children and their parents/caregivers, supporting them with school readiness, setting a strong foundation for the future.

In response to family requests, we hosted a NAIDOC festival to remember. Our families requested a day of food trucks, music, celebration and culture. Baynton West Primary School rose to the challenge. The children enjoyed activities with STARS girl academy, a yarn by the fire with Aboriginal staff members and a bush medicine workshop in Ngarluma language with a local Traditional Owner. Our Aboriginal and Torres Strait Islander students played a translated song and danced a traditional dance for everyone to enjoy. To finish it off a local band Jokera celebrated the day with a performance.

Where to Next?

With a thriving partnership with Murujuga Aboriginal Corporation solidified and a staff constantly striving for greater cultural responsiveness, Baynton West Primary School is now more ready than ever for language. The foundations of a Ngarluma language program are being laid. This program will bridge assist to bridge the gap between home and school for some students and deepen all children's understanding of heritage. By learning the language of the land and its people, our children will gain a stronger connection to this Country we love to learn on.



WAJA GUMA

"Little children learning together"

Waja Guma is our culturally connected early childhood learning centre, for all Aboriginal families in Karratha, promoting a sense of belonging through strong cultural identity. Waja Guma is a collaboration between local industry and Baynton West Primary School. Families attend Waja Guma to learn through playful interactions, enriched care, conversational reading and culture, in an environment that fosters a strong sense of belonging. Since October 2021 we have fostered a culturally safe and playful space for Aboriginal families to thrive as their children's first and strongest educators using the 3a approach. Our Vision is to see our children grow up strong, self-determined, proud, nurtured, healthy, connected to family and culture, in order to live rich and flourishing lives.

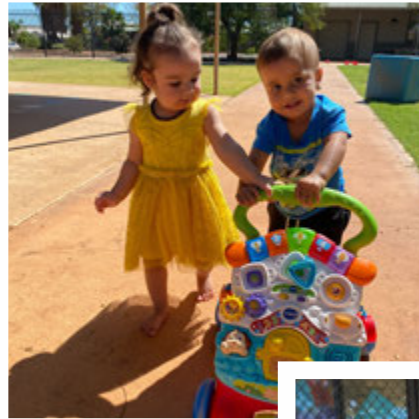
2024 was a fantastic year for Waja Guma. From our opening in Term 4 2021 to the end of 2024 we have:

Engaged with **65** children from **45** families totalling a massive **807** individual visits.

We saw an increase of 13% in visits by families to Waja Guma in 2024 compared to 2023.

Eight of our Waja Guma children, who have remained in Karratha, attended Baynton West for Kindergarten in 2024 and have continued to thrive. Tracking the school readiness benefits of Waja Guma from now into future school years helps us continue to reflect and grow our practice in supporting families and connecting them to outside agencies.

In November 2024, history was made as our Waja Guma bus was used for the first time. The very generous donation of a bus and support from Waru means that we can support even more families to experience the playful interactions and sense of belonging Waja Guma offers, throughout 2025.

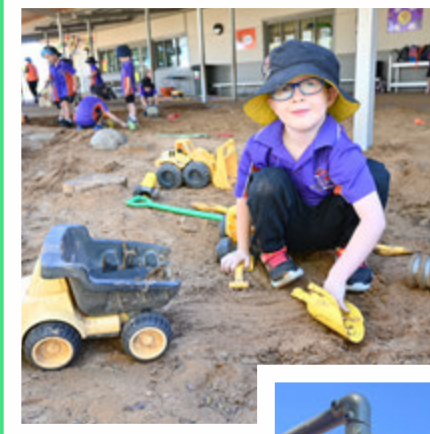
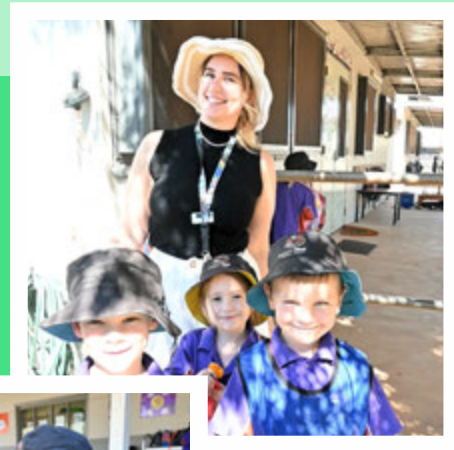


THE EARLY Years

At Baynton West Primary School, we deeply value Early Childhood Education, recognising that over 90% of brain development occurs within the first five years of life. This understanding drives our commitment to nurturing the whole child through our programs. We focus not only on academic learning but also on the social and emotional wellbeing of each child, fostering lifelong learners in a supportive environment.

Our approach is centred around a playfully explicit pedagogy. We provide our youngest learners with engaging and explicit instruction alongside purposeful and meaningful play experiences, where children are encouraged to interact, collaborate, and practice the skills they've learned. Teachers and Education Assistants play an active role in guiding this process through sustained shared thinking while using the vocabulary and concepts from explicit lessons to support the children during play.

We also place great importance on our relationships with parents, carers, and families. Through formal and informal catch-ups, we work to strengthen these connections, which are crucial in increasing engagement and ensuring that learning is a shared experience between home and school. By collaborating closely with families, we can better understand each child's needs, celebrate their milestones, and create an environment that nurtures their academic and social growth.



Click on the image to view a message from our QTS Team.



Rachel Faulkner, Isabella Ledger, Danielle Robertson & Madison Hope

MATHEMATICS

In 2024, Baynton West Primary School embraced a whole-school commitment to strengthening mathematical understanding through hands-on experiences, real-world application, and purposeful teaching. Our approach was unified, yet responsive to the unique needs of students across all phases of learning.

In the Early Years, Mathematics came to life through playful, active, and meaningful experiences. Children explored foundational concepts using concrete materials and engaging activities that fostered deep understanding. Mathematics was woven into classroom routines, transitions, songs, role-play, and movement—helping students make sense of number, pattern, and space in ways that felt relevant and exciting. With a strong focus on exploration and explicit instruction within a play-based framework, our youngest learners built confidence and curiosity as emerging mathematicians. Teachers also collaborated as part of the Karratha Education Network, using On-entry data to guide decisions and implement strategies that promoted both physical and cognitive engagement.

Across the Lower Primary years, students built upon this solid foundation through the use of manipulatives, movement, and collaborative learning experiences. A consistent hands-on approach helped bring abstract ideas to life, while ongoing teacher reflection and peer observation supported best practice. Data from PAT assessments and classroom observations informed targeted instruction, particularly in core areas like place value, addition, and subtraction. Visual tools such as base ten blocks, counters, and number lines empowered students to explore, experiment, and strengthen their number sense. With increased confidence came improved outcomes—students were better equipped to solve problems, explain their thinking, and engage meaningfully with new concepts.

In the Upper Primary, the focus shifted toward consolidation and mastery. The updated PRIME Mathematics program provided structure and consistency, while allowing for differentiation and challenge. Daily Reviews were used strategically to reinforce key understandings, and teachers used assessment data to track progress and fine-tune instruction. Students were supported to visualise and solve complex problems using tools like bar models, step-by-step calculations, and structured mental computation strategies. There was a noticeable lift in data analysis and vocabulary use, with targeted work on test literacy and interpreting visual data. Across the phase, fluency was prioritised—particularly in times tables—with students working towards their Maths Mastery badges through embedded practice in class, at home, and during Case Management.

Throughout the year, our whole-school approach was defined by collaboration, consistency, and a shared belief that all students can grow in their mathematical thinking. Whether exploring number stories through song in Kindy or tackling multi-step problems in Year 6, our learners were challenged and supported to see themselves as capable, confident mathematicians.



Sabrina Hart Visit

Our students were very lucky to be visited by Sabrina Hart during Term 2.

Sabrina captivated our students with her extensive knowledge on sustainable gardening. She shared valuable tips on which vegetables thrive in the unique climate of the Pilbara, and highlighted some of our incredible native plants.

A huge thank you to Sabrina for inspiring our young minds and helping us all grow a little greener.



ENGLISH

English 2024 - the focus was on Reading!

During 2024 we focussed on Reading as our previous results indicated that this is the greatest opportunity for growth in our student achievement.

2024 Reading Results - A Strong Performance!

We are proud to share the outstanding progress our students have made in reading this year.

Year 3 Highlights

Average reading score increased from 398 (2023) to 408 (2024).

Our Year 3 students outperformed like schools, whose average score declined from 386 to 374.

This reflects the effectiveness of early intervention and quality classroom instruction.

Year 5 Highlights

Our Year 5 average rose from 488 to 494.

Like schools showed a slight decline, dropping from 472 to 464.

This means our students are continuing to build strong literacy skills as they progress through school.

Baynton West Primary School is not only improving year-on-year but also outperforming similar schools across the state. These results reflect the hard work of our students, the dedication of our teachers, and the support of our families and community.

We remain committed to lifting literacy outcomes for every student—through high expectations, strong teaching, and programs that value both culture and learning.

We introduced a new reading program called “The Ngarluma Nightly Reading Challenge”. By reading nightly, students gain badges for reaching milestones.

Some of the strategies we used to engage our students in reading were:

- Engagement with the Centre for Excellence in Literacy teaching (Dept. of Education) to revamp our phonics education in Pre-Primary to Year two. This will be extended to include Kindergarten and year three in 2025.
- Develop a committee of early years teachers to work closely develop programs and resources to assist parents engage with supporting their children at home.
- Implemented Parent class reading in Year one and two.
- Developed a common language across K-6 in term of comprehension.
- Whole school engagement of the Premier's Reading strategy.
- Public affirmations and badge presentation for students reading nightly. The ‘Red Dog’ reading program has been hugely successful and will be rebranded in 2025.

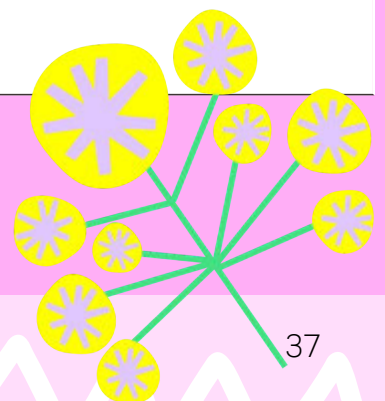


Premier's Reading Challenge

Our school's love for reading continued to shine in the 2024 Premier's Reading Challenge, with students eagerly diving into books throughout the 12-week challenge period. We were thrilled to welcome the challenge's mascot, Dewey Dex, who brought excitement and energy to our school sports carnival with a special performance!

As a school, we maintained an incredible reading pace, averaging 3,000 books per week and surpassing 30,000 books by the end of the challenge. This dedication led us to a remarkable achievement—winning the highest student participation award for the third year in a row in the 601-1000 student category. Adding to the celebration, two of our students were also recognised as individual winners for reading the most books in their respective age groups.

Crowning this success, we had the honour of travelling to Perth; the Honourable Roger Cook MLA, Premier of Western Australia, presented us with our awards, marking yet another unforgettable chapter in our school's reading journey!



PHYSICAL Education

Baynton West Primary School's Physical Education Department had a very successful 2024 calendar year. We had the privilege of competing in and hosting several Interschool carnivals including the Dockers Cup, Interschool Cross Country, Winter Carnival Boys' Soccer and Girls Rugby and the Winter Carnival mixed T-ball. Our students were commended on their exceptional sportsmanship and represented our school with pride, passion, and outstanding behaviour.

TERM HIGHLIGHTS

Term 1

The Pilbara Physical Education network, comprised of schools from all over the Pilbara, participated in the Dockers Cup hosted by Baynton West Primary School. The carnival was an enormous success not only for our school individually, but also for 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 were amazing, with both our boys and girls teams going undefeated, bringing home their championship shields. Our success is in no small part attributable to the outstanding leadership and role modelling by our Year 6 students who guided the younger students and set the bar for the Year 5 students who are our future leaders.



Term 2

Term Two is the busiest term for sport with our students having the opportunity to participate in multiple major carnivals. In 2024, Baynton West submitted seven teams to the Winter Carnival, nominating for Soccer, Rugby, T-ball, and Tennis. Students practiced hard during recesses and lunch times to create cohesion, teamwork, and game winning strategies. Due to this commitment, our teams were successful in achieving amazing results including making the grand final for girls' Soccer and boys Rugby and wins in boys' Soccer, girls' Rugby, and mixed T-ball. Our students should be incredibly proud of their results and amazing sportsmanship when representing the school - we are proud of each and every one of you!

Our much-anticipated Cross Country Carnival was held in Term 2. This is a highlight in the Baynton West Primary School sporting calendar and students worked tirelessly to prepare themselves, both in their own time and at the extra-curricular runner's club that occurred before school, twice a week. The day was a tremendous success with all our participating students completing the course with a profound sense of achievement. This successful cross country provided our Interschool team with the momentum to carry them forward to the Interschool Carnival held in Dampier. Again, our students put in extra hours, showing their commitment and passion to represent their school to the best of their abilities. With all this hard work, many of our athletes finished in the top 10 with notable performances from Isabel, Anesu and Skyla who all took podium finishes. This was a huge team effort, and the dedication paid off with Baynton West Primary School's 4th consecutive Interschool Cross Country win.



PHYSICAL Education

Cross country Champions

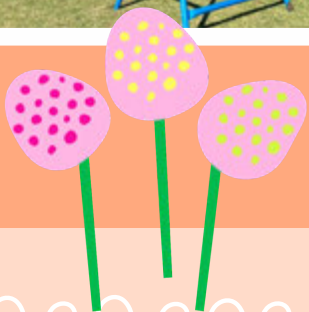
Year 1 Boys runner up champion: Thomas
Year 1 Girls runner up champion: Matilda
Year 1 Boys Champion: Nate
Year 1 Girls Champion: Ruby
Year 2 Boys runner up champion: Vishwa
Year 2 Girls runner up champion: Nadia
Year 2 Boys Champion: Isaac
Year 2 Girls Champion: Evelyn
Year 3 Boys runner up champion: Harley
Year 3 Girls runner up champion: Chella
Year 3 Boys Champion: Archie
Year 3 Girls Champion: Hannah
Year 4 Boys runner up champion: Reid
Year 4 Girls runner up champion: Kelsey
Year 4 Boys Champion: Riley
Year 4 Girls Champion: Imogen
Year 5 Boys runner up champion: Hayden
Year 5 Girls runner up champion: Abbey
Year 5 Boys Champion: Jaden
Year 5 Girls Champion: Skyla
Year 6 Boys runner up champion: Flynn
Year 6 Girls runner up champion: Esther
Year 6 Boys Champion: Anesu
Year 6 Girls Champion: Isabel

Inter-school Cross country Champions

Senior Champion Boy = Anesu
Senior Runner-up Girl = Skyla
Senior Champion Girl = Isabel



PHYSICAL Education



PHYSICAL Education

Term 3

Term Three saw the biggest carnivals of the 2024 year with the Early Childhood Education carnival, the Jumps and Throws days, and the Faction Carnival. The ECE carnival marked a huge milestone for our junior students as it was their first major carnival and an amazing opportunity for them to show off their motor skills that they had developed during physical education lessons.

The Baynton West Faction Carnival was, as always, a huge community event with food trucks, coffee vans and barely contained excitement and anticipation from parents, teachers, and students alike. Thanks to a visit from Athletics WA who used new and effective coaching approaches to bring out the best in our athletes, students demonstrated amazing sports abilities and embodied the elite level of sportsmanship practiced in our wider community. We celebrated with Sky as the ultimate faction champions, led by captains Maiah and Flynn.

Following the Faction Carnival, it was time to prepare our athletes for the Interschool Carnival. Our students worked tremendously hard, landing an overall second place finish. This was achieved through the student's resilience, strength of character, commendable sportsmanship, and integrity. Key standouts from our Interschool team were Abigail bringing home the overall Seniors Girls Champion award and Kenneth earning the overall Senior Boys Runner-up Champion award.

Results

- 1st = Sky (1166 points)
- 2nd = Spinifex (840 points)
- 3rd = Sun (826 points)
- 4th = Sturt (825 points)



Branden McGrath & Brianna Adair



Please click the image for a special message from our Physical Education Specialists.

Faction carnival champions

- Year 1 Boys runner up champion: Thomas
- Year 1 Girls runner up champion: Juniper
- Year 1 Boys Champion: Grady
- Year 1 Girls Champion: Chloe
- Year 2 Boys runner up champion: Izaac & Cody
- Year 2 Girls runner up champion: Leonie
- Year 2 Boys Champion: Muhammad
- Year 2 Girls Champion: Evelyn
- Year 3 Boys runner up champion: Mason
- Year 3 Girls runner up champion: Eva
- Year 3 Boys Champion: Archie
- Year 3 Girls Champion: Hannah
- Year 4 Boys runner up champion: Riley
- Year 4 Girls runner up champion: Imogen
- Year 4 Boys Champion: Kruze
- Year 4 Girls Champion: Emi
- Year 5 Boys runner up champion: Sherwin
- Year 5 Girls runner up champion: Lilly
- Year 5 Boys Champion: Jaden
- Year 5 Girls Champion: Skyla
- Year 6 Boys runner up champion: James
- Year 6 Girls runner up champion: Maiah
- Year 6 Boys Champion: Kenneth
- Year 6 Girls Champion: Isabel

Interschool Athletics Carnival champions

- Norst West Pilbara Schools Athletics Carnival Senior Girls Champion: Abigail.
- Norst West Pilbara Schools Athletics Carnival Senior Boys Runner-up: Kenneth.

Term 4

The final term of the year launched the inaugural Fremantle Dockers AFL 9's carnival at Baynton West Primary School. This carnival focused on how sport can engage and connect young people, break down barriers and provide non-conventional learning that is adapted to suit learning ability. This carnival allowed a variety of our Year 4-6 students to experience AFL for the first time or recontextualise the game in a new and fresh setting.



VISUAL Arts

We have had a creative and colourful year in the Visual Arts Department. The whole school has focused on various themes throughout the four terms and students were introduced to the work of many International, Australian and First Nations Artists. During these programs, students have explored the Art Elements and a vast selection of techniques including drawing, painting, collage, printmaking, sculpture and textiles. They have created spectacular and original artworks.

In Term 1, students from Pre-primary through to Year 6 created a whole school collaborative mural to celebrate Harmony Day. Every student created a monochrome portrait using a designated colour, that were then collated onto a huge mural that covered the walls in both Art Rooms. A video celebrating the creation of the murals was shared during the Harmony Day assembly.

In Term 2, 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.

Students who attend Art Club celebrated important days by creating beautiful egg cups for Easter and Mother's and Father's Day cards and keyrings. Throughout the year they explored a range of mediums engaging in chosen weekly themes or using the studio space for personal projects. It is a fun, relaxing and enjoyable experience for all who attend.



This year every student in the school contributed to creating a spectacular NAIDOC Mural. Inspired by First Nations Artist Judy Watson, students created a beautiful artwork that showcased our connection to the land that our school was built on. Students utilised a similar technique to our focus artist and 'danced on paper'. Kindy to Year 4 created footprints in various colours, whilst Year 5 students created monoprints of natural items found on Ngarluma Country. Year 6 students collected native plants and found materials to create bush brushes, which they used to paint upon the surface of the decorative papers. Teachers then came together after school, to use the student produced papers and created an enormous mural of a fire to illustrate the NAIDOC theme of Keep the Fire Burning, Blak, Loud and Proud.

In Term 3, our Year 6 cohort were fortunate to go on an excursion to visit the Cossack Art Awards. During the excursion students were treated to a guided tour of the exhibition and participated in a creative workshop, where they were inspired by Artist Tricia Stedman to create air dry clay sculptures that represented our natural surroundings.



VISUAL Arts

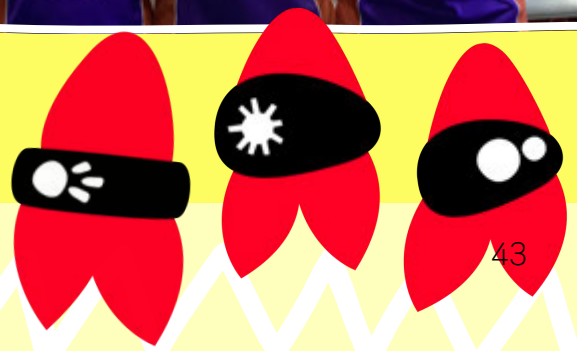


Also in Term 3, the school held our annual Open Night where both Art Rooms were overflowing with vibrant displays showcasing the very best of Baynton West's artistic talent. The Art Rooms were a popular attraction of the night, enticing many visitors and proud children who were excited to showcase their hard work and achievements.

In Term 4, a selection of upper school students had work chosen to be publicly displayed at the Karratha Senior High School Arts Showcase. The purpose of the evening was to promote and celebrate the Arts within the community.

Our Year 1, 3, 4 and 5 students created joyful and festive artworks that were displayed at the REAP Community Art Exhibition to spread some holiday spirit throughout the community. Our students explored traditional Christmas themes as well as Christmas in the Pilbara and created mixed media collages, drawings, prints, and paintings.

Throughout the year, all students had the opportunity to participate in Art Club. Art Club is an extra-curricular program run on Monday and Wednesday lunchtimes for Year 1 to 6 students who are passionate about making Art, giving them the option to get creative in the Art Room.



MUSIC

The Music Department at Baynton West Primary School had an incredibly busy and successful year in 2024. Over the four terms, students from Pre-primary to Year 6 had numerous opportunities to explore composition and performance, both at school and in collaboration with various artists. The year began with weekly performances at assemblies, where Miss Morley and the 'Beat Busters' led the school in singing the Baynton West School Song, the National Anthem, and the Birthday Song. Students also practiced regularly on both tuned and untuned instruments, enhancing their musical skills.

Performance Troupe, the school's choir, had an exciting start to their year with a performance at the school's ANZAC assembly in Term 2. They continued their busy schedule by performing at the Red Earth Arts Festival, working with the Perth Symphony Orchestra and school instrumental students to create a song celebrating the Pilbara region. In the same term, the school enjoyed a visit from the Western Australian Ballet, who spent the week engaging students with stories of mice who dance and teaching students fundamental movements to music.

The NAIDOC Day Band took the stage in Term 2, delivering an impressive rendition of Coldplay's "Yellow" that captivated the crowd. In Term 3, the excitement continued with a performance at the iconic FeNaCIING Festival, where the Ukulele Ensemble and Performance Troupe performed a 'mashup' of their favourite pop songs. Later, Performance Troupe joined forces with Telethon, spending an evening at Hearson's Cove working with a film crew to create footage that was included in the 2024 Telethon campaign.

As the year drew to a close, the Music Department continued to shine with performances at the Red Earth Arts Precinct's 'Christmas on the Green,' where the Christmas Choir dazzled the crowd. The choir also performed at the 2024 Senior Citizen lunch, spreading holiday cheer to the community. The year ended with a bang at the Baynton West Primary School's End of Year Concert, where all three school ensembles performed, and each class had the chance to showcase their individual talents. It was truly a year filled with memorable performances and valuable musical experiences for the students.





Filming for
Telethon
at Hearson's
Cove



STEM

Science, technology, engineering, and mathematics

Digital technology has become a core part of our everyday lives. We now use words like 'AI,' 'virtual reality' and 'coding' all the time. Advances in technology impact everything, especially the workforce. Entire job sectors are emerging or disappearing due to advances in technology. Teaching STEM helps students practice essential life skills such as critical thinking, problem solving, innovation and teamwork. This will make our young people ready for the future job market where we don't even know what new occupations will look like. We do know that right now people with qualifications in STEM earn more than those with non-STEM qualifications, so why wouldn't you encourage STEM education!

At Baynton West, we understand the importance of STEM. We have specialist classes in Digital Technology and Science which foster STEM thinking and we have a committed staff who integrate STEM teaching in their classrooms. Recently Baynton West students worked on a STEM project that looked at how to increase safety around railway crossings. This is a real-world problem that exists in the Pilbara where the local mining industry uses rail to transport iron ore from mines to the coast. The whole school took part in this activity.

We also have special groups for select students to extend their STEM skills. Each year a group of students is chosen to participate in 'Robocup.' Some of our Aboriginal and Torres Strait Islander students are part of the Polly Farmer 'Follow the Dream' program. This is a STEM club that sees students meet once a week to engage in STEM activities run by tutors and local industry partners.



Science Fair KSHS

During Science Week in August 2024 Baynton West Primary School participated in a school wide STEM project that looked at animal habitats. Since the theme was 'Species Survival - More Than Just Sustainability' students across the school chose an animal to build a habitat for which included shelter, water source, food source and other needs.

On Thursday night during Science Week, we took a collection of these projects to the Karratha Senior High School Science Fair. Ms. Cutfield's Science Makers' club also brought along their bridges and laser mazes they built. Community members were able to see what the students at Baynton West Primary School had made and had a go at using reflection to solve the laser mazes.



Science, technology, engineering, and mathematics

Science Makers Club

The Science Makers Club was held on Tuesday afternoons in the Science/STEM room for those students in Years 5 and 6. Students had the opportunity to use the 'Scientific Method' which is a systematic process for investigating phenomena, involving observation, forming hypotheses, making predictions, conducting experiments, and analysing results to draw conclusions and refine understanding to research, plan, create and test different structures and creations.

This year we built bridges, paper towers, laser mazes, balloon powered cars and catapults. Students were engaged and excited to test their creations and were taught how to evaluate and improve for further testing. We had some amazing bridges that were able to hold over 800 grams, paper towers that were over three metres high using only eight pieces of A4 paper and masking tape and don't forget the catapults that threw a marshmallow over ten metres! Genius!

CSIRO / Living Stem

Living STEM is an education program aimed at connecting national STEM curriculum to Aboriginal and Torres Strait Islander knowledge through hands-on inquiry projects aimed at increasing student engagement and achievement in STEM. Living STEM benefits all students by providing authentic and engaging STEM learning that deepens the connection with the country and culture where they live.

Baynton students had the opportunity to design PowerPoint presentations which showed local Pilbara plants and the names of these plants in Ngarluma language. Student work was then presented at the CSIRO showcase held in Dampier.

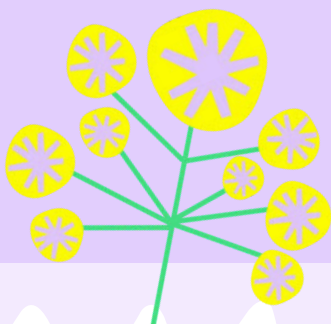
Baynton West will continue to participate in the CSIRO Living STEM program in 2025.

Robocup

This year there was no official 'Robocup' competition in Karratha, so we ran a mini competition in Term 4 that was open for Year Three and Four students. Thirty keen Bee-Bot coders signed up to choreograph a dance for one minute, create a costume and design a background using PowerPoint, utilising animations, and transitions. Students committed to after school training on Tuesday afternoons for eight weeks and then performed their sequence to judges and an audience. On the performance night, competitors competed in a highly contested Maze competition. Mini Robocup was run to entice younger students to get a taste for what Robocup is all about and get ready for an official Karratha competition in the future.

Lunch time clubs.

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



YEAR 5 CORAL BAY

Camp

The Year 5 Coral Bay Camp is a yearly highlight on the Baynton West calendar. The camp is so well anticipated by students and parents that for the last five years, the camp has been divided into two groups to ensure everyone has a chance to attend.

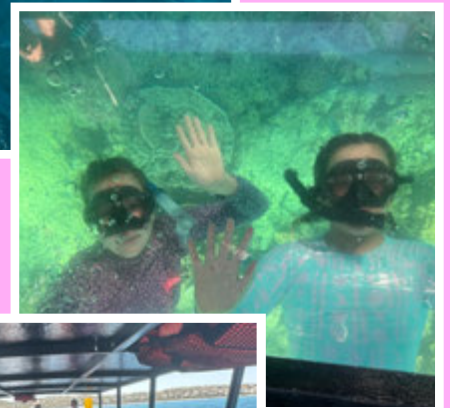
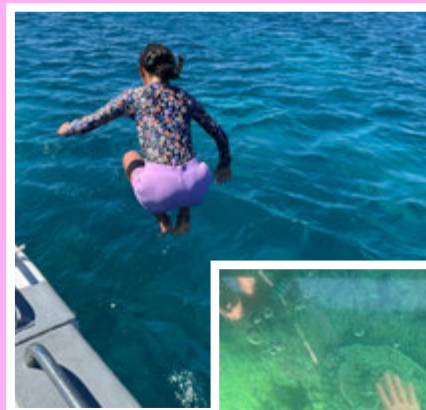
Our 2024 trip began with a six-hour bus trip and a quick stop at Nanutarra for lunch. We arrived in Coral Bay about 2.30pm and were welcomed by the camp owners. We were given then rules of the camp and began the often-hilarious process of setting up the tents. Then it was off to the beautiful Coral Bay beach for a cool down swim and beach games before heading back to the camp to get ready for our amazing dinner. After dinner there was a game of spotlight at the beach and lights were out at 9pm - we all slept very well.

The first task of the new day was the cleaning of our tents and getting ourselves organised for an action-packed day of snorkelling. In the evening, we had a guest speaker, Frazer, who was a very experienced Marine Biologist. Frazer presented a very interesting and colourful session on all the fish living on and around Ningaloo Reef.

On Wednesday, the two groups split up with one group going on the big boat hoping to spot whales, turtles, dolphins and other marine life while the other group ventured out on the glass bottom boat. In the afternoon everyone walked around to the whale shark sanctuary. At night a game of fox holes was played under torch light.

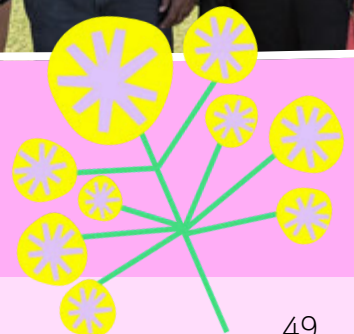
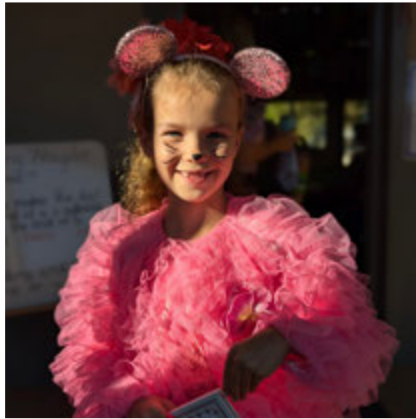
Thursday was the great race around Coral Bay with a local tour guide to make sure we didn't get lost. We spent the afternoon scouring the shops for gifts and souvenirs to remember our trip in the years to come. The last evening was spent trading our hard-earned raffle tickets, which we earned for keeping our tents clean, at the camp shop before settling in to watch a movie.

The Year 5 Coral Bay camp is an exciting opportunity for Year 5 students and next year will be our twelfth camp!



BOOK WEEK

Parade



YEAR 6 PERTH

Camp

The 2024 Year 6 Perth Camp was held in Term 3, 2024. We had a great flight and then went to our accommodation at the beautiful Point Walter. We then spent the afternoon getting to know one another better through team building activities and ultimate sport challenges. The winter weather in Perth was cooler than we are used to, but we warmed up with a dinner of lasagne and chocolate cake. We were all tired when bedtime came and slept very well.

Terrific Tuesday started at the Bell Tower where we tested our skills at ringing the bells and climbing the stairs to the top of the tower. We then continued onto Kings Park where we learnt survival skills that would come in useful if we were ever stranded in the bush overnight. After this we headed to the WA Museum Boola Bardip and we were mesmerised by the many exhibits. To wrap up our action-packed day, we went roller-skating at the Rolloways skating rink - we had a 'wheelie' good time!

Wonderful Wednesday started off with a visit to Parliament House, The Constitutional Centre of WA, and the Electoral Education Centre. We were given the opportunity to listen as our government systems were explained and we were given the opportunity to ask questions of truly knowledgeable people. Their answers helped us develop a better understanding of our parliamentary system. We then went to the Perth Mint where we watched a gold pour, stamped our own coin, and found out what we were worth in gold! The day culminated in a torchlight tour of Fremantle Prison - there were definitely a few jumps and squeals (mostly from the teachers).

The final day of activities were an absolute blast. We ventured up to Hillary's Boat Harbour and went to AQWA. We held starfish, watched sharks swimming above us, observed spotted turtles, saw some amazing fish, and watched divers in the tank feeding the fish. We then stopped off and shopped up a storm, snapping up souvenirs for those at home. In the afternoon it was off to the WA Maritime Museum to learn about the famous shipping and boating history of Fremantle. Our day finished with a sunset dinner at Ciccarello's. We arrived home tired and happy on Friday with fabulous stories and special memories to share with our family and friends.



YEAR 6 CANBERRA

Camp

The highly anticipated Canberra Camp was once again a major success and a highlight for Year 6 students and teachers. In Term 3, fifty students and five staff members embarked on the long journey to Canberra. Despite the tiring flight and travel to Bush Capital Lodge, excitement filled the air as students quickly settled in and made themselves at home.

The action-packed week was filled with exhilarating experiences, including bike riding around Lake Burley Griffin, a tour of the Australian Institute of Sport, experiencing Government House, marvelling at the National Portrait Gallery, exploring Questacon, and role-playing at Parliament House. Students embraced new challenges, stepped out of their comfort zones, and formed lasting friendships, making it an unforgettable adventure.

Students had the opportunity to build resilience, independence, and communication skills while interacting with peers, staff, and members of the public. Their outstanding behaviour was widely praised, with commendations on their respect and conduct. Whether participating in team activities or navigating daily situations, students upheld the highest standards, representing our school with pride.

Classroom learning was brought to life as students expanded their knowledge through hands-on experiences, deepening their understanding in real-world settings. Beyond academic growth, students developed as responsible role models and emerging leaders. The Year 6 Canberra Camp was a tremendous success—an unforgettable experience that will leave lasting memories for all who attended.



STUDENT

Achievement

In 2024 Baynton West Primary School was proud to announce that it had been identified as one of Australia's highest performing schools in the National Assessment Program - Literacy and Numeracy (NAPLAN). This exceptional recognition reflects the dedication of our students, staff, families, and community partners who continuously strive for excellence in education.

Our staff have expressed immense pride in this achievement, and it also highlights the strength of our partnerships within the community that contribute to our school's success.

Baynton West Primary School's high performance in NAPLAN underscores the positive impact of its approach to education, which combines academic rigour, student wellbeing with strong cultural and community connections. The school's focus on collaboration, community engagement, and innovative teaching practices has been pivotal in achieving these results.

As we celebrate this success, Baynton West Primary School remains committed to maintaining high standards of education and supporting every child to reach their full potential. We look forward to continuing to work closely with our families and community to sustain and build upon this achievement in 2025.



Baynton West Primary School Principal Lisa Ledger, WA Minister for Education Hon Dr Tony Buti MLA, Woodside Energy Corporate Affairs Manager North West Amanda Fuery, Pilbara Education Regional Office Program Coordinator Amanda Lawrence, Member for Pilbara Kevin Michel MLA and students from Baynton West Primary School.



STUDENT

Achievement

NAPLAN RESULTS

Understanding NAPLAN School Comparisons.

The National Assessment Program – Literacy and Numeracy (NAPLAN) measures students' skills in reading, writing, language conventions (spelling, grammar, punctuation), and numeracy. It's conducted annually in Australia for students in Years 3, 5, 7, and 9.

When comparing NAPLAN scores between schools, here's what you need to know:

1. School Scores vs. Like School Scores

School Scores: These are the average scores of students at a specific school.

Like School Scores: These are the average scores of schools with similar characteristics, such as student demographics, socio-economic backgrounds, and school size.

The purpose of comparing to "like schools" is to see how a school is performing compared to others in a similar context, rather than just comparing raw scores.

2. School Scores vs. WA Public School Scores

WA Public School Scores: These are the average scores for all public schools in Western Australia.

Comparing a school's scores to the WA average helps gauge how that school's performance stacks up against the broader public education system.

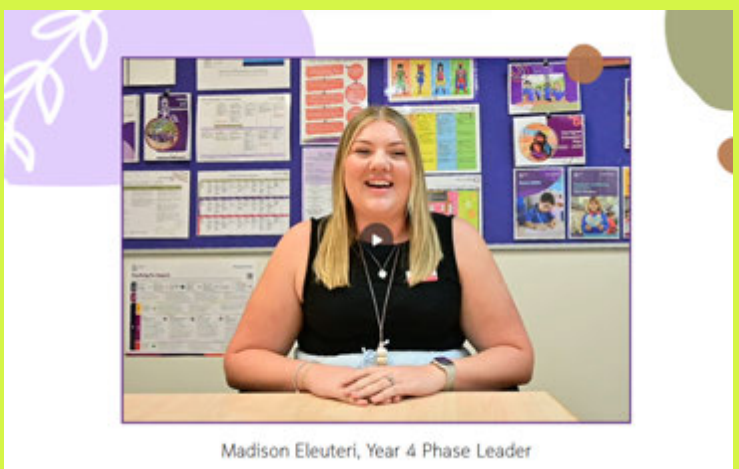
3. Why the Comparison Matters

Contextual Performance: A school may score below the WA average but still perform well compared to like schools.

Identifying Strengths and Weaknesses: Schools can spot areas where they outperform similar schools or identify subjects needing improvement.

The table below indicates that Baynton West PS outperforms both 'like' schools and WA Public schools.

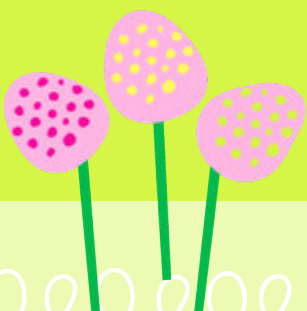
		Year 3	Year 5
Numeracy	BWPS	406	501
	Like School	386	465
	WA Public School	394	480
Reading	BWPS	407	494
	Like School	375	462
	WA Public School	387	477
Writing	BWPS	432	510
	Like School	397	463
	WA Public School	405	473
Spelling	BWPS	414	500
	Like School	385	473
	WA Public School	392	482
Grammar & Punctuation	BWPS	428	531
	Like School	380	473
	WA Public School	395	487



Madison Eleuteri, Year 4 Phase Leader



Click on the image to view a message from one of our Phase Leaders.



Teacher Judgement

Grade Allocation (A-E)	2023	2024
Overall Relative Judgement	1.69	2.01
English	1.55	1.73
Mathematics	1.41	1.56
Science	1.80	2.40
Humanities & Social Sciences	2.01	2.34

Teacher judgement against the standard refers to the process by which teachers assess and evaluate a student's learning and performance against a set of predetermined criteria or standards, such as the WA curriculum achievement standards.

In the context of Western Australian education, this typically involves teachers using their professional knowledge and evidence from student work (tests, observations, and projects) to make informed decisions about how well students have met the expected outcomes for their year level or subject.

Teachers at Baynton West PS are adept at Judging student achievement as indicated by system generated green boxes.

Key points include:

Evidence-Based Assessment: Teachers collect evidence from various sources to make a judgement about student progress.

Consistency and Moderation: To ensure fairness, teachers participate in moderation processes with colleagues to align their judgements with the standards.

Standards Referencing: Teachers compare student performance directly against specific achievement standards outlined in the curriculum, rather than against other students.

Professional Judgement: Teachers apply their professional understanding of teaching and learning to interpret how well the evidence aligns with the standards.



STUDENT

Achievement

PROGRESSIVE ACHIEVEMENT TEST (PAT) RESULTS

The ACER Progressive Achievement Tests (PAT) are standardized assessments developed by the Australian Council for Educational Research (ACER). They are designed to measure students' progress in key areas such as: Reading, Vocabulary, Mathematics, Grammar and Punctuation, and Spelling.

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
MATHEMATICS	Baynton West Primary School Median	109	108.3	119.2	121.2	130.6	130.9
	National Median	99.5	108.3	115.4	121.1	125.5	128.9
READING	Baynton West Primary School Median	99.6	104.6	115.6	122.1	127.8	127.8
	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	141	143.5
	National Median	N/A	N/A	97	112	124	132
GRAMMAR	Baynton West Primary School Median	N/A	N/A	128.5	128.5	128.5	128.5
	National Median	N/A	N/A	115	123	128	131
VOCABULARY	Baynton West Primary School Median	N/A	N/A	114.4	120.5	123	130
	National Median	N/A	N/A	107	112	118	125

PURPOSE OF PAT

Monitoring Progress: PAT tests are used to track student progress over time, helping teachers identify strengths and areas that need improvement.

Diagnostic Tool: They help pinpoint specific skills that students may be struggling with, allowing for targeted interventions.

Informing Teaching Practice: Results guide teachers in planning and differentiating instruction to meet the diverse needs of their students.

Data-Driven Decisions: Schools use PAT data to evaluate the effectiveness of teaching programs and initiatives.

COHORT MEDIAN COMPARISONS PAT

We report on our PAT data Median scores and compare them to the National Median.

The median score is the middle value in a set of numbers when they are arranged in order from smallest to largest. If the set has an odd number of scores, the median is the middle one. If the set has an even number of scores, the median is the average of the two middle numbers.

What Does the Median Indicate?

The median is a measure of central tendency, just like the mean (average). It indicates the point that divides a data set into two equal halves, meaning that 50% of the scores are below the median and 50% are above it.

The median is especially useful when:

Data is Skewed: Unlike the mean, the median is not affected by extremely high or low values (outliers), making it a better measure of central tendency when the data is not symmetrically distributed.

Ordinal Data: It's useful when dealing with ordinal data (data that can be ranked but not measured precisely).

STUDENT Survey

STUDENT SURVEY

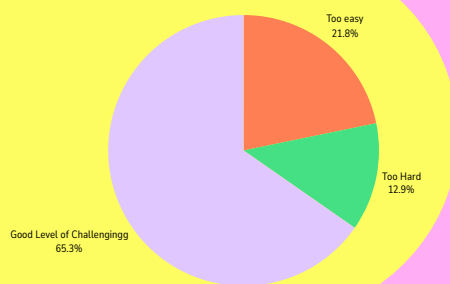
During term four we surveyed our year 4-6 students to ascertain how they feel about the level of challenge provided at school for learning.

Here are their responses.

STUDENT PERCEPTION OF SCHOOL WORK DIFFICULTY

I would describe my school work as:

Too Easy
Too Hard
Good Level of Challenging



Varitey of tasks for a variety of students

Test all of the students with basic school work to see the grade they get

Classes set to learning ability

More extension and challenging work so I can improve to a higher level

There is nothing needed

Make Maths easier

More testing

More student voice

KEY INSIGHTS

The majority of students are satisfied: About two-thirds (65.3%) of students feel their schoolwork is at the right level – this is a strong indicator that the overall curriculum difficulty is well-balanced.

Too easy (21.8%): A fifth of students think the work isn't challenging enough. This could suggest a need for more extension or enrichment opportunities for higher-achieving or faster-paced learners.

Too hard (12.9%): A smaller group finds the work too difficult, pointing to the importance of support mechanisms, such as academic care programs, scaffolding, or differentiated instruction.

RECOMMENDATIONS

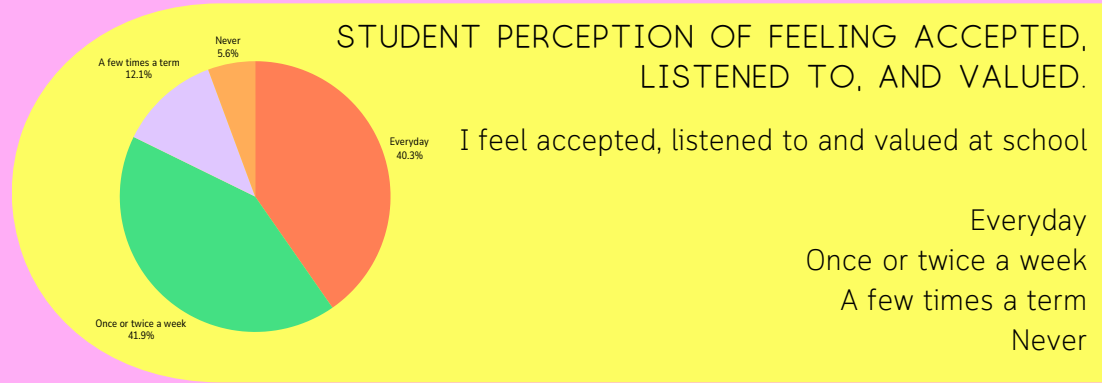
Maintain the core level, since most students feel it's appropriate.

Introduce more extension tasks or projects for those who find it too easy.

Provide targeted support or check-ins for students who are struggling to help close the gap.



STUDENT Survey



KEY INSIGHTS

Majority feel supported regularly: 82.2% of students (102) feel accepted, listened to, and valued at least once a week. That's a strong positive sign of school culture and relationships.

Inconsistency for some: About 12.1% only feel this occasionally, suggesting some students may be, at times, struggling socially or emotionally.

5.7% never feel this way: While small, this is a concern and should be addressed directly – these students may be at risk of disengagement or deeper wellbeing issues.

RECOMMENDATIONS

Celebrate what's working: Most students are having positive, affirming experiences regularly. Continue encouraging inclusive practices.

Focus on consistency: Identify why some students only feel valued occasionally and consider strategies like check-ins, engagement with the student wellbeing Officer, or more inclusive classroom practices.

Follow up on the 5.7%: These students may benefit from a direct conversation or targeted support from pastoral staff, such as Student Wellbeing Officer, School Psychologist, Teachers, AIEOs or Education Assistants.

Students who need this support will be encouraged to self-identify as the survey was anonymous.



ONE LINE BUDGET - DEC 2024

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	736,397	736,397
Carry Forward (Salary):	569,726	569,726
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	9,560,232	9,560,232
Locally Raised Funds:	538,529	592,298
Total Funds:	11,404,884	11,458,653
EXPENDITURE		
Salaries:	8,485,088	8,485,088
Goods and Services (Cash):	2,297,366	1,774,099
Total Expenditure:	10,782,454	10,259,187
VARIANCE:	622,429	1,199,466

INCOME

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	736,397	736,397
Carry Forward (Salary)	569,726	569,726
STUDENT-CENTRED FUNDING		
Per Student	6,847,984	6,847,984
School and Student Characteristics	2,372,524	2,372,524
Disability Adjustments	51,239	51,239
Targeted Initiatives	258,279	258,279
Operational Response Allocation	(44,378)	(44,378)
Total Funds:	9,485,648	9,485,648
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(942,924)	(942,924)
School Transfers - Cash	1,017,508	1,017,508
Department Adjustments	0	0
Total Funds:	74,584	74,584
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	29,211	29,211
Charges and Fees	351,621	351,621
Fees from Facilities Hire	37,440	34,909
Fundraising/Donations/Sponsorships	42,675	45,018
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	5,000	5,500
Revenue from CO, Regional Office and Other school	0	0
Other Revenues	56,111	109,568
Transfer from Reserve or DGR	16,470	16,470
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	538,528	592,297
TOTAL	11,404,883	11,458,652

EXPENDITURE

	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	8,129,865	8,129,865
New Appointments	0	0
Casual Payments	318,495	318,495
Other Salary Expenditure	36,729	36,729
Total Funds:	8,485,089	8,485,089
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	239,528	234,816
Lease Payments	150,000	160,529
Utilities, Facilities and Maintenance	574,410	567,470
Buildings, Property and Equipment	35,686	38,097
Curriculum and Student Services	694,529	651,032
Professional Development	100,016	105,520
Transfer to Reserve	7,500	7,500
Other Expenditure	11,264	7,960
Payment to CO, Regional Office and Other schools	484,433	1,175
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:	2,297,366	1,774,099
TOTAL	10,782,455	10,259,188

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

2 Marniyara Loop, Baynton West
Western Australia 6714

