



# Principal Selection and Placement

## Bambara Primary School

- Schools Online report
- School Workforce profile report
- Principal survey report

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# Principal Selection and Placement

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## Introduction

Workforce Policy and Coordination vision is to work together to design, attract and shape our workforce. The Conceptual Model for our ongoing Workforce Planning and Development focuses on three distinct and independent domains:

- Quality Teaching and Learning
- Workforce Characteristics
- Student, Staff and Community Health, Wellbeing and Engagement

### Conceptual Model for Workforce Planning and Development

**Workforce Strategy**  
Improving Student Outcomes



## School Profile

This school profile has been prepared to assist applicants gain a greater understanding of the context of the advertised school. The school profile covers the three domains of the Workforce Planning Conceptual Model.

- Quality Teaching and Learning
- Workforce Characteristics
- Student, Staff and Community Health, Wellbeing and Engagement

Applicants are expected to familiarise themselves with this information before commencing the multi-phase selection process.



Department of  
Education

# Quality Teaching and Learning

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This section of the school report includes details from the Department's schools online website, prepared by System and School Performance.

[Schools Online Department of Education Western Australia \(det.wa.edu.au\)](http://det.wa.edu.au)



Department of  
Education

**Shaping the future**

# Schools Online

## School Report

## Contact Information

Code	5609
Name	Bambara Primary School
Physical Address	30 Gosse Road Padbury 6025
Postal Address	(Same as above)
Phone	08 6206 2150
Fax	

## School Details

School Code	5609
Commencement Date	01/01/1978
Education Region	NORTH METRO
Local Government Area	JOONDALUP (C)
State Electorate	HILLARYS
Commonwealth Electorate	MOORE
Independent Public School	2015
School year from	Kindergarten
School year to	Year 6
Principal Level	PS CLASS 4
Classification Group	PRIMARY SCHOOLS
Broad Classification	PRIMARY SCHOOLS

## School Management

**Principal**

Paula Bell

**Vice / Deputy Principal**

Shelley Smith

**Manager Corporate Services**

Gail Taylor



**Region Management**

**Director of Education**

Cheryl Townsend

North Metropolitan Education Regional Office

**Note:**

Care needs to be taken in the interpretation of the performance related data being presented in this report, particularly where the data are based on small student numbers. Judgements should only be made with an understanding of the particular school context. Please refer to the footnotes provided within Schools Online for advice on each of the tables and graphs.

## School Overview

Bambara Primary School has a strong tradition of providing a warm and welcoming environment where students know that staff care about them.

The focus on COLLABORATION, EXCELLENCE AND LIFELONG LEARNING prepare our students for the future. Our unique blend of whole school evidence based classroom programs are personalised and nurture students to reach their potential. Literacy and Numeracy learning is integrated with whole school programs. Literature and Library studies, Indonesian, Physical Education and Music and STEM are specialist programs that enable students to discover their talents and interests.

Bambara Primary School is a registered MindUp school; the program focuses on social and emotional learning grounded in neuroscience. MindUp along with our Values and WASTE WISE programs grow 21st Century capabilities.

The school campus has large teaching areas designed to accommodate a variety of learning and teaching styles. Each classroom has access to the latest technology and allows teachers to use contemporary teaching practices to strengthen student learning. The school grounds are extensive with well-groomed playing fields, modern and nature play areas surrounded by native flora and fauna.

Staff are committed to developing their knowledge and expertise through research and peer reviews. They demonstrate professional integrity working collaboratively to develop a student centric school.

A strong ethos in partnering with parents, allied agencies, community groups provides an educational service that is responsive to the needs of our students.

Staff and parents work together in bringing to life our school motto, 'We are the Future'.

Discover more about Bambara Primary School: [bambaraps.wa.edu.au/](http://bambaraps.wa.edu.au/)



## Programs

### Department Endorsed Programs

- Primary Extension and Challenge Program

Primary Extension and Challenge (PEAC) is a part-time withdrawal program for upper primary school Years 5-6 students. Identified gifted and talented students are selected to participate in differentiated programs offered in a range of delivery modes.

Delivery modes include:

PEAC centres based within a district centre or office with a series of specialist courses or programs;

coordinator/s who establish courses in a range of schools and/or other sites and teachers are released to teach these;

allocation to schools and multi-age programs operate within schools; online delivery of programs

Programs focus on:

Social interaction with gifted and talented peers;

Intellectual rigour and challenge;

Pursuit of excellence;

Development of higher order process skills;

In-depth investigations of real problems;

Open-ended activities which encourage choice and negotiation;

Opportunities to interact with practising experts;

Students working at their own pace;

Self/peer evaluation and reflection of performance.

## Student Numbers (as at 2023 Semester 2)

### Primary

	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(21)	42	36	32	31	22	23	14	221
Part Time	42								

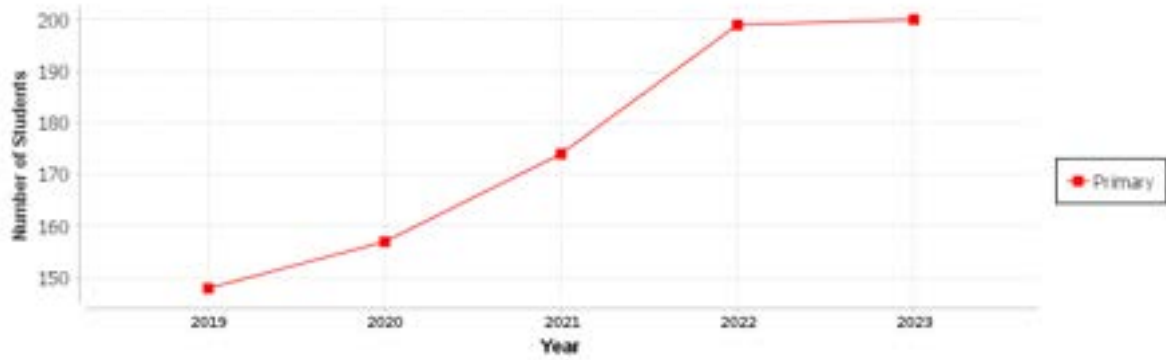
**Note:**

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

### Gender

	Kin	PPR	Pri	Sec	Total
Male	25	29	96		150
Female	17	13	62		92
<b>Total</b>	<b>42</b>	<b>42</b>	<b>158</b>		<b>242</b>

## Student Number Trends (based on 2023 Semester 2 Census Data)



### 2023 Semester 2

	2019	2020	2021	2022	2023
Primary (Excluding Kin)	148	157	174	199	200
Total	148	157	174	199	200

**Note:**

The graph and table include only full-time students

## Staff Numbers

	No	FTE	AB'L
Principals	1	1.0	0
Associate / Deputy / Vice Principals	1	1.0	0
<b>Total Administration Staff</b>	<b>2</b>	<b>2.0</b>	<b>0</b>
Other Teaching Staff	15	12.6	0
<b>Total Teaching Staff</b>	<b>15</b>	<b>12.6</b>	<b>0</b>
Clerical / Administrative	3	2.2	0
Gardening / Maintenance	1	0.6	0
Other Allied Professionals	10	6.2	0
<b>Total Allied Professionals</b>	<b>14</b>	<b>9.0</b>	<b>0</b>
<b>Total</b>	<b>31</b>	<b>23.6</b>	<b>0</b>

**Note:**

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

## Attendance

### Primary Attendance Rates

	School	WA Public Schools
2021	92.8%	91.0%
2022	89.8%	86.6%
2023	92.8%	88.9%

### Attendance % - Primary Year Levels

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2021	93%	93%	93%	92%	93%	93%	94%
2022	91%	91%	87%	87%	90%	91%	90%
2023	92%	93%	92%	93%	92%	94%	94%
WA Public Schools 2023	88%	89%	89%	89%	89%	89%	89%

#### Note

*Non-attendance is subject to a departmental policy which states:*

The Principal is responsible for the accurate recording and rigorous monitoring of the attendance of all students and for implementing appropriate strategies to restore attendance if there are attendance issues.

*This policy requires schools to follow procedures related to recording attendance, monitoring attendance, referrals to School Attendance Officer, Children Whose Whereabouts are Unknown, referrals to School Attendance Panel and data collections.*

#### Caution:

Care must be exercised when interpreting the data as it may refer to small student numbers and therefore the attendance rates may be volatile.

Cells in the table containing N/A refer to schools or year levels with less than 10 students enrolled.

## NAPLAN Average Test Scores

NAPLAN - Numeracy	2023	
	Year 3	Year 5
Average Score	465	511

NAPLAN - Reading	2023	
	Year 3	Year 5
Average Score	472	532

NAPLAN - Writing	2023	
	Year 3	Year 5
Average Score	455	522

## Percentages of Students – Proficiency Levels (School)

NAPLAN Numeracy	2023	
	Year 3	Year 5
Exceeding	24%	19%
Strong	68%	57%
Developing	8%	24%
Needs Additional Support	0%	0%

NAPLAN Reading	2023	
	Year 3	Year 5
Exceeding	48%	36%
Strong	44%	50%
Developing	8%	14%
Needs Additional Support	0%	0%

NAPLAN Writing	2023	
	Year 3	Year 5
Exceeding	24%	23%
Strong	68%	55%
Developing	4%	18%
Needs Additional Support	4%	5%

### Note

Exempted students and students identified with an intellectual disability who sat the test are excluded from the calculation.

Percentages may not add up to 100% due to rounding.

## Student-Centred Funding

### Student-Centred Funding 2024

Per Student Funding	\$2,154,982.00
Student and School Characteristics	\$593,720.74
Disability Adjustments	\$0.00
Targeted Initiatives	\$58,700.23
Operational Response Allocation	\$20,053.22
Regional Allocation	\$0.00
<b>Total 2024</b>	<b>\$2,827,456.19</b>

### Per Student Funding – At Census

	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Kindergarten	31	0	\$169,508.00
Pre-primary	42	0	\$399,000.00
Year 1	38	0	\$361,000.00
Year 2	34	0	\$323,000.00
Year 3	34	0	\$323,000.00
Year 4	28	0	\$222,264.00
Year 5	22	0	\$174,636.00
Year 6	23	0	\$182,574.00
<b>Total</b>	<b>252</b>	<b>0</b>	<b>\$2,154,982.00</b>



## Student and School Characteristics Funding – At Census

	Funded Student FTE	Amount
<b>Student Characteristics</b>		
Aboriginality	2	\$3,426.00
Disability	10	\$118,771.84
English as an Additional Language or Dialect	0	\$0.00
Social Disadvantage	34	\$27,392.24
<b>Sub Total</b>		<b>\$149,590.08</b>
<b>School Characteristics</b>		
Enrolment-Linked Base		\$444,130.66
Locality		\$0.00
<b>Sub Total</b>		<b>\$444,130.66</b>
	<b>Total</b>	<b>\$593,720.74</b>

## Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Chaplaincy and Student Wellbeing Program	\$24,817.23
Targeted Initiative: Preschool Reform Agreement	\$33,883.00
<b>Total</b>	<b>\$58,700.23</b>

## Operational Response Allocation (Detail)

	Amount
Operational Response: Community Kindergarten Linked School Support	\$19,753.22
Operational Response: Host School Psychologists	\$300.00
<b>Total</b>	<b>\$20,053.22</b>



# Workforce Characteristics

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This section of the school report includes details about the school's workforce characteristics prepared by Workforce Planning, from the Department's corporate reporting system.

## Bambara Primary School Profile 2020 – 2024

The workforce profile data in this report was extracted as at the Payday shown. FTE is listed as the work fraction on the position that the person is occupying. Note that the headcount of staff may vary throughout the report depending on whether staffs are employed in more than one position across occupational groups.

### 1. Current Employment

Table 1 outlines the current FTE and headcount of the total number of staff at Bambara Primary School as of the Payday shown. The numbers showing as Active Headcount and FTE are those employees who are active in HRMIS and have not been on leave for more than 20 days as at the Payday shown. Inactive are those employees on long leave.

Below is an outline of the staff classified into each occupation group:

Leadership: principal, deputy principal

HOLA/Coordinators;

Teachers: classroom teachers;

Education Assistants: education assistants (mainstream, education support), AIEOs;

Admin: school officers, manager corporate services, business managers and school corporate staff;

Cleaners;

Gardeners; and

Other: library officers, network support officers, technical officers, school psychologists

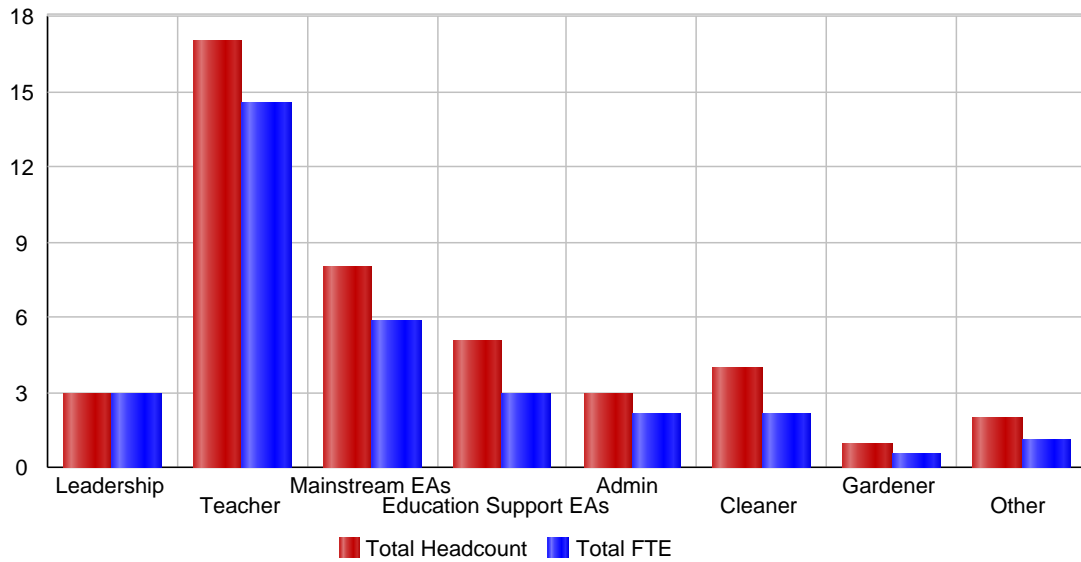
and other staff not included above.

**Table 1 FTE and headcount of staff for occupation groups**

Occupation Group	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	2	2.0	1	1.0	3	3.0
Teacher	14	12.0	3	2.5	17	14.5
Mainstream EAs	5	3.3	3	2.5	8	5.8
Education Support EAs	4	2.4	1	0.6	5	3.0
Admin	3	2.2	0	0.0	3	2.2
Cleaner	4	2.2	0	0.0	4	2.2
Gardener	1	0.6	0	0.0	1	0.6
Other	2	1.1	0	0.0	2	1.1
<b>Total</b>	<b>35</b>	<b>25.8</b>	<b>8</b>	<b>6.6</b>	<b>43</b>	<b>32.4</b>

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

**Figure 1 FTE and headcount of staff for occupation groups**



## 2. Total Employment

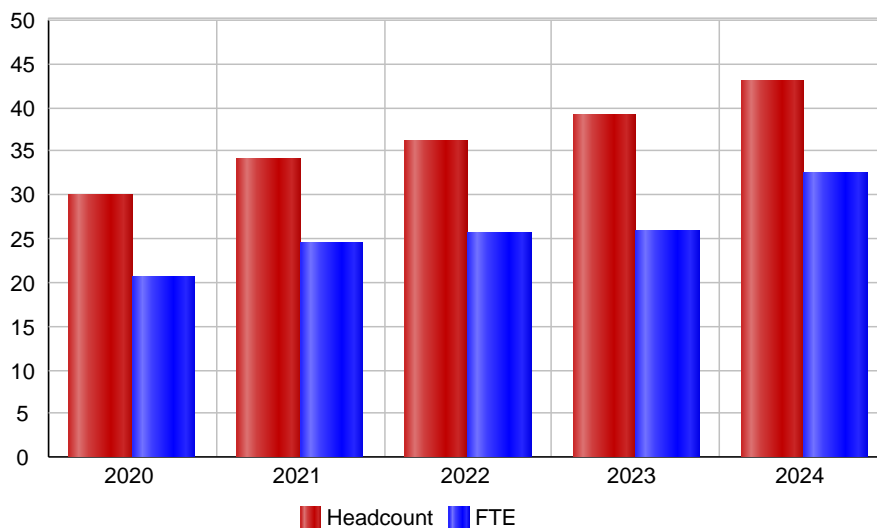
Table 2 identifies trends in total employment figures and shows the headcount and FTE for each year (2020-2024).

**Table 2 Total employment FTE and headcount 2020-2024**

Year	Headcount	FTE
2020	30	20.7
2021	34	24.5
2022	36	25.5
2023	39	25.9
2024	43	32.4

Figure 2 illustrates the above data.

**Figure 2 Total employment FTE and headcount 2020-2024**



**Table 3 Total employment headcount with proportion of full time employees**

Occupational Groups	Total Headcount	% Full Time	% Part Time
Leadership	3	100%	0%
Teacher	17	71%	29%
Mainstream EAs	8	38%	63%

Occupational Groups	Total Headcount	% Full Time	% Part Time
Education Support EAs	5	20%	80%
Admin	3	0%	100%
Cleaner	4	0%	100%
Gardener	1	0%	100%
Other	2	0%	100%
<b>Total</b>	<b>43</b>		

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

**Figure 3 Categories of staff employment**

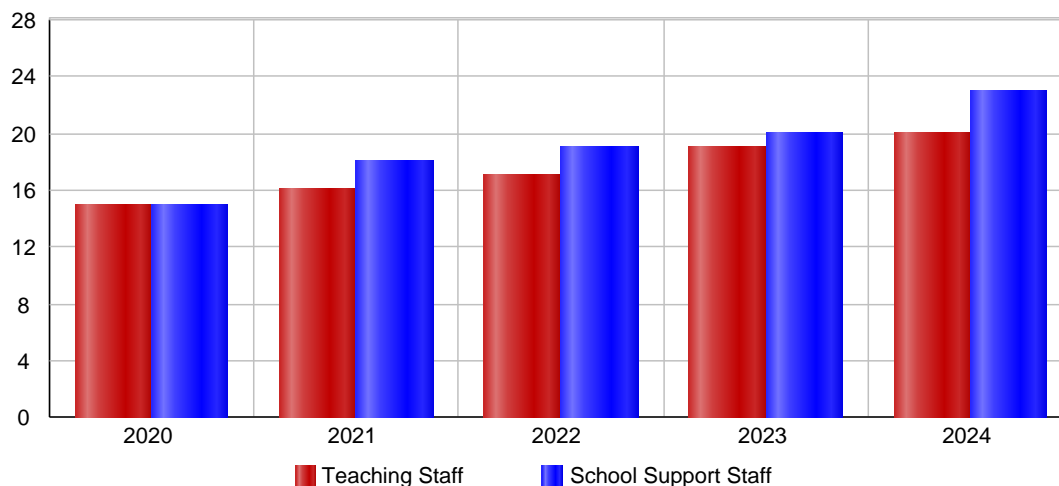


Figure 3 demonstrates the spread of teaching and school support staff over the last five years. For the purpose of this profile, 'Teaching Staff' includes teachers, heads of department and teaching leadership staff.

## 2.1 Students and Staff Trend

Table 4 presents the student and staff numbers (teaching and support) for each year since 2020.

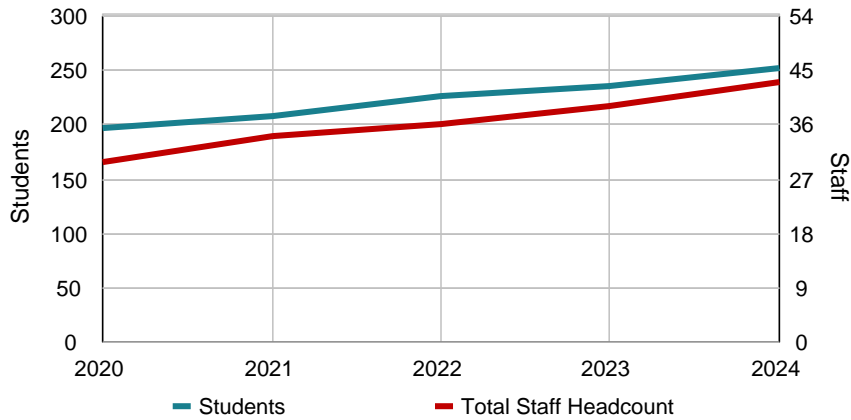
**Table 4 Students and staff trend**

Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2020	30	15	15	197
2021	34	16	18	208
2022	36	17	19	227
2023	39	19	20	235
2024	43	20	23	252

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

As indicated in Figure 4 below, student numbers have followed a similar trend to total staff headcount.

**Figure 4 Students and Staff Trend**



### 3. Gender Profile

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

**Table 5 Gender profile**

Year	All Staff (Headcount)		Teaching Staff (Headcount)		School Support Staff (Headcount)	
	Male	Female	Male	Female	Male	Female
2020	4	26	3	12	1	14
2021	5	29	3	13	2	16
2022	5	31	2	15	3	16
2023	4	35	2	17	2	18
2024	5	38	2	18	3	20
Year	All Staff (FTE)		Teaching Staff (FTE)		School Support Staff (FTE)	
	Male	Female	Male	Female	Male	Female
2020	3.0	17.7	2.4	8.8	0.6	8.9
2021	3.7	20.8	2.5	9.9	1.2	10.9
2022	3.8	21.7	1.5	12.1	2.3	9.6
2023	2.7	23.2	1.5	12.4	1.2	10.8
2024	3.6	28.8	2.0	15.5	1.6	13.3

### 4. Women in Leadership

Table 6 shows how many women held Teaching leadership (Principal/Deputy Principal) positions in 2020 and currently in 2024.

**Table 6 Women in Teaching Leadership roles**

Year	Leadership + HOD
2020	2
2021	2
2022	2
2023	2
2024	3

Table 6a shows how many women held School support leadership (Manager Corporate Services) positions in 2020 and currently in 2024.

**Table 6a Women in School Support Leadership roles**

Year	Manager Corporate Services
2020	1
2021	1
2022	1
2023	2
2024	1

## 5. Age Profile

Table 7 compares the age profile of staff in the categories of all staff, teaching and school support staff in 2020 with the current 2024 data.

**Table 7 Comparison of age profile data**

	2020			2024		
	All Staff	Teaching Staff	School Support Staff	All Staff	Teaching Staff	School Support Staff
Under 25	1	1	0	3	0	3
25 to 34	7	6	1	7	5	2
35 to 44	2	1	1	8	3	5
45 to 54	9	3	6	14	8	6
55 to 59	5	3	2	2	0	2
60 to 64	3	1	2	5	3	2
65 to 69	0	0	0	2	1	1
70 and over	3	0	3	2	0	2

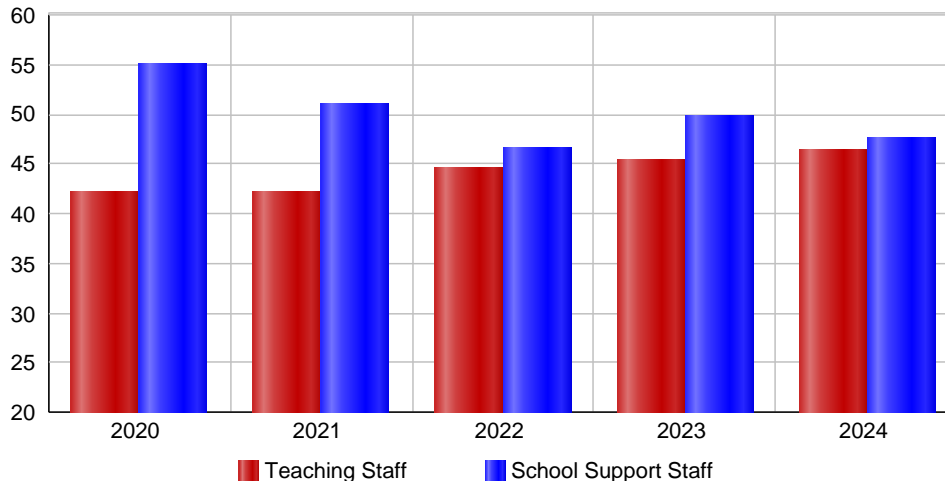
### 5.1 Average Age

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

**Table 8 Average age of all staff members 2020 to 2024**

Year	All Staff	Teaching Staff	School Support Staff	Males	Females
2020	48.5	42.1	55	32.5	51
2021	47	42.2	50.9	32.6	49.3
2022	45.6	44.5	46.6	31.9	47.8
2023	47.7	45.3	49.8	32.2	49.4
2024	47	46.4	47.5	33.8	48.7

**Figure 5 Average age of teaching and school support staff members 2020 to 2024**



## 6. Diversity Profile

This Section examines the number of Aboriginal and Torres Strait Islander (ATSI) staff, Culturally and Linguistically Diverse (CALD) staff and people with disabilities. The data is presented in both headcount and FTE.

**Table 9 Diversity of staff members 2020 to 2024**

Year	Aboriginal and Torres Strait Islander		Culturally and Linguistically Diverse (CALD) staff		People with Disabilities	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
2020	0	0.0	7	4.8	1	0.6
2021	1	0.9	7	5.0	1	0.6
2022	1	0.6	8	5.5	1	0.6
2023	1	0.3	9	5.9	1	0.6
2024	0	0.0	11	6.9	1	0.6

Note that employee disclosure of this data is optional and diversity information should only be used for reporting purposes and to develop and inform employees of professional learning programs relating to employment.

## 7. Leave

This section is divided into teaching staff and school support staff and examines the number of sick and personal carers leave days taken at Bambara Primary School. Average leave taken per staff member is calculated by the sum of leave with evidence, leave without evidence and unpaid leave, divided by staff FTE.

### 7.1 Sick and Personal Carers leave of teaching staff

**Table 10 Sick leave for teaching staff**

Sick/Personal Carers Leave	Leave with evidence (days)	Leave without evidence (days)	Unpaid (days)	Average Sick/Carers leave per Teaching Staff FTE
2020	61	59.5	0	10.5
2021	90	65.5	0	12.0
2022	59	105.5	0.5	11.8
2023	194	46	6	17.2

### 7.2 Sick and Personal Carers leave of school support staff

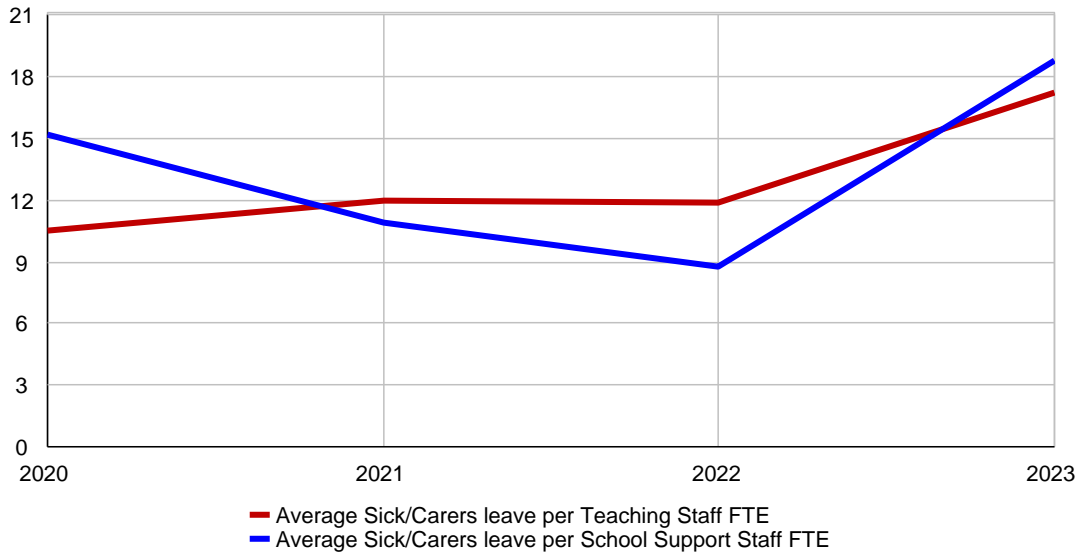
**Table 11 Sick leave for school support staff**

Sick/Personal Carers Leave	Leave with evidence (days)	Leave without evidence (days)	Unpaid (days)	Average Sick/Carers leave per School Support Staff FTE
2020	92.1	36.1	21	15.1
2021	45.4	53.7	28.4	11.0
2022	62.7	53.3	2.9	8.8
2023	109.8	82.9	59.7	18.8

Figure 6 Illustrates the sick and personal carers leave trends for teaching and school support staff between 2020 and 2024.



**Figure 6 Sick and Personal Carers leave trends 2020 to 2024**



## 8. Resignations and Retirements

### 8.1 Estimated Resignation Rate

**Table 12 Resignation rate**

Year	Resignations	Male	Female	Ave. Age	Rate of Resignation
2021	1	0	1	48.1	2.9%
2022	3	2	1	39.5	7.5%
2023	2	0	2	31.7	5.0%
<b>Total</b>	<b>6</b>	<b>2</b>	<b>4</b>		

Table 12 tallies the number of staff members who resigned over the past four years. The rate of resignation is a headcount of resignations divided by total staff headcount.

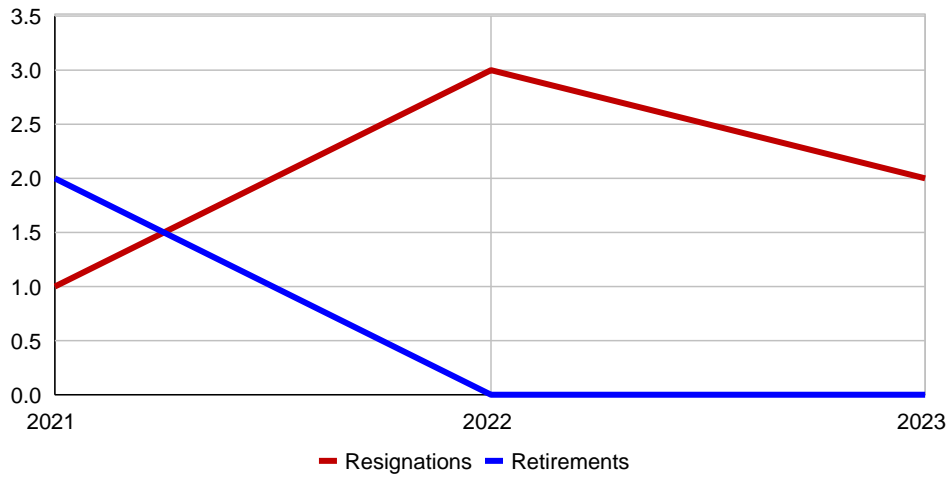
Reasons for resignation included: other work, location, family responsibility, job dissatisfaction and full-time study.

### 8.2 Retirement Rate

**Table 13 Retirement rate**

Year	Retirements	Male	Female	Ave. Age	Rate of Retirement
2021	2	0	2	68.5	5.8%
2022	0	0	0		0.0%
2023	0	0	0		0.0%
<b>Total</b>	<b>2</b>	<b>0</b>	<b>2</b>		

**Figure 7 Comparison resignation and retirement numbers**



### 8.3 Potential Retirements

For the purposes of predicting retirement, staff aged 65 and over are considered ready to retire in the short term, staff aged between 60 and 65 are considered to be at retirement age in the medium term and staff aged between 55 and 60 are considered to be at retirement age in the longer term.

**Table 14 Possible Retirements as per age group**

Occupation Group	55 to 59		60 to 64		65 to 69		70 and over	
	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
Leadership	0	0.0	1	1.0	1	1.0	0	0.0
Teacher	0	0.0	2	0.8	0	0.0	0	0.0
Mainstream EAs	0	0.0	0	0.0	1	0.3	0	0.0
Education Support EAs	0	0.0	1	1.0	0	0.0	0	0.0
Admin	1	0.6	1	0.8	0	0.0	0	0.0
Cleaner	1	0.8	0	0.0	0	0.0	1	0.3
Other	0	0.0	0	0.0	0	0.0	1	0.6
<b>Total</b>	<b>2</b>	<b>1.4</b>	<b>5</b>	<b>3.6</b>	<b>2</b>	<b>1.3</b>	<b>2</b>	<b>0.9</b>

**Figure 8 Potential retirements as per age group**

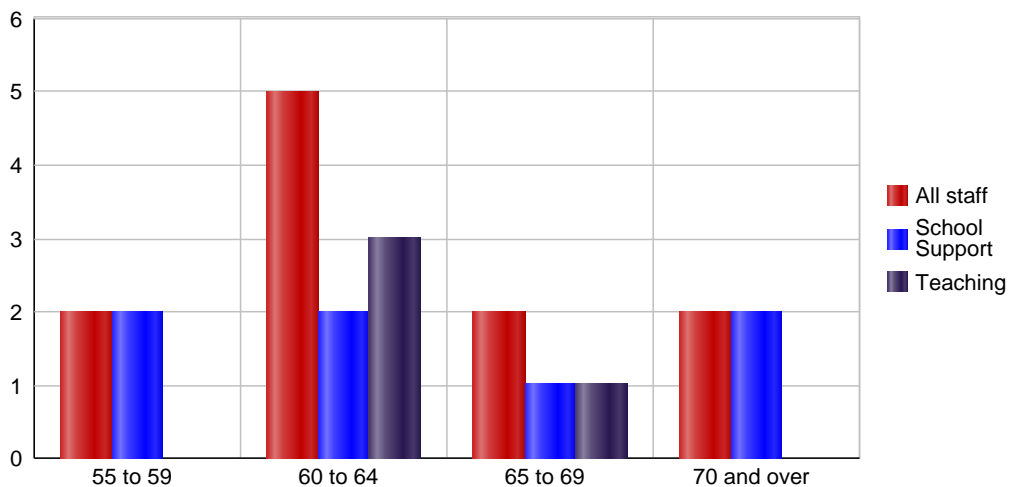


Figure 8 identifies the number of staff in each occupational group who could retire in the next ten years.

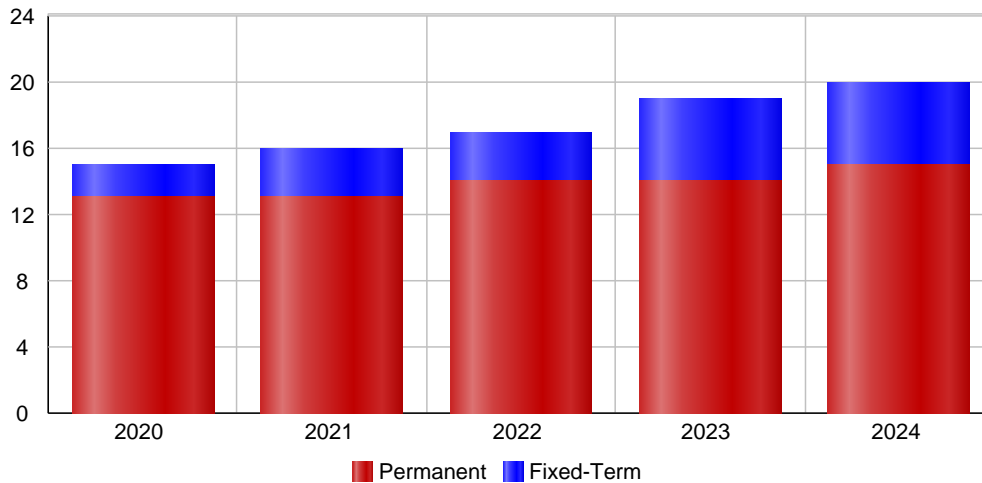
## 9. Teacher Data (Non-leadership staff under teachers agreement)

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

**Table 15 Employment Class (Teachers)**

Year	Headcount		Percentage	
	Permanent	Fixed-Term	Permanent	Fixed-Term
2020	13	2	87%	13%
2021	13	3	81%	19%
2022	14	3	82%	18%
2023	14	5	74%	26%
2024	15	5	75%	25%

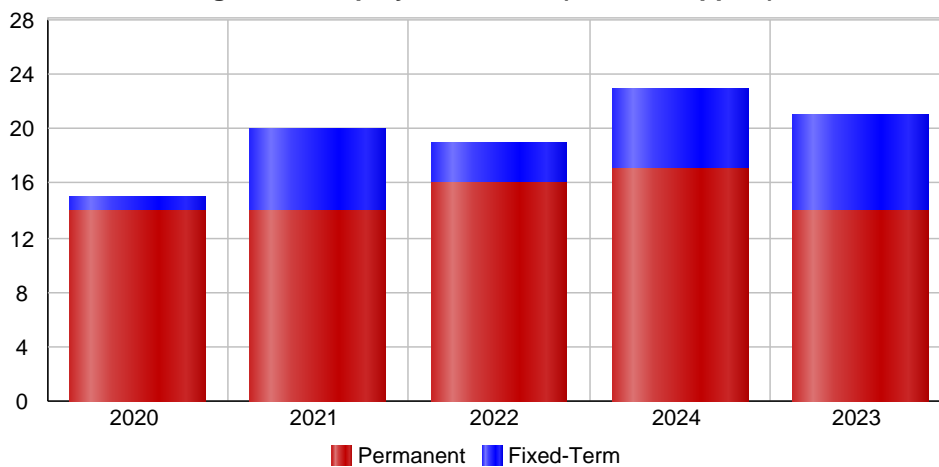
**Figure 9 Employment Class (Teachers)**



**Table 15a Employment Class (School Support)**

Year	Headcount		Percentage	
	Permanent	Fixed-Term	Permanent	Fixed-Term
2020	14	1	93%	7%
2021	14	6	78%	33%
2022	16	3	84%	16%
2024	17	6	74%	26%
2023	14	7	70%	35%

**Figure 9a Employment Class (School Support)**



## 9.1 Pay Grade

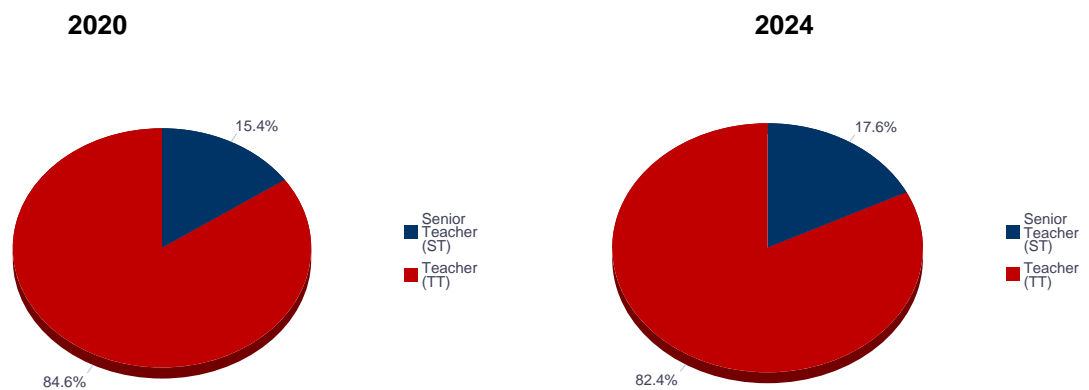
Table 16 provides the pay grade of teachers at Bambara Primary School and categorises them from Level 3 Classroom Teachers (L3CT) to regular classroom teachers.

**Table 16 Pay grade**

Year	Senior Teacher (ST)		Teacher (TT)	
	Headcount	FTE	Headcount	FTE
2020	2	0.8	11	8.4
2021	3	1.3	11	9.1
2022	3	1.2	12	10.4
2023	3	1.2	14	10.7
2024	3	1.8	14	12.7

Figure 10 provides the proportion of teachers in each teaching category from regular classroom teacher to L3CT.

**Figure 10 Teacher pay grades 2020 and 2024**



## 10.1 Accrued Leave as at **28/03/2024**

Accrued Leave clearance is a priority for all Departmental employees. The tables below indicate the number of staff and their leave balances with emphasis on those in excess of the current standards. The tables also show the number of employees who will gain another long service leave accrual and those who have RTS Leave or are participating in Deferred Salary Arrangements.

**Long service Leave is required to be cleared within 2 years of the leave becoming available.**

For further information regarding the data presented below please contact Workforce Planning Branch.

**Table 17 Accrued Long Service Leave - Days available**

Long Service Leave Days	Employee Group		
	Teach	School Support	Total
Less than 65	9	6	15

**Table 18 Long Service Leave - Staff with next accrual in 2024 or 2025**

Long Service Leave Next Accrual	Employee Group		
	Teach	School Support	Total
Next Accrual in 2024	1	1	2
Next Accrual in 2025	4	1	5

**Table 19 Accrued Annual Leave - Days available**

Annual Leave Days	Employee Group		
	Teach	School Support	Total
Less than 20	0	4	4

**Table 20 Other Leave Types - Staff with Remote Teaching and Deferred Salary Leave**

Other Leave	Employee Group		
	Teach	School Support	Total
Rural Teaching Leave	0	0	0
Employees on Deferred Salary Scheme Leave	0	0	0
Employees Accruing Deferred Salary Scheme Leave	0	0	0



# Student, Staff and Community Health, Wellbeing and Engagement

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This section of the school report includes details about the school context obtained from the school principal.

Additional information about the school context can be obtained from:

- the school's website
- the [school's annual report](#)
  - may include community, student, and parents/carers engagement survey results
- Australian Bureau of Statistics [Quick Stats](#), by location
  - search by location to find summary data about families and dwellings in the area
- Australian Early Development [Census](#)
  - Search by location to find summary data about early childhood development outcomes in the area

# Principal Survey report: Bambara PS

**Whole school approaches/programs**  
 The top five of the school's key programs or approaches

- 1) Instruction: ISTAR as per WAPPA publication
- 2) Kagan Cooperative Learning
- 3) MindUp
- 4) Literacy: Progressing Literacy Development K-1 Soundwaves Yr 2-6, Literacy Pro, Modelled Shared and Guided Reading, Talk 4 Writing, Literacy Pro Years 3-6
- 5) Numeracy: High Impact Teaching for Basic Facts, Oxford MathsSTEM: Innovations and Enterprise Program

**Targeted programs**  
 School-based programs that target specific groups of students

- 1) Literacy - Spelling Mastery
- 2) Yrs 2+Sustainability - Kitchen Garden and Wormies Club
- 3) Physical Education Running Club and Sporting Schools
- 4) Music - Band, Vocal Group and Choir

**Professional learning**  
 Most recent whole-school professional learning activities

- 1) Progressing Literacy Development
- 2) The Literacy Place suite of Reading Instruction
- 3) Talk 4 Writing
- 4) Classroom Management Strategies

Student welfare	Yes	No	Details/Provider
After school care provision	1		Hillary's Out of School Care Inc
Pre-kindergarten program or partnership			

Canteen	Yes	No	Provider	Provider	Provider	Comments
			P and C	Local business	Other	
Canteen		1				
School breakfast club		1	N/A	N/A	N/A	N/A

Days available	Mon	Tues	Wed	Thurs	Fri
Canteen					
School breakfast club					

Parent education
N/A

School council/board Membership	Number of members
Principal	1
Staff	2
Parent representatives	4
Community representatives	4
Other	

Voluntary contributions In 2022	% received
\$60.00	

Capital works projects	
Are there any capital works projects in progress?	No
Are there any capital works	\$700 000 grant for the redevelopment of a schools undercover



projects pending in the next 18 months?	and music room
Have any capital works applications been submitted and awaiting a decision?	N/A

<b>Community based committees, excluding the Council/Board that this school operates</b>
Bambara Parents and Citizens Association Bambara's Fathering Project Kitchen Garden Committee Playground Committee

<b>Deed of Licence Agreements</b>
Hillary's Out of School Care Inc Before, after and vacation care Mid 2025

<b>Sponsorship arrangements</b>
n/a

# Summary

The two sections below can relate to Quality Teaching and Learning; Workforce Characteristics or Student, Staff and Community Health, Wellbeing and Engagement.

## Commendations

### Four things that the school is doing well

Above expected level of performance in Year 3 and Year 5 NAPLAN results  
Sustained whole school programs in Literacy and Numeracy  
Differentiated Learning Programs aided by strong data interrogation  
Development of teacher leaders

## Recommendations:

### Four areas that would benefit from further improvement

Strengthening community interest and participation  
Focus on high order thinking through the use of Instructional strategies  
Engaging with Positive Schools initiative  
Increasing staff competency in the effective use of data