

TAMBREY PRIMARY SCHOOL



ANNUAL REPORT
2021





We are a dynamic, innovative and inclusive community that nurtures and inspires lifelong learning and high levels of achievement for all.



Nurture Inspire Achieve



FROM THE PRINCIPAL



2021 has been such a year of celebrations and achievements for Tambrey Primary School.

It gives me great pleasure to present the Tambrey Primary Annual School Report for 2021.

This School Report reflects the vast opportunities that were created by the school for the school community. As a staff committed to improving the outcomes for the Tambrey Primary School Community, our focus remained on meeting the academic, social, emotional and physical needs of every student in our care.

After a purposeful recruitment drive, we invested in continuing to build our positive school culture. We continued to develop and implement our whole school programs such as Top 10 Maths, Talk 4 Writing, the introduction of our new MultiLit program in Pre-primary to Year two and spelling trial in Year three along with intervention program MiniLit. Maintaining our top decile results in our organisational health survey again this year was an early highlight.

Tambrey attained Teacher Development status in the area of STEM education and took opportunities to showcase our expert teachers for the state. One of the many highlights was our two STEM days this year.

Mrs Anna Ritzema was named Primary Science Teacher of the year. We were so proud that she was also a finalist in the Women of Achievement awards this year. Anna also won the Commonwealth Bank Teaching Awards Scholarship. Tambrey had eleven student finalists in this years' STAWA Science awards- culminating in Tambrey being named as runner up Science School of the year! Staff maintained the focus on the Tambrey Lesson Design model and the explicit direct instruction approach. They sought opportunities to capture and act upon student voice. We continued to develop a consistent understanding of Attendance processes including developing robust relationships with students and the community. We regularly revisit our moral purpose. There has been a greater focus on data analysis, enabling us to tailor learning opportunities to facilitate student progress. With our emphasis now on growth rather than performance.

Additionally, we increased our focus on engaging with families in a meaningful way and provided multiple opportunities for connection and feedback.

FROM THE PRINCIPAL



Our work with our many partners continued and made a real difference to the lives of children and families, whether through additional funding provided through Anna Ritzema's Commonwealth Bank scholarship, Polly Frammer STEM Club, provision of Allied Health Services, grants accessed through Sporting Schools, Woodside, Rio Tinto or FOODBANK's ongoing supply of breakfast items. Each and every one of our partners supported the school to make a meaningful difference to the school community. Our sincere thanks to every one of our valuable partners.

Tambrey continued to grow requiring additional building and infrastructure. We moved into our brand new office and meeting space- which has ten office spaces plus two large meeting rooms. The staff now have a staffroom space after waiting six and a half years for this luxury. More recently we welcomed an additional staff toilet block and an amazing Clontarf meeting space.

Our PBS team have worked tirelessly behind-the-scenes, our four star behaviours are well known and are certainly being followed according to the school procedures. We certainly have a safe and supportive learning environment.

All factions have had faction celebrations, congratulations to Goodwyn at our carnival and for taking out the Tambrey All Stars trophy for the year. There have been so many Hobart's High Tea magic moments throughout the year. Next year we see maintenance and consolidation of our whole school programs.

We will have a focus on cultural awareness and trauma informed practices. Well-being of staff and students is a huge priority for us next year and of course we will continue to interrogate and investigate student voice.

I thank all our parents for their ongoing support and positive partnership in education.

Shiona Hobart
Principal
2021



SCHOOL BOARD



The school board started 2021 with a very successful recruitment campaign. We welcomed three new community members; Claire Alidenes, Todd Heron, and Tiffany Wardill. The new members join parent reps Aaron Bruce, Ceanne England, and Greg Townsend, 2 staff reps, Helen Cusworth and Jackie Tomlins; and School Principal Shiona Hobart.



2021 has been a year of increased stability for Tambrey Primary. The chaos of 2020 has steadied, we are focused on our priorities, and we have continued our improvement journey on all fronts. 2021 marks the mid-point of our 2020 to 2022 business plan and we are tracking positively towards our targets.

Achievements and noteworthy mentions from 2021 include:

- For the 3rd year running we have ranked top decile (10%) on the Organisational Health Index, which is a globally regarded scale. This is an amazing achievement that demonstrates a sustainable positive culture at Tambrey.
- In Term 2, we welcomed the Clontarf Foundation to Tambrey and that has made excellent progress in the early stages.
- In Term 2, we sadly said goodbye to the amazing Mrs. Julie Pullen our much-loved Deputy Principal
- Our 2021 NAPLAN results are something to be very proud of. Our focus areas are clear and we have invested in programs to support. Our longitudinal performance data from 2016 through to now, is particularly pleasing. It must be noted that our continued work with Fogarty Edvance has been material in achieving these results.
- Tambrey Primary consistently maintains a strong financial position
- In Term 4, we welcomed a new Deputy Principal – Toni Whitbread, who has already made a fantastic first impression.
- The Board endorsed 4 x new Policies in 2021:
 - ICT (Information and Communication Technology)
 - SAER (Students at Educational Risk)
 - Dress Code policy
 - Medication Administration Policy
- We have commenced feasibility studies on a masterplan that will rejuvenate and modernise Tambrey Primary and the car parks.

I want you to know that Tambrey does have a robust set of strategies, objectives and priorities that are delivering awesome outcomes for our kids, our staff and our entire school community. I want you to take away confidence that you have a School Board who is committed to continuously improving Tambrey Primary.

Thank you for everything in 2021.

Mr Aaron Bruce

School Board Chair

2021 has seen a changing of the guard with 3 new executive members, myself, Lana Armstrong, as president, Jenna Wilson as treasurer and Suzy White as secretary. We had big shoes to fill and have been guided by Stuart Dale (outgoing president) and Leah Lobato who remained with us as Vice President. Lauren Bruce has continued to keep our uniform shop in tip top order, with the old uniforms faded out and our new uniforms front and centre. We also saw new and returning volunteers on the general committee and I would like to thank both Leah and Stuart for their assistance at making the transition as smooth as possible, they were always there to help us out and answer any of our questions.

Term 1, 2021

In Term 1 the new P & C took time to find their feet and organised an Easter Competition along with a Hot Crossed Bun fundraiser.

Term 2, 2021

Nadeen Chaytor commenced as our school banking co-ordinator and our school banking program restarted after a year long hiatus. We also held a BBQ Fundraiser for the Election in warm conditions, and a Mothers Day stall.

Term 3, 2021

Saw the introduction of our Crazy Socks fundraiser which has now been adopted at a school level with Funky Sock Friday. We also catered for School Carnival and the Learning Journey bake stall and pizza and rolls.

Term 4, 2021

We held a coffee fundraiser to help the parents and carers stay on track for term 4 busyness and threw in another day of our crazy socks, because well who hasn't felt a little crazy with the calendar flying by.

Each term we have also seen our canteen volunteers work tirelessly to offer our canteen each Wednesday, we would like to thank Leah Lobato, Nadeen, Rosalina, Kat Kellow, Suzy White, Sarah Winfield and the many other canteen volunteers we had during the year.

Suzy White has also been successful in obtaining 2 grants for the Tambrey P & C. Thanks to Pilbara Ports Authority for the \$2000 grant which was matched by the P and C to purchase Pre Primary equipment along with \$4140 from Rio Tinto which went towards de-codable readers.

Funds raised by the P & C also went towards purchasing banners and Interschool shirts for teachers and students. All of these events and activities helped to raise much needed money (approximately \$20k this year), but they also contributed to the life of the school and gave us opportunities to get together and build relationships.

Finally we would like to thank all the parents and carers for their continued support of the P and C, and also the staff at school for going above and beyond and promoting and supporting us, together we are all making the journey through primary school one to remember.

Lana Armstrong

P & C President.

TAMBREY PRIMARY SCHOOL KEY FOCUS AREAS



The school's established priorities as outlined in our Business Plan continue to be Excellent Educators, Orderly and Engaging Learning Environment, Robust Relationships and Effective Leadership and Governance. These priorities are centered around the creation of successful students and inform our planning and are align with system directions. Tambrey Primary School has targetted areas for improvement that are guided by our priorities and we collect and analyse data that measure our performance against our identified targets.

We are **Excellent Educators**

All staff at Tambrey Primary School are capable, effective, accountable and well supported.

We provide an **Orderly and Engaging Learning Environment**

Our classrooms and playgrounds are welcoming, engaging and inclusive. The academic, social and emotional needs of students are met. We use educative and restorative behaviour management policy and practices.

We create **Robust Relationships**

Trust and transparency underpin the relationships within the school community. Partnerships improve teacher capability, and student achievement, engagement and wellbeing.

We thrive on **Effective Leadership and Governance**

We reflect on and respond to the needs of the school community. Leadership is distributed, empowered and accountable. Leaders seek to improve themselves and others.



TAMBREY PRIMARY SCHOOL TARGETS

We are **Excellent Educators**

English:

Year 3 and 5 cohorts of students tested in 2022 NAPLAN will be at or above the State mean performance in Reading and Writing. **Working towards.**

Mathematics:

Year 3 and 5 cohorts of students tested in 2022 NAPLAN will be at or above the State mean performance in Mathematics. **Working towards.**

Science:

Year 3 and 5 cohort of students tested in 2022 system assessments will be at or above the Australian Norm Referenced Report performance in Science. (PATS) **Achieved.**

Using The National Quality Standards Framework:

Continue to meet the standard: Educational program and practice. STEM
Increase staff confidence in teaching STEM. **Achieved.**

We provide an **Orderly and Engaging Learning Environment**

Attendance:

Increase the number of students who attend school 90% or more of the time, from below 65% to above 65%. **Working towards 57.3%**

Behaviour:

Using Tell Them from Me Survey (Student)

Students with positive behaviour at school- students that do not get into trouble at school for disruptive or inappropriate behaviour will be above 95%. **Working towards 90%**

A positive learning climate-students understand that there are clear rules and expectations for classroom behaviour will be maintained above the TTFM Norm 6.9. **Working towards 6.7**

Using the Organisational Health Index Survey (Staff)

We will maintain placement in the top decile. **Achieved.**

Wellbeing:

Using Tell Them from Me Survey (Student)

Students with positive relationships—students have friends at school they can trust and who encourage them to make positive choices. is rated above 85% for Year 4 – 6 students. **Working towards 82%**

Students with a positive sense of belonging—students feel accepted and valued by their peers and by others at their school is rated above 85% for Year 4 – 6 students. **Working towards 66%**

Advocacy at school – students feel they have someone at school who consistently provides encouragement and can be turned on for advice is raised to 6.5 or better for students surveyed in Year4 –6. **Achieved.**



TAMBREY PRIMARY SCHOOL TARGETS

We create **Robust Relationships**

All families are connected through one of our school wide platforms.

Using the Tell Them from Me Parent survey:

Parents feel welcome is raised to 7.0 or better. **Achieved 8.2**

Parents are informed is raised to 6.5 or better. **Achieved 7.5**

Using National Quality Standards Framework:

Continue to meet the standard: Collaborative Partnerships with families. **Achieved.**

Using the 6 Star Survey:

Staff will score above 3.0 in all 6 dimensions. **Achieved.**

We thrive on **Effective Leadership and Governance**

Using Tell Them from Me Teacher Survey:

Leadership is rated above 8.0 or better. **Working towards.**

Using The National Quality Standards Framework

Continue to meet the standard: Governance and Leadership. **Achieved.**

Using the National School Improvement Tool:

Targeted use of resources will remain between high and outstanding. **Achieved.**



POSITIVE BEHAVIOUR SUPPORT

Orderly, Engaging Learning Environment.

Our PBS Team

Anissa Hinchcliffe, Chelsea Slater, Michelle Fitzgerald, Helen Cusworth, Linda Willoughby, Shannon Richards, Sam Gardner, Shelley Alder-Ross, Shiona Hobart, Stephanie Aguiar, Lorraine Grey, Alexis Brodie, Toni Whitbread, Rebecca Sullivan

As a Positive Behaviour Support School, we promote a culture of resilience, respect and belonging. At Tambrey, we teach our community to become active life learners who nurture and inspire each other to achieve success.

2021 Highlights

The PBS team participated in FBA 'On the Fly' training in 2021. It was highly engaging and provided support in embedding our expectations across the school. Our Team Leader and Internal Coach attended a Leadership Training Day. During this training we unpacked the Leadership component in greater detail and covered some coaching and leadership skills. Every three weeks we have a whole school focus behaviour, a PowerPoint as well as yes and no examples are shown to the students.

The PBS team like to acknowledge the amazing behaviours our students demonstrate on a daily basis. We acknowledge these behaviours in a range of ways.



POSITIVE BEHAVIOUR SUPPORT



Faction Celebrations

Students earn faction tickets by demonstrating the expected behaviours. When a faction reaches a predetermined number of tickets, all students from Pre Primary – Year Six are invited to participate in a faction celebration. Students are asked to wear their faction shirt on the day of the celebration. Student Leaders and Faction Captains set up a range of engaging outdoor activities which is supported by members of the PBS and Executive team. Students receive a tasty ice cream on the second round of celebrations.



Hobart's High Tea

Hobart's High Tea is an initiative of the Positive Behaviour Support committee. It was designed to recognise students who are regularly displaying the PBS expected behaviours. Each teacher, classroom and specialist, from Pre-primary through to Year Six select a student from their class to be invited to the celebration. Celebrations happen twice a term on the grass hill in the playground and students join Mrs Hobart for an early recess.

Each student receives a limited edition PBS magnet, wears free dress for the day and fills their tummies with a yummy morning tea.

2021 saw approximately 240 students formally recognised for displaying the PBS expected behaviours and invited to celebrate with Mrs Hobart.

Over the year students have consumed 96 cheesymite scrolls, 80 iced finger buns, 96 cheese and bacon rolls, 80 chocolate mud scones, 80 chocolate croissants, 30 litres of apple juice and 30 litres of orange juice and 16 large fruit plates.

Hobart's High Tea is generously supported by CIVEO and Bakers Delight Karratha. A representative from CIVEO was planning on joining one of our HHT celebrations during Term Three but had to withdraw at the last minute due to border restrictions. We hope to have her join us early in 2022.

Hobart's High Tea has been celebrated in the local media with a visit from Pilbara News who wrote an article and shared photographs both in print and online.

It is a highly sought after celebration amongst all students and will continue in 2022.



POSITIVE BEHAVIOUR SUPPORT



STAR Celebration Days

At Tambrey we like to acknowledge our student's outstanding behaviour by having whole school celebration days. Each celebration day has a different theme. Eg: STEM Day, Water Fun Day, class choice

Looking forward to 2022

In 2022, we will continue to embed PBS across our school and the wider community. We will use consistent positive language and reteach correct behaviours until they are second nature. We will continue to monitor unproductive behaviours and office referrals and provide the wider staff Professional Learning opportunities through Staff Development Days and Staff Meetings. We also aim to raise parent awareness of PBS practices and procedures.

Strive for
Personal
Growth

Take
Responsibility

Act Safe

Respect



2021 Highlights

The Top Ten Mathematics program was implemented in Term 1, 2021. This program was chosen as a replacement for EnVision based on the merit of its hands on approach, professional support and the use of the program within the Pilbara network. The implementation of Top Ten has been supported by the Maths Committee and Brandon Docking, who was the appointed Maths Coach three days a week throughout the year. His responsibilities have involved resourcing, modelling lessons, observation feedback and goal setting to name a few.

Top Ten professional learning was rescheduled to Term 2 due to COVID restrictions. The training was very enjoyable and provided teaching staff with the understanding of lesson structure, use of resources and critical checkpoints to support student growth. Brandon created and facilitated a professional learning session for education assistants. This has allowed them to support classrooms and students under their care.

2021 also marked a new partnership with Dampier Primary School. On two occasions, staff from both schools have met to discuss Top Ten programming, data and goal setting. This has resulted in greater teacher confidence and student outcomes. We look forward to continuing this partnership in 2022.

Oxford Mathematics online resource was purchased for teachers in Years 3-6 to support the Mathematics program, particularly in Measurement & Geometry and Statistics & Probability. Top Ten is a Number & Algebra program and the committee was aware additional support may be required. Oxford has filled this gap well and will be purchased again in 2022.

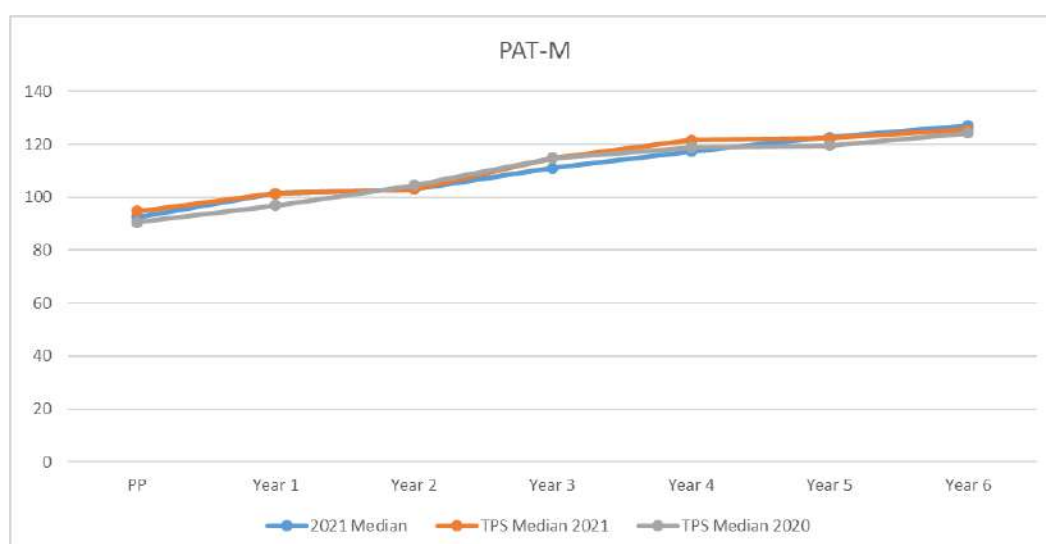
Ngaire Satre has continued to support extension students through the LEAP program. She works closely with MAWA and has successfully enrolled 9 students, who demonstrate exceptional potential in mathematics, in various WAMPSP courses for 2022.

Looking forward to 2022

The school leadership team is clearly committed to finding ways to improve on current student outcomes. The Maths committee have already began work to improve scope and sequence documents for all year groups. Year 3-6 planning will integrate Oxford resources, with Top Ten, to support their program. TPS will also be moving from a block practice to an interleaved teaching practice during 2022. This is in response to teacher feedback, research and direction from the Department of Education. We are very satisfied with the implementation of Top Ten but understand that some changes need to be made to suit our context.

PAT-M

PAT Maths Median			
Year Level	Norm Median 2021	TPS Median 2021	TPS Median 2020
PP	92.4	94.7	90.5
Year 1	101.4	101.4	96.8
Year 2	103	103.1	104.6
Year 3	110.9	114.7	114.7
Year 4	117.4	121.5	118.8
Year 5	122.7	122.2	119.6
Year 6	127	125.5	124.3



What does the data show?

This is fine-grained data to show how each year level compares to the normalised average in Progressive Assessment Data (PAT) assessments or standardised tests.

The norm average is based on results collected annually from schools Australia wide, as opposed to NAPLAN which compares us at a systemic level to WA schools.

PP-4 we are at or above the norm median. There is a drop in Year 5-6, however the 2021 median has outperformed the 2020 median.

The median for every year level since 2020 has increased, meaning we are making progress towards being at or above the norm median.

Why?

2020 was the second full year of explicit Mathematics instruction using the whole school program 'Envision'. Teachers have become more proficient in their delivery of lessons utilising the program and this has impacted positively on student results. This program is retiring at the end of this year however.

Our English Team

Curriculum Coach (Semester One): Jacqui Archer,

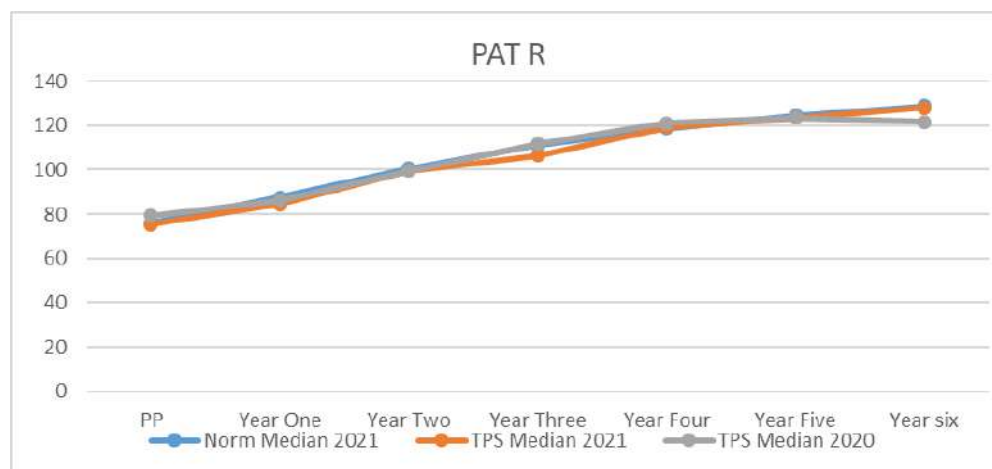
Language Leaders: Michelle Fitzgerald, Bronwyn Bruyns, Anissa Hinchcliffe, Ashlyn Spring and Cara Baker.

English Committee: Michelle Fitzgerald, Shannon Bramley, Shannon Richards, Matilda Bayfield, Ashlyn Spring, Samuel Gardner, Helen Cusworth and Chelsea Slater.

Literacy Intervention Team: Francis Bosman (Coordinator), Kelly Canning, Maureen Beaton, Danielle McKenna, Kate Stathy and Joelene Kavanagh

2021

The PAT-R (Reading) data for 2021 shows that in Year Four our median score is above the norm median. This is fine-grained data to show how each year level compares to the normalised average in standardised Progressive Assessment Date (PAT) assessments. The norm average is based on results collected annually from schools Australia wide, as opposed to NAPLAN which compares us at a systemic level to WA schools. The 2021 norm median for Years Two and Five remained the same as 2020, with an increase in the Year Six median score. Overall, this data indicates that we are tracking to be at or above the norm median in 2022. The opportunity to make gains in Reading is being addressed through the implementation of the Tambrey Essential Reading Model in Years Three to Six and the implementation of InitiaLit in Pre-Primary to Year Two classes.



PAT Reading Median			
Year Level	Norm Median 2021	TPS Median 2021	TPS Median 2020
PP	76	75.3	79.4
Year One	87.7	84.3	86.3
Year Two	100.5	99.4	99.4
Year Three	110.9	106.5	111.7
Year Four	118.7	119.1	121
Year Five	124.5	123.5	123.5
Year Six	128.8	127.8	121.5

Year 3 MultiLit Spelling Program trial

Our Year Three cohort was invited to join a spelling trial, facilitated by MultiLit. In early February, the students completed the South Australian Spelling Test. The results were collated and an average score was given, which then equated to an average spelling age of eight years and four months. In June, a second test was administered to track student progress. Again the results were collated and an average score was given. Our overall average age grew from its previous eight years and four months to now measuring at nine years and four months.

This shows twelve months' worth of progress and growth, in just four – five months of teaching using the trial spelling program. The test was to be administered again late in Term Four, with results collected by MultiLit, to further develop their program.

SA Spelling Test	Year 3 Cohort Average Spelling Age
February	8 years 4 months
June re-test	9 years 4 months
<i>Increase of 12 months spelling age in a five month period.</i>	

Literacy in PP- Year 2

Early in 2021, Initial assessments using the South Australian Spelling Test (as outlined above), identified that the cohort as a whole was performing below the expected spelling standard. These results, in conjunction with English Committee investigations into the need for a high quality phonics program, lead to the decision to invest a significant amount of money and resources into InitialLit for PP – Year Two students. InitialLit is an evidence-based whole-class literacy program, providing all children with the essential core knowledge and strong foundations to become successful readers and writers. In Term Two, All PP –Year Two Teachers received two days training to support implementation of the program within their classrooms. Teachers worked collaboratively to ensure learning sequences and assessment schedules were followed, as well as addressing any implementation issues as they arose. Feedback has been positive.

InitialLit staff feedback

"InitialLit is a well-planned and resourced program which allows students to be explicitly taught spelling, grammar, comprehension and fluency. Student engagement is high and results are showing steady growth."

Year Two teacher

"We are seeing really nice transfer of skills flowing from InitialLit to our writing program. The kids are engaged in our mat learning and the constant revision of previous skills and addition of new skills seems to be working well. It is great having a program that not only teaches sounds, but also rules and grammatical choices."

"I love how everything is ready to go – all of the PowerPoints. It is easy to simply pick up the book and the whole lesson is planned. I feel like most of my students have made progress – especially with spelling and reading 'tricky words' – I was very impressed with this area in particular."

Year One teacher

In order to support their understanding of the program and assist when providing constructive feedback during classroom observations, Members of our Executive Team also attended InitialLit Professional Learning in Term Four.

Literacy Intervention Programs

The intervention programs at Tambrey PS are coordinated by Mrs Francis Bosman. In 2021, five specifically trained Mainstream Education Assistants worked in the intervention space, delivering evidenced based programs to targeted students.

During Semester One, Intervention staff were provided with an opportunity to observe MiniLit in action at Wickham Primary School. The Junior Intervention team then attended Professional Learning in MiniLit – an evidenced-based, explicit and effective early intervention program designed to improve the reading skills of children who are in the bottom 25% of the expected range in Year One and Two. MiniLit replaced Letters and Sounds as the intervention program for Years One and Two. Letters and Sounds remained in use until the end of the year for older students.

During Term Four, the Senior Intervention team attended MacqLit Professional Learning. MacqLit is an explicit and systematic reading intervention program for small groups of older low-progress readers. Staff were also allocated time to prepare resources, assess students and prepare to implement the program as the intervention model for Year Three to Six students in 2022.

Tambrey Essential Reading Model

Members of our English Committee committed to fortnightly meetings and commenced working on the development of a Whole Class Reading model, for Year Three to Six students. After Professional Learning, evidence-based research and school visits, the Tambrey Essential Reading Model (TERM) was established. Three teachers volunteered to trial the model within their classrooms. Results have been promising and these staff have been working with colleagues to support the development and implementation of additional TERM units throughout all Year Three to Six classrooms.

Language Leadership

An Expression of Interest was sent out to all staff, for those interested in accessing a Language Leadership Professional Learning Series being offered by Fremantle Language Development Centre. Five successful staff were selected as Language Leaders and accessed the training. The school committed to regularly providing these leaders with an additional allocation of DOTT, to enable them in disseminating their knowledge and support our teaching staff. This contributes to us raising pedagogical content knowledge of staff and ensures we are building a culture of shared ownership of school improvement.

Talk for Writing

In 2021, the whole school writing program continued to be 'Talk for Writing'. Professional learning was provided to new staff and those who had not yet received any training. Support was given by the Curriculum Coach and the 'Talk for Writing' Language Leader to ensure staff continued to embed the program within their classrooms. Teachers were given collaboration time to collectively plan units of work. Further to her role as a Language Leader, Cara Baker attended a Talk for Writing Masterclass provided by Dyslexia SPELD Foundation with a focus on structure yearly, termly and unit planning. Following the implementation of InitialLit, the Talk for Writing Program delivery schedule was reviewed and refined in preparation for 2022.

Home Reading in Kindy

KAPER made a comeback to Kindy in 2021. We invested approximately \$3000 dollars into upgrading the Kindy Home Reading program to ensure there were enough books for all students to participate in the program. KAPER stands for Kids and Parents Enjoy Reading and was designed by Tambrey Early Childhood staff to assist parents with reading in the home. It consists of a quality picture book and an information guide specifically related to each book. Parents and student exchange book packs weekly. KAPER 2021 commenced in Semester Two and has been well supported by our families.



Looking forward to 2022

In 2022, our Language Leaders will continue to support teachers across the English Learning Area. A Curriculum Coach has also been appointed for 0.6 FTE to provide additional support and ensure whole school programs are taught with consistency. Staff will continue to be given access to high quality professional learning of evidence based instructional practices.

TERM units will be rolled out across Years Three to Six, with the expectation that at least four units are taught each semester. Teachers will be provided with coaching and support as required.

Talk for Writing will continue to be the whole school writing program for K – Year One and Years Three to Six.

To ensure that InitialLit, in Year Two (which consists of a comprehensive writing component) is taught with fidelity, Talk for Writing will not be used during 2022. This will be monitored by Year Two staff, Language Leaders and Curriculum Coach. A working committee will be formed to investigate additional writing programs that are appropriate for senior students, with the view to implement in classrooms from 2023.

A working committee was formed to overhaul the English Assessment schedule for 2022. PAT Reading tests will now be conducted in Terms One and Four to support the development of teaching and learning being based on students identified needs. A streamlined Bright Path writing assessment procedure will also be implemented, allowing for consistent whole school data collection.

MacqLit will be rolled out as the intervention program for Years Three to Six, based on students identified as requiring support.

Home reading across the school will be a priority in 2022, with the English Committee committing to investigate an easily manageable system designed to encourage and recognise home reading by students.

NAPLAN

Effective Leadership and Governance

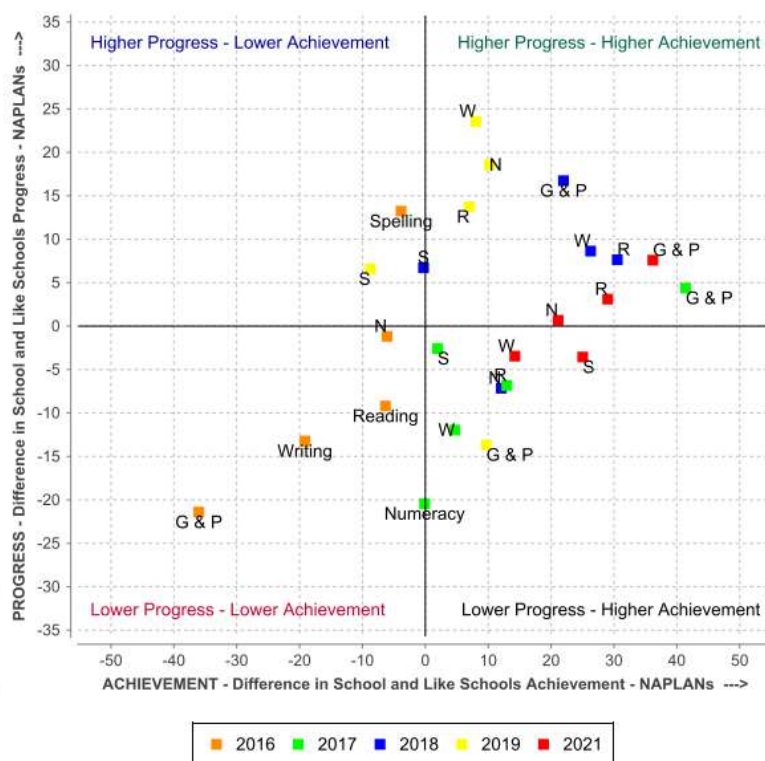
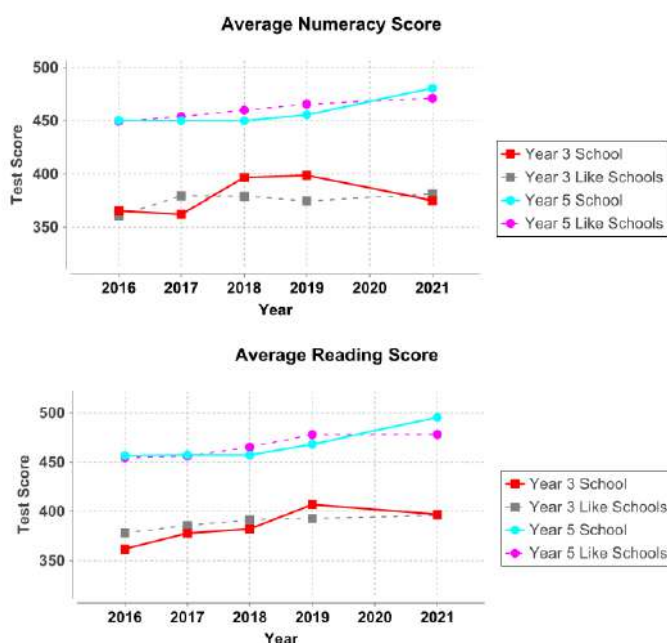
After COVID-19 saw the cancellation of NAPLAN nation wide in 2020, the standardised online testing platform returned in 2021 for all students in Years 3, 5, 7 and 9.

Tambrey students who were tested in 2019 in Year 3 and again as Year 5 students in 2021 saw both high progress and high achievement in Numeracy, Reading and Grammar & Punctuation while Writing and Spelling results saw lower progress but higher achievement.

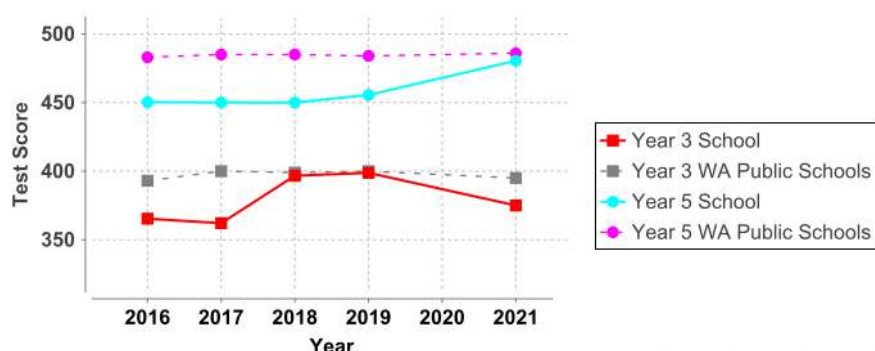
In comparative data our students sit at or above 'like schools' in Numeracy though our target of achieving at or above WA Public schools continues to drive our improvement journey.

Student Progress and Achievement Compared with Like Schools

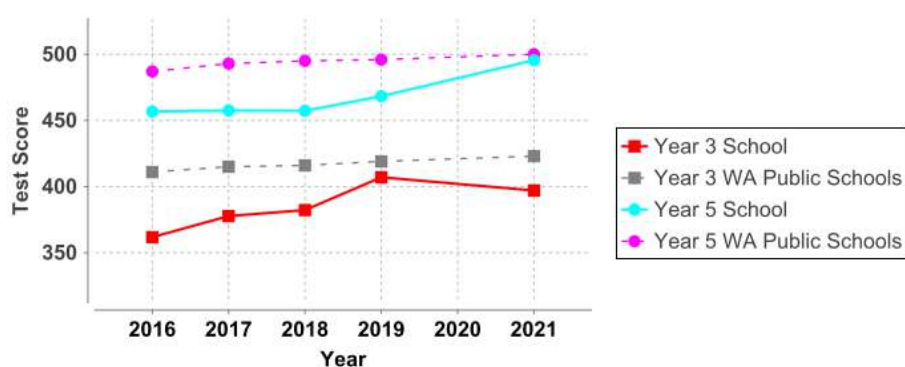
NAPLAN Year 3 to Year 5 Longitudinal



Average Numeracy Score



Average Reading Score



HEALTH & PHYSICAL EDUCATION

Excellent Educators

2021 Highlights

Throughout 2021 students engaged in weekly, 60 minute, Physical Education (PE) lessons that focused on providing learning experiences that taught and developed transferable, fundamental sport skills. Tambrey PS achieved well at interschool events, including Dockers Cup, Winter Carnival, and Cross Country and taking home the trophy at the Interschool Athletics.

Achievements

Tambrey Primary School is recognised as a top contender for local interschool events. The students and staff strive for excellence through their committed approach to developing their skills during lessons and training sessions, both during and out of school hours. The value placed on sporting development and achievement is also exemplified through the continuous upgrade of equipment and engagement with various sporting professionals and coaches. Such affirmative action is significantly improved by funding grants that are offered through the Sporting Schools initiative. During 2021 Tambrey received \$12 600 in grants through successful applications that were submitted each term and used towards securing specialist coaches and new equipment.





Looking forward to 2022

As Tambrey looks towards 2022 and the upcoming sporting events, students continue to refine their skills in preparation for personal and school growth. It is particularly exciting for students that are entering senior years as they will engage in competitive interschool events where they will often have to defend Tambrey's titles against eager opponents. Some events that will challenge our students include the Dockers Cup, Winter Carnival, Cross Country, Jumps and Throws and Interschool Athletics.

2022 will see our PE Specialist Teacher conclude his tenure in the role of Network Coordinator, however, he will continue to be a significant member of the network and the wider sporting community. The 2022 Physical Education Operational Plan will be a refined version of its 2021 predecessor, guiding the processes and events with a view of financial attention.



THE ARTS: MUSIC

Excellent Educators

2021 Highlights

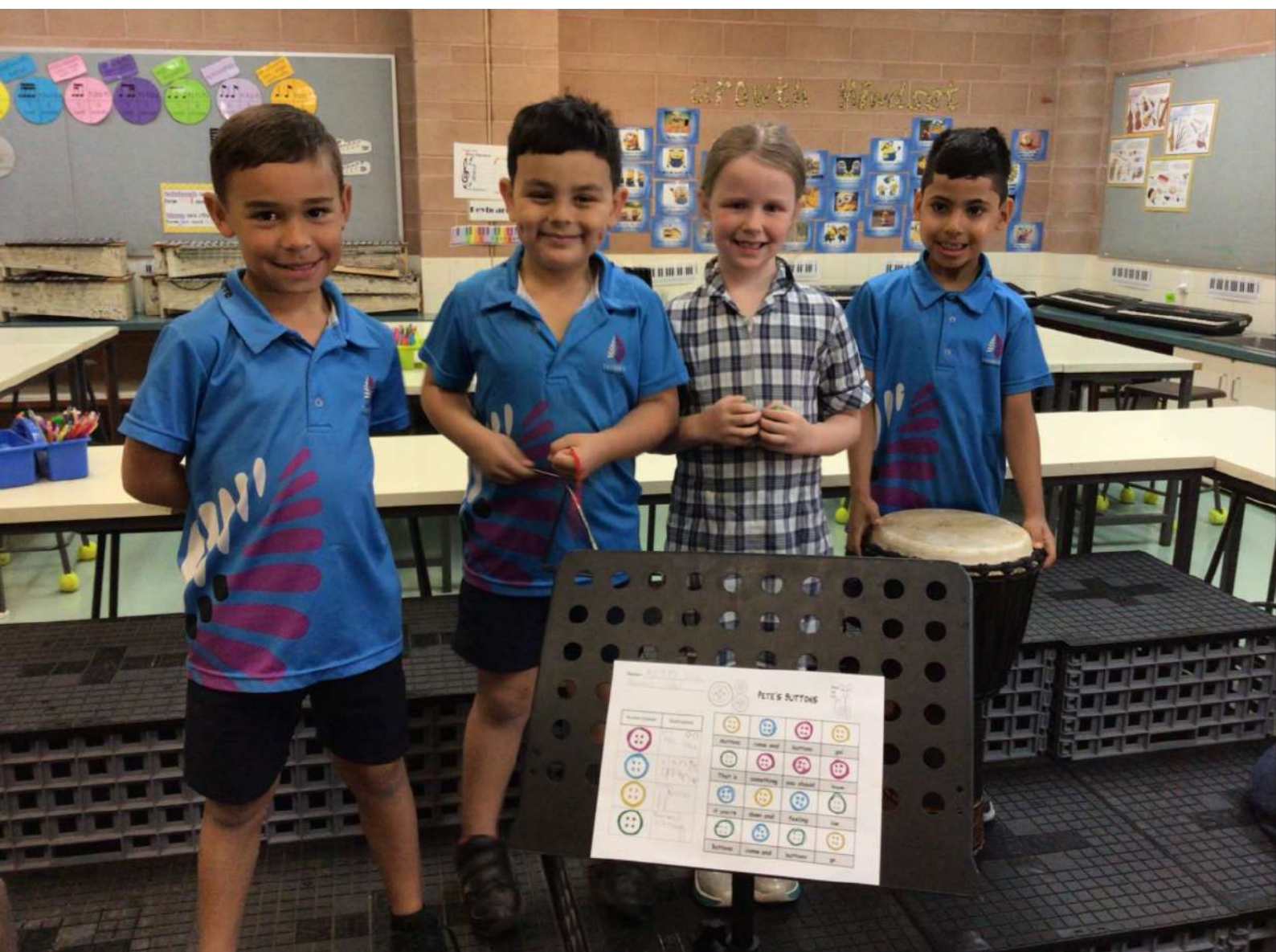
Students in Years 1 to 6 at Tambrey have participated in weekly one hour, whole-class music lessons. The students have had the opportunity to learn through imitation, improvisation, exploration and creation. They have experimented with instruments and other materials. Students have been exposed to a range of music genres and world music and have continued to develop an understanding of, and appreciation for music. Tambrey Primary School currently runs a choir of about 40 students, who attend a weekly lunchtime rehearsal. Many classes have used musical instruments for their assembly and presentation performances. Students at Tambrey have also had the opportunity to participate in alternative performing arts areas, such as Drama and Dance.

The Tambrey Primary School Choir participated in community events, including the Red Earth Arts Festival, Carols by Glowlight and Christmas on the Green, as well as performances within the school. The Instrumental Music School Services (IMSS) program has also continued to run at Tambrey, where select students in Year 5 and 6 have been given weekly 30-minute lessons on the Flute or Trombone, and Year 6 students have had the opportunity to perform with the Karratha Senior High School Concert Band. Additionally, students in Years 5 and 6 have started learning the Ukulele and developed their ability to read music. The musical resources, such as the ukuleles, that have been added to an already established music library, exhibit the growth of the Music program at Tambrey. The school has hosted incursions and other school-based programs from a range of performing arts organisations, including Kaboom Percussion, Perth Symphony Orchestra, School Drama – Barking Gecko Theatre Company, and The Australian Ballet Education and Outreach Program. A school song has been developed that promotes student engagement in music. Classes that have utilised musical instruments for their assembly and presentation performances has also increased.



Looking forward to 2022

Tambrey will continue to run a Music program for students in Years 1 to 6. Students will continue to develop their making, performing, and responding skills in Music. The Specialist Music Teacher will also continue to embed whole school focuses in the program, such as STEM; and hopes to work towards a STEAM program at Tambrey Primary School. Tambrey will build on its already established music resource/instrument library, whereby the instruments offered to Tambrey students selected for the IMSS Program will be expanded to include Trumpet. With strong foundations now in place for the Music program at Tambrey Primary School, 2022 will see the initiation of some more instrument-based ensembles, including a Keyboard and Ukulele club. Weekly rehearsals will continue for the Tambrey Primary School Choir, as will their participation in community performances and events. The Music Specialist Teacher at Tambrey will step up to the role of the Arts Network Coordinator and will also be involved as a member of the Community Arts Advisory Group, which means that Tambrey Primary School will maintain partnerships with performing arts groups and organisations, including Perth Symphony Orchestra, Black Swan Theatre Company and Barking Gecko Theatre Company. Additionally, Tambrey Primary School will produce a video to accompany their newly developed school song.



HEALTH & WELL BEING

Orderly Engaging Learning Environment

Our Health & Well Being team

Danya Breman, Jen Hill, Anissa Hinchcliffe and Matilda Bayfield

At Tambrey Primary School, we are committed to creating, and maintaining an environment where the health and wellbeing of our students and staff is highly valued. Our environment encourages and supports our students and staff to maintain and/or adopt healthy lifestyles. Everyone in our school community has a responsibility to maintain and support our healthy environment. All individuals have the right to choose their level of participation.

2021 Highlights

This year we have surveyed the well-being of students and staff.

Students were surveyed using the TTFM survey. The TTFM (Tell Them From Me) survey is an evaluation system, that provides indicators of the school learning climate. Slight downward trends around student's well-being were identified this year, these were especially evident after comparisons were made with 2020 and TTFM norm results.

We needed to identify why there were downward trends, as well as pin point specific areas where the trends were occurring in our school.

After discussion with the WA Be You education consultant, we learnt of several evidence based tools to gather student voice.

It was decided to implement the Be You children's survey from PP-Year 6. The results of the PP-year 6 survey can be seen below. Each area is scored out of 5.



2021 Highlights continued

Overall, our students are doing very well in relation to their mental health and well-being. We are especially proud of our learning resilience score, however, feel that we could improve more around the area of family partnerships. Our staff completed the Six Star survey which assessed their mental health and well-being. Overall, our staff are in a good place but need to get better at taking time out to relax!

Health & Well Being for students in 2021

Beginning in 2021, we implemented the Be You children's survey, this will be ongoing, students will complete the survey annually.

We will continue the use of Friendly Schools Plus and Protective Behaviours as the Social and Emotional learning (SEL) programs for Kindy -Year 6.

In Years 4-6 Real Life and Strong and Connected teaching programs will continue to be used.

This year saw the introduction of the "Happy Zone". The "Happy Zone" is a PBS initiative, and is a space available two times a week for students identified by staff as requiring a little extra support at lunch time. There is a timetable for supervision of the "Happy Zone" and staff are available to chat, play games and offer support to the students.

Each Thursday a Thumbs Up Thursday mini-assembly is held from 1:20-1:30pm, run by the student services deputy, Francis Bosman. The focus each week is linked to current PBS focus or determined by current needs of the school. Francis remains in the undercover area after the assembly, in the case that students feel the need to check in on an individual basis

Students took part in activities run by staff as part of RUOK day. RUOK day is a day that encourages people to connect with and check in on people as well as promoting cohesiveness.

Also this year, Tambrey students took part in Bullying No Way Day. This is the National Day of Action against Bullying and Violence.

Numerous PBS Celebrations, including Hobarts High Tea, Faction Celebration Days, and Star Celebration Days have been held across 2021, putting a spotlight on student success.



HEALTH & WELL BEING



Looking forward to 2022 for students

In 2022 Tambrey PS will resource a Well-Being Coordinator for students and staff in 2022.

We will continue to review the Be You & TTFM survey results and liaise with the Executive Team/SAER Deputy/School Psychologist/PBS team/Staff to ensure SEL programs are catering for and supporting all students. Thumbs up Thursday mini-assemblies will continue supported by the Well Being Coordinator and SEAR Deputy. Based on the success of the Happy Zone in 2021, in 2022 we are looking to extend days of availability in addition to continuing student celebrations through PBS.

We will continue to use days such as RUOK and Bullying No Way Day to begin important conversations around health and wellbeing with our students.

Friendly Schools Plus and Protective Behaviours will remain as the SEL (Social and emotional Learning) programs for K-Year 6 and implement Real Life and, Strong and Connected teaching programs for students in years four to six.

Health & Well Being for staff in 2021

This year, to welcome staff to Tambrey Primary School and encourage a sense of community, lunch was provided on the first staff development day and, as part of our appreciation for staff working in a hot climate, supervising, and working outside in extreme temperatures, chilled and filtered water was made available to staff in staffroom. The staffroom was also refurbished with tables, chairs, and couches to encourage staff to use the space to eat, and connect with colleagues during breaks.

RUOK day was acknowledged through a lunch and a prize of one day's relief which was raffled off to one lucky teacher. This was to further encourage staff to attend the staffroom at lunch time, connect with/ and check in on colleagues, to promote staff cohesiveness. World Teachers/Education Assistants appreciation days were also acknowledged with the purchase of gifts to for teaching staff and EA's.



HEALTH & WELL BEING

Looking forward to 2022 for staff

In 2022 there will be a Welcome to Tambrey PS and Karratha breakfast, on the first SDD at beginning of school year, as requested by staff in 2021. This will continue to build on our strong school culture as well as encouraging welcomes and check ins before the start of the day.

A Welcome to Karratha handbook, a directory of services available and recommended places to visit around the local area will be provided to new staff.

Implementation of the Be You Educator Survey to check staff well-being and mental health.

Continued refurbishment of staffroom, with the addition of a board that is used to encourage gratitude and acknowledgement of peers. As well as encouraging self-care, and maintaining a positive environment.

Purchase of games/puzzles to foster participation and cohesiveness.

Participation in World Teacher/EA Appreciation Days with an acknowledgement to be given to each staff member.

Participation in RUOK day with provision of lunch and prize to encourage staff check ins and cohesiveness.

Chaplain

This has been a great and busy, first year in the Chaplain role at Tambrey Primary School. This year I have been at Tambrey PS on Mondays, Tuesdays and every second Wednesday. I have become involved in many different events during the year; welcoming students into the Library during lunchtimes on a Monday and Tuesday; assisting with Breakfast Club, helping out at the sports carnivals and events; Kindy Mothers' and Fathers' Day Celebrations; and facilitating a social and emotional program aimed at Year 5 Girls.

My role allows me to have one-on-one conversations with students throughout the year. A referral process informs who meets with the Chaplain and referrals have come from staff members and through self-referrals by students. The main themes in these conversations have involved friendship, resilience, anxiety, family separation, and school behaviour. Being in classrooms regularly assists in building relationships with a wide range of students.

At the beginning of 2021, I was voted onto the School Board and this has enabled me to gain a more complete understanding of Tambrey PS and provide further support behind the scenes. I look forward to building upon the work I have done this year in 2022.

Miss Tiffany Wardill



2021 Highlights

The Humanities and Social Sciences Curriculum (HaSS) subjects include a range of skills that can be represented broadly as questioning and researching, analysing, evaluating and communicating. By studying HaSS, students develop the ability to question, think critically, make decisions based on evidence, devise proposals for actions and communicate effectively.

We have continued to use Inquisitive as a whole school program in delivering HaSS content. Teachers are bringing in other resources to consolidate skills across each Knowledge and Understanding descriptors. The HaSS Committee has worked together to create whole school moderation tasks which focus on Inquiry Skills. The purpose of these assessments is to create opportunities for long term data tracking and ensure consistent and collaborative assessment methods are taking place across the school. These tasks were created with staff input during two staff meetings, where teachers reflected on skills deficits and planned moderation stimulus examples. The committee has received positive feedback from staff who reported that the templates were easy to use, aligned with content being taught and lead to engaging collaborative discussions. Our long term goal is to encourage teachers to consider all aspects of the HaSS knowledge & Understanding descriptors and Inquiry Skills when assessing students, particularly in semester reporting.

Achievements

We know that Inquisitive has been successful for teachers and students due to reflections during staff meetings and discussions with the HaSS Committee.

The moderation tasks have been graded using SCSA rubrics and collaboratively moderated in phase of learning teams. The data has been entered on our Shared Drive for collation.

Looking forward to 2022

We will use our moderation data to guide planning for 2022. The HaSS Committee will choose a new Inquiry skill and staff will create a stimulus to match the content taught. Over time, we will be able to track Inquiry skills deficits which will inform unit planning for teachers. The HaSS Leader and Executive Team will be collating the moderation data and comparing it to semester grades so we can ensure fair and consistent grades are being provided to students.

INDONESIAN

Excellent Educators

2021 Highlights

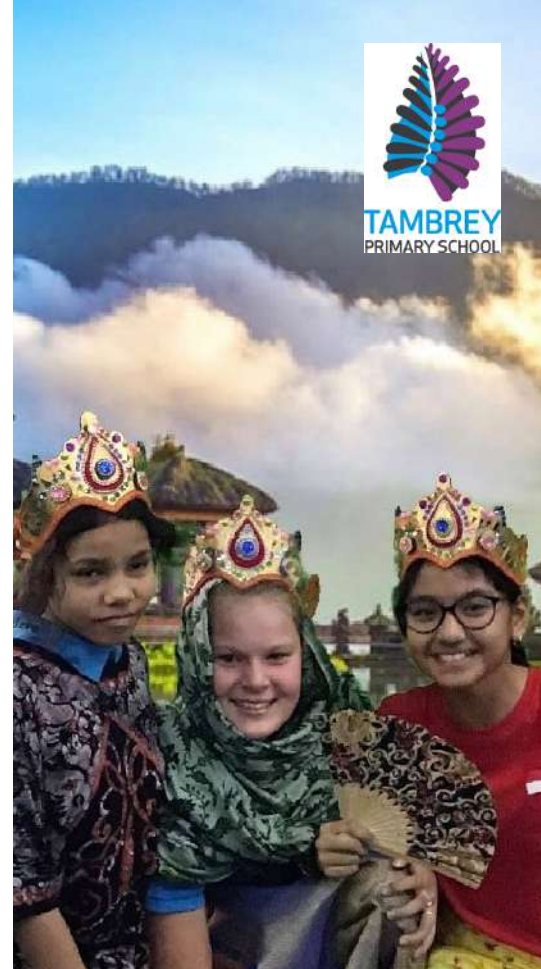
Tambrey Primary School acknowledges the importance of our Indonesian program and direct benefits to students of learning an additional language. In 2021, junior primary students learnt the basics of Indonesian and by the end of the year they could introduce themselves. Middle primary students learned how to introduce their friends and family members. Senior students learnt about traditional marketplaces and traditional foods. They learnt to talk about their food preferences in Indonesian. Student success rates in learning Indonesian exceeded expectations. In 2021, all students engaged in a weeklong celebration for Indonesian Independence Day. Students played many traditional games and participated in cultural activities. Cultural celebrations also allow our staff to upskill themselves as the content is new, they must learn it before they teach. This year was the inaugural Interschool Languages Speaking Competition, which was a great success. After holding an in-school competition three students were picked to compete. First and second places in the competition were awarded to Tambrey Primary.

Looking forward to 2022

Students regularly use Indonesian around the school and are engaged during class time. A 2022 Operational Plan, which aligns with the budget, has been developed for Indonesian. This Operational Plan states our aim that by the end of 2022 82% students are to achieve a result of satisfactory or higher.

Achievements

The 2021 Operational Plan states our aim for the Indonesian learning area that 75% students are to achieve a result of satisfactory or higher by the conclusion of Semester 2. We successfully achieved this target with 80% of our students achieving this result.



2021 Highlights

Digital Technologies (DT) has been established as a specialised learning area at Tambrey PS for four years. Students have now been provided with the prior knowledge to be taught the content that matches their year level.

In Semester One, a major focus was reviewing cyber safety and pulling apart the newly established Tambrey Student Information Communication Technology policy.

We then moved on to examine how digital systems work. Students investigated useful ways in which digital systems can be used to collect store and access data. Relevant software was used to create a variety of data displays in the form of glyphs, spreadsheets, QR codes and infographics.

In Semester Two, our focus was learning to code through coding platforms and robotics. Year 3 students broadened their ICT skills by learning to logon and use laptops.

Senior students finished the year with cyber safety, examining good practices and the risks involved in using ICT in a global community.

RoboCup

Schools from the City of Karratha and South Hedland competed in the annual Pilbara Regional RoboCup hosted by Wickham PS. Tambrey PS was represented by three teams in the BeeBot Robot Dance and Maze Race Competitions. Competition was fierce in the BeeBot Maze Race. Both Tambrey PS team's reached the finals with one team scoring a well-earned 2nd place. Our proud team of four, the 'Lion Queens', stood ahead of the pride in the Bee-bot Dance competition. Their costumes, dance and coding abilities scored them first place.





DIGITAL TECH



STEM & KSHS Science Fair

Projects in DT are designed to be purposeful, real world learning experiences with a STEM approach. An example of this is the year 4 students researching waste as a global issue. They collected lunchbox data of class waste and presented their results using spreadsheet software. Finally, they created a robot game to teach others about the impact of waste on the environment and what can be done to reduce waste. The games were showcased at the Karratha Senior High School Science Fair.

Indigenous Perspectives

A conscious effort has been made to incorporate indigenous perspectives. Junior students examined the use of indigenous symbols as a form of code. Year 3 students created a Ngarluma Language Animal World wall with QR code links to pronunciation of words. Senior students used code to tell indigenous dreamtime stories.

Cyber Safety through GROK

Grok is an Australian Curriculum aligned online platform to learn and teach Digital Technologies concepts. Senior students have been learning Cyber Safety partly through challenges and Competitions hosted by Grok. The challenges are presented using to examples of real situations and challenges people face when using social media applications. Students interact with a phone simulator to solve problems. In July, students participated in a short timed Grok Cyber Competition to test current knowledge and learn cyber security. 1 point was scored for every problem solved. There were 12 problems and Year 5 students scored and an average of 4, while the Year 6 students scored an average of 5. As a result, a decision was made to enrol students in a follow up, untimed, Cyber Security Challenge which the seniors participated in over a few lessons in Term 4.

CSIRO's Bebras Challenge

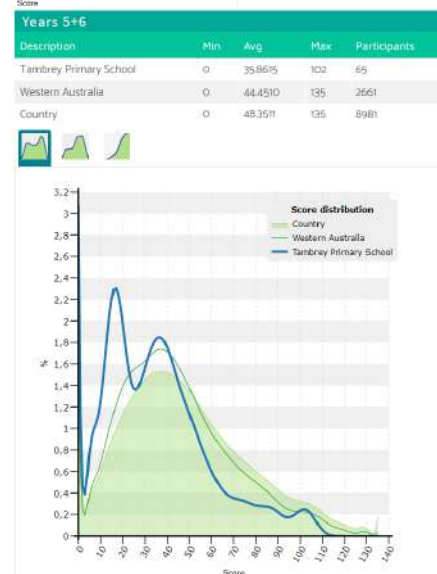
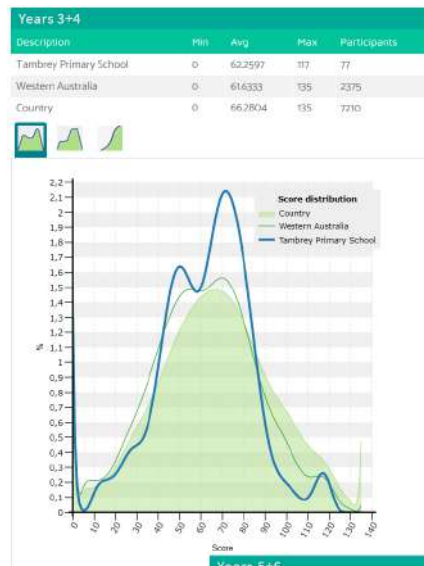
This was our second year participating in CSIRO's Bebras Australia Computational Thinking Challenge. The competition is aligned with the Australian Digital Technologies Curriculum and was held in September with students from Years 3 to 6 participating during their DT lesson. Those, who returned permission, participated on-line while others worked through practice questions.

Depending on their year level, students completed either the Year 3-4 or 5-6 challenge. There were 12 questions in all of varying difficulty, and scoring was scaled to match the difficulty level.

65 senior students participated. Tambrey School scored below the average of other WA schools that chose to participate. The average WA score was 44 points out of 135, Tambrey scored an average of 36. Two senior students earned distinctions with scores of 102 out of 135.

Our intermediate students fared better with 77 students participating, scoring an average of 62 points, which was just above the state average of participating schools. One student earned a distinction and two others, high distinctions with scores of 102 and 117.

The results would indicate that more work needs to be done to teach students strategies to solve different types of problems.



Our Science Team

Anna Ritzema, Lauren Tocker, Sally Martin, Lorraine Grey

2021

This year Science remained as a specialist subject. Classes from Year 2-6 have all enjoyed one-hour lesson of science in the classroom, older years have complimented this with an hour in their classrooms. Year 1 has been taught by additional science teachers. Science is taught in reference and in conjunction with other areas of the curriculum. The skills acquired in digital technology are required for many of the tasks the children undertake in science, and these skills are reinforced in their work. All science work is now recorded digitally by students and recorded using the online digital portfolio, Seesaw. Science is planned alongside Digital Technology and collaboration time is allocated each week for the specialists to plan and to support other staff members.

Science Teacher Development School- Our dedication to Professional Learning has seen us deliver various workshops online and face to face as well as facilitate workshops from partners. Classroom Modelling and observation have also been included during the year.

Targetted Professional Development included delivery of PD to other schools via TDS, Anna Ritzema's Commonwealth Bank Teaching Fellowship, Trevor McKenzie Inquiry Learning.

Awards & Recognition

Tambrey School awarded TDS for Science STAWA

- Siona Dale and Caylee Hemmett- Emergin Scientists Award, Finalist for Science Investigation
- Isabelle Bullinski- Science student of the Year, Finalist for Engineering
- Coby Hemmett- Emerging Talent, Finalist Engineering
- Julian Watkins- Emerging Talent
- Dahlia Watkins- Finalist - Science Communication
- Chloe Varvell- Finalist- Science Photography
- Skye Wood- Finalist- Science Photography
- Lucy Hayes- Commendation for Science Investigation
- Elehni Farmer, Jaycee Davies, Amelia Shires Certificate of Excellence for Science Communication
- Sophie Gribbon- Certificate of Excellence- Science Communication
- Jayden Gribbon- Certificate of Excellence
- Asher Burdon- Certificate of Attendance
- Tambrey Primary School- Runner up Science School of the Year

BHP/CSIRO- National Competition

- Caylee, Siona, Isabella and Coby have all been invited to the BHP Awards

Curtin Game Changer Awards

- Isabella Bullinski- Finalist



2021 has seen continued partnerships between Tambrey PS and the following companies:



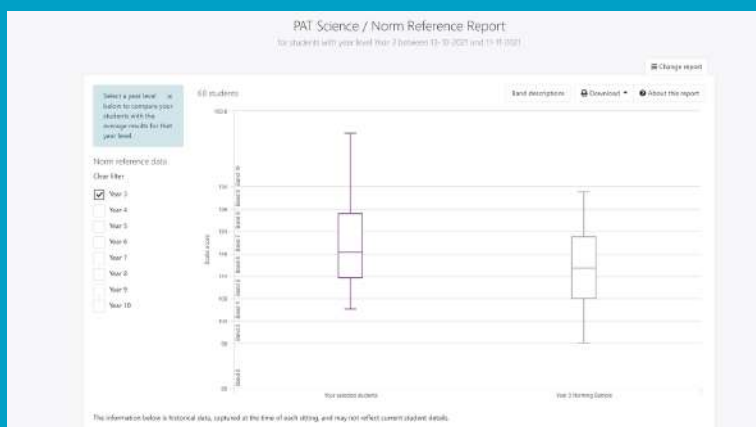
STEM Professionals
in Schools



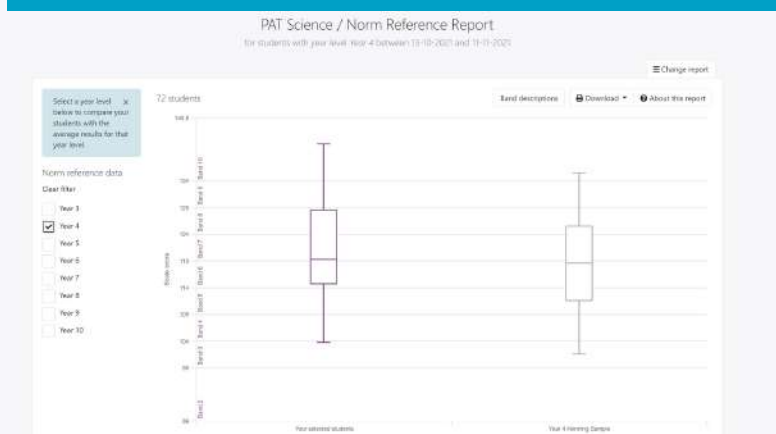
Progressive Achievement Testing-Science

This year we have continued with PAT Science to record and track student progress and achievement in the Science Learning Area. We have had some excellent results with all year groups demonstrating an increase in achievement as a cohort over the past year. All median scores for every year group are above the national median average for Australian Schools. Year 6 scores have shown significant growth and Year 3 had 8 students achieving 100%.

Year 3



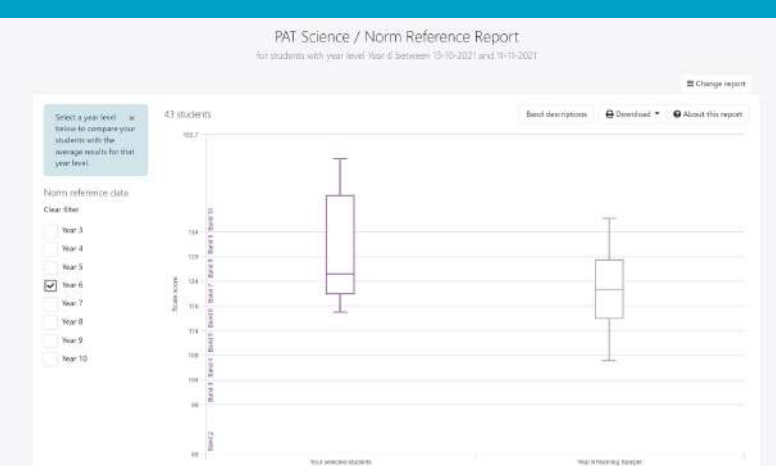
Year 4



Year 5



Year 6



Our STEM Team

Anna Ritzema, Wayne Ritzema, Jackie Tomlins, Scott Ross, Maddie Wheeler, Michelle Downes, Alexis Brodie, Melanie Melbourne, Emilie Cowell

This year we embarked on our TDS (Teacher Development Schools) journey as a STEM school. We offered Professional Learning Opportunities to schools across the state by hosting “walk through” sessions, consultations, online workshops, and classroom modelling. At the beginning of the year, we went to the STEM Enterprise Showcase in Perth and spent time with the industry partners and other schools that form the STEM initiatives in the Department of Education. We were lucky to apply and receive grants from Woodside to host a Junior STEM program and many of our staff took part and delivered these programs. Some staff then took this program out to Roebourne in conjunction with the Polly Farmer Foundation. Our STEM committee continued to grow, and we engaged in PL (Professional Learning) from Microsoft and upskilled in Microsoft Teams. Buddy Classes focused on STEM and the work highlighted by classes was outstanding. We then held a two-day STEM festival in Term 4 focusing on “Food by Design”.

Innovation

increased use of digital platforms such as Seesaw, Arduino Science Journal, Micro: bits, Lego EV3 and Lego We: Do, Stop Motion

Partnerships



Government of **Western Australia**
Department of **Fisheries**

In addition to local connections such as Beekeeper Ted, Sam Wailu-ATSI Fishing & WA Centre for Marine Biology.

Knowledge grows



Awards and recognition

- Tambrey announced as a TDS STEM and Science School for 2021
- Continued partnership with Rio Tinto Polly Farmer foundation as host of Karratha STEM Centre
- Woodside Grant for a Junior STEM program
- Staff to tutor students at Roebourne District High School



Anna Ritzema- Commonwealth Bank Teaching Fellowship

NATIONAL QUALITY STANDARDS

Effective Leadership and Governance

In 2021 we continued to work on our goal to successfully meet the National Quality Standard. The whole staff collaborated to reflect on our school's on-going progress. This allowed staff to celebrate positive changes across the school, as well as plan for continued improvement as part of the NQS Operational plan.

Over the last few years with the implementation of whole school programs and Explicit instruction, alongside a rich learning environment we have seen improved student's engagement and participation during all lessons. Programs that were successfully implemented in 2021 included Top 10 Maths, InitialLit and MiniLit for Reading Intervention.

As per the NQS Operational Plan (Quality Area 3 – Physical Environment), the Physical environment was a continued focus for TPS. With growing staff and student numbers, the need for more Meeting/Office spaces, a Staff Room and upgraded student furniture became a priority as per our Operational Plan. The school were successful in gaining a new office block which allowed staff to have a staffroom back as this was previously utilised as office space for our DOTT providers. Our Year 1 and 2 students across six classes received new classroom furniture to support growing student numbers.

It was agreed by all staff in our 2021 Self Reflection Tool that we are continuing to meet all 7 of the Quality Areas. The Self Reflection tool was completed by 30 staff members and reviewed by all staff (80).

A continued focus for improvement as per the Tambrey PS Business Plan and the NQS Operational Plan, is for learning and teaching to meet cultural learning styles for all Aboriginal and Torres Strait Islander and EAL/D students. This will include focus areas of improvement for Quality Areas 1, 5 and 6.

National Quality Standard Reflection - summary

Date: 30 October 2021

Overall Quality Area recording		Working Towards (WT)	Meeting (M)
Quality Area 1	Educational program and practice		x
Quality Area 2	Children's health and safety		x
Quality Area 3	Physical environment		x
Quality Area 4	Staffing arrangements		x
Quality Area 5	Relationships with children		x
Quality Area 6	Collaborative partnerships with families and communities		x
Quality Area 7	Governance and Leadership		x

CLONTARF

KARRATHA PRIMARY ACADEMY

Orderly and Engaging Learning Environment



EDUCATION

PARTNERS AND
EMPLOYMENT

SPORT

LEADERSHIP

WELL BEING



The second half of 2021 saw Clontarf arrive at Tambrey Primary School as part of the Karratha Primary School Primary Academy.

The Clontarf Foundation exists to improve the education, discipline, self-esteem, life skills and employment prospects of young Aboriginal men and by doing so equip them to participate more meaningfully in society.

Greg Townsend is Tambrey PS's allocated mentor and is guided by Karratha Primary Clontarf Academy's Director, Ben Thorn. Two other primary schools in Karratha, Baynton West and Pegs Creek Primary School's, also have Clontarf academies on site and the three schools host each other throughout the school terms for breakfasts, sporting events and information sessions.

Highlights of the Clontarf Primary Academy programme at Tambrey this year have included:

- Weekly morning training sessions followed by cooked breakfast.
- Morning pick-ups and afternoon drop-offs.
- Assisting with and supporting students on the Year 6 Camp to Broome.
- Afternoon activities based around the Clontarf Foundation's pillars of Education, Leadership, Wellbeing, Sport and Employment: Community clean-ups, after school basketball games, health information sessions and public speaking practice to name a few.
- A number of boys in the programme have seen significant improvement in school engagement.
- A brand new and exciting Academy Room made available for the start of 2022.

A Karratha Primary Academy Awards night was held to wrap up the year and see the Year 6 boys graduate into the high school Clontarf program. Three boys Kyson Gibbons, Thomas Wailu and Diamond Pindan were recognised for their leadership and commitment to education on the night.

ATTENDANCE

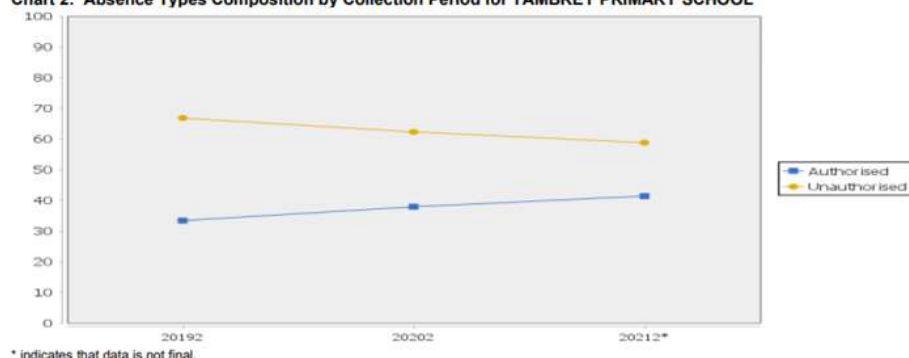
Orderly and Engaging Learning Environment

The overall attendance for Tambrey in Semester 2, 2021 was 85.4%. The TPS business plan target for 2020-2022 were to increase the number of students who attended 90% of the time from below 65% to above 65%. In Semester 1 it was 61.7% and in Semester 2 it was 56.7%. This will be a continued focus for next year.

Throughout 2021, there was a continued focus on student attendance and ensuring students were aware of the importance of attendance. It included fortnightly Attendance assemblies where data was displayed and discussed with students. Whole class and individual rewards were given, alongside the message 'Every Day Matters'.

Throughout 2021 we have seen a significant decrease in unauthorized absences and an increase in authorized absences due to the focus of our assemblies.

Chart 2: Absence Types Composition by Collection Period for TAMBREY PRIMARY SCHOOL



A focus from our Operational Plan was to increase attendance for our Aboriginal students. The Attendance team has worked closely with staff from our Regional office to provide support around enrolments and to conduct home visits on a weekly basis. Additional staff were employed to provide in class support and to host a Breakfast club in the absence of our AEIO who was on Maternity leave. Longitudinal data showed an improvement in regular attendance for our Aboriginal students at Tambrey in 2021.

Encouraging and listening to student voice during assemblies, we recently changed our focus from 'The class with least amount of unauthorized absences' to include Fortnightly attendance targets for individual classes. Students are involved with setting class targets and these are displayed at assemblies.

	Non Aboriginal	Aboriginal	Total
Semester 1 - 2020	84.9%	67.7%	80.5%
Semester 2 - 2020	92.3%	62.2%	86.0%

	Non Aboriginal	Aboriginal	Total
Semester 1 - 2021	91.7%	74.1%	87%
Semester 2 - 2021	91.0%	70.6%	85.4%

STUDENTS AT EDUCATIONAL RISK

Orderly and Engaging Learning Environment



We have continued our weekly 'Thumbs Up Thursday' assemblies this year as a weekly mental health and well-being check-in for Year 1-6 students. During the assembly students are given strategies to deal with anxiety, stress, friendships and many other relevant issues that may arise from the previous week. We have seen a decrease in referrals to Tier Three services such as CAMHS due to students being more self-aware of their feelings and being given appropriate strategies to deal with difficult situations and emotions.

In 2021 the SAER team implemented the newly developed SAER policy at Tambrey PS. Some changes included a clear process for referrals and the responsibility of all staff at Tambrey in terms of SAER. Due to the continued growth of student numbers, it was decided to fund an additional day for the School Psychologist (now 5 days a week) as well as continued funding for a Chaplain for 2 days a week in 2022.

Due to the implementation of the NDIS Early Access plan to support children under the age of 7, the school has seen a rise in referrals and engagement from a variety of service providers. This has meant an increased work load on our Student services team working closely with Connect Pediatrics, Pilbara OT and Population Health. The school will be releasing a teacher to take on the role of Learning Support Coordinator for two hours a week in 2022 to support with these referrals.



AUSTRALIAN EARLY DEVELOPMENT CENSUS (AEDC)






Effective Leadership and Governance

In 2009, Australia became the first country in the world to collect national data on the developmental health and wellbeing of all children starting school. The success of the 2009 data collection laid the foundation for the Australian Government's commitment to ongoing Australian Early Development Census (AEDC) data collection cycles. The second collection occurred in 2012, the third in 2015, the fourth in 2018 and the fifth in 2021.

The AEDC is a point in time measure of how children (Pre Primary) have been developing since birth and includes all children in Australia in their first year of full-time school. AEDC data is collected using an adapted version of the Early Development Instrument, which was developed in Canada.

The AEDC consists of approximately 100 questions across five key domains, which are closely linked to child health, education and social outcomes.

Figure 1 – AEDC domain descriptions.

Physical health and wellbeing	
	Children's physical readiness for the school day, physical independence and gross and fine motor skills.
Social competence	
	Children's overall social competence, responsibility and respect, approach to learning and readiness to explore new things.
Emotional maturity	
	Children's pro-social and helping behaviours and absence of anxious and fearful behaviour, aggressive behaviour and hyperactivity and inattention.
Language and cognitive skills (school-based)	
	Children's basic literacy, advanced literacy, basic numeracy, and interest in literacy, numeracy and memory.
Communication skills and general knowledge	
	Children's communication skills and general knowledge based on broad developmental competencies and skills measured in the school context.

Our data for 2021 has shown an increase in our students' Social competence which is hugely credited to our PBS team and their implementation of the program across the school. There was no change in the domains of Emotional Maturity, Language and Cognitive Skills and Communication Skills.

There was a significant decrease in Physical Health and Wellbeing domain. This could be attributed to increased screen time and students spending less time outdoors and on physical activities. The school will focus heavily on Fundamental Movement Skills in our Kindergarten and Pre-Primary areas in 2022-2022 to improve our students' physical health and wellbeing. This will be reflected in Operational planning and budgets to purchase needed equipment and replace needed resources to develop these skills.

AUSTRALIAN EARLY DEVELOPMENT CENSUS (AEDC)

Tambrey Primary School AEDC results

Overall AEDC domain results for your school

Figure 2.1 – Physical health and wellbeing over time for your school.

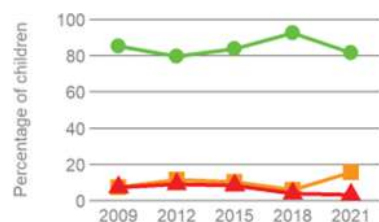


Figure 2.2 – Social competence over time for your school.



Figure 2.3 – Emotional maturity over time for your school.

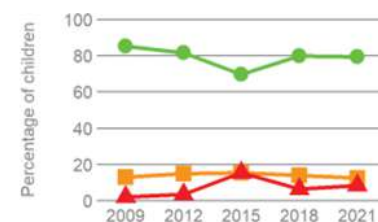


Figure 2.4 – Language and cognitive skills (school-based) over time for your school.



Figure 2.5 – Communication skills and general knowledge over time for your school.



● On track
■ At risk
▲ Vulnerable

Professional Learning undertaken in 2021 by Tambrey staff

- *Top Ten Mathematics
- (All Staff) Child Protection
- *InitialLit
- *Zones of Regulation
- *Classroom Management Skills- Foundation
- *Effective Utilisation of EA's
- *Speech and Language
- *Supervising Pre Service Teachers
- *Aboriginal Cultural Appreciation
- *FBA Training
- *Vocabulary Instruction in the classroom
- *TPS TDS Stop Motion
- *Reframe Training- FASD and Neurodiversity
- *An introduction to understanding and managing epilepsy
- *In Real Life- Friends
- *Team Teach
- *Curriculum Exemplars
- *Integrating Play, Oral Language and Early Literacy
- *STEM Community Connections
- *PBS Coach
- *PLIS Administrator Training
- *Curriculum Support Introduction
- *NAPLAN Data Analysis
- *Minecraft Education
- *Be You
- *Cross-curriculum: Aboriginal and Torres Strait Islander - Histories and Culture
- *Future Leaders Program Information Session
- *STEM/TDS Planning and researching
- *Microsoft Teams
- *Teach For Australia
- *TDS Science K-6 Australian Earth Science Education
- *MulitLit, plus ongoing Zoom support
- *PBS FBA
- *SeeSaw
- *Australian Early Development Census: support to complete AEDC data collection
- *Foundations of Literacy: Supporting Older Low Progress Readers
- *5 Days Language Leadership (6 staff)
- * NQS STEM Leadership Development
- *Spellit
- *Talk for Writing Early Years
- *HRMIS Manager Training
- *Leading Performance and Development
- *Growth Coaching
- *Selection Panel Training
- *Introduction to Student Centered Funding
- *Asbestos Awareness
- *Music and Culture
- *8 days-LEAP Autism Spectrum Disorder
- *Caught In The Crossfire
- *Early Intervention
- *SECCA Relationship Education/Puberty and Adolescence
- *On Entry Assessment- Accessing and interpreting reports
- *Ukulele Intensive Workshop
- *Pilbara Key Language Leadership Schools Initiative
- *Reading Comprehension Grammar and Vocabulary,
- *Phonological Awareness to Phonics
- *Workforce Induction
- *CS STEM Enterprise Schools
- *Guaranteed and Viable Curriculum
- *School Drama Workshop
- *Team TEACCH

TAMBREY PRIMARY SCHOOL SURVEYS

Effective Leadership and Governance



ORGANISATIONAL HEALTH

**Tambrey Primary School's overall health still maintained placement in the top decile. The best available predictor of an organisation's future capacity to perform:
They must be in the top quartile or above.**

In 2021 there were 63 respondents (2020 45 respondents)- 18 more staff answered survey (Education Assistants encouraged to have their voice) which is 83% of staff.

OHI results from start of School Improvement Journey

2018: Second Quartile

2019: Top Decile

2020: Top Decile

2021: Top Decile*

*When analysing 2021 results it is important to note a change in Principal along side COVID 19 implications. Growth is apparent since 2019 survey and can be attributed to stable staff resulting in sustained top decile.

Points to celebrate

Student focus: Second quartile. A 5 point increase from 2020

Governance/Community relations: Second quartile. A 6 point increase from 2020

Consequence management: A 26 point increase

People Performance Review: A 2 point increase

Inspirational Leaders: An 11 point increase

Future Focus

- In order to continue positive momentum on our organisational health, Tambrey Primary School should sustain current wins through business as usual in the power practices.
- Prioritise maintaining top quartile organizational health keeping in mind broader school strategy and vision.
- Tambrey Primary should align on additional health practices to fill the gaps in areas that scored lower, such as Student Focus and Consultative Leadership.
- Role modelling by leaders to influence staff behaviours.
- Focus on staff wellbeing to build trust based relationships.
- Invest in professional development and coaching of staff.
- Acknowledge good performance and call out undesirable behaviours.

TAMBREY PRIMARY SCHOOL SURVEYS

Robust Relationships

TELL THEM FROM ME

Responses from the parent, staff and student Tell Them from Me surveys have been collated and categorised into a Positive, minus and Interesting format.

Parent survey		
Positive	Minus	Interesting
<ul style="list-style-type: none"> • Parents feel welcome/inclusive • Parents informed • Support learning at home • Inclusive school • School supports PBS • PBS well received by parents and students • Parents seem happy • Love Shiona and the changes that have been made • Community response is so much greater • Parent/Principal welcome was well received • Kids feeling happy/safe • Love Tambrey and the direction • Mrs Morris & Ms Melbourne • More parents participate • Student Services • More acceptance • SeeSaw as a communication platform 	<ul style="list-style-type: none"> • Social, emotional intelligence • More communication • Make parents aware they can make a meeting • Healthy eating plan (canteen) • Most concerns could have been resolved if parents raised them with teachers or admin • Playground not inviting • Homework – parents are sitting on the fence regarding it • Infrastructure/staffing • No daily fitness • Recess and lunch too short • Doesn't capture all parents & our diverse family voice • Loud voices taken the opportunity 	<ul style="list-style-type: none"> • Too many apps required to download • More homework • Canteen • They want outcomes outlined – have they read Padlet? • Some want play, some want literacy focus • Some sort of cloning device for Cynthia • Parents see the need for additional support in classrooms. • More representation of Indigenous culture • Communication – maybe being under utilised by all parents • Canteen lady • Parents don't want school getting bigger • What are other reasons why families feel students are excluded? Can't address if we don't know • Is this a fair reflection of our school parent community • The parents who are involved are the ones who complete the surveys • The jump over last couple of years for completing survey

TAMBREY PRIMARY SCHOOL SURVEYS

Robust Relationships

TELL THEM FROM ME

Staff		
Positive	Minus	Interesting
<ul style="list-style-type: none"> • Double number of response • EA's involved in survey now • Supportive leadership • Moderation & consistency is improving • Survey results being used for staff improvement • Business plans in place • Operation plans in place • Teachers require support from colleagues • Overall improvements across areas • General positivity amongst staff • Programs are benefiting the school • Majority of staff are confident in particular areas e.g P-10 analysis – good coverage of explanation • Know where to get support • Greater feedback from classroom observations • PBS – onto it! • Inclusive school • Assessment is informative (planning) • Collaboration – staff work well together • Learning culture • Most areas have improved from last year. 	<ul style="list-style-type: none"> • Less sharing between teachers • Staff use of SeeSaw –lack confidence • Teachers need additional support (EA) in the class room has come across multiple times • Teachers asking for more collaboration time • People want support with SEN/SAER plans e.g. time to create them & in the classroom • SAER induction could have done better towards end of Term 1/Start of Term 2 • Reluctance to change – despite the student data showing we HAD TO • Staff overloaded and getting heads around new programs • Need more time for class set up start of term and not given • New teachers not equipped with programs • Technology access – Ipads & access to computers (x3) • Questions not good for EAs • Intervention not reviewed well • Programs changing – fast paced • Leadership (Feedback & learning opportunity • Provide work examples 	<ul style="list-style-type: none"> • Worked at collaboration – why has this gone down? • SAER System • Technology results due to lack of access to technology • Access to technology • Induction process is being more refined • Coaches – using them for what they are there for • Create bank of EDI lessons • Girls Club is Still happening • Apps are not always updated. Jags is too stretched for the size of school. • More EA time required for students below level • Mixed reviews on understanding data

TAMBREY PRIMARY SCHOOL SURVEYS

Robust Relationships

TELL THEM FROM ME

Students		
Positive	Minus	Interesting
<ul style="list-style-type: none"> • Student peer & teacher relationships are positive (x3) • School space • Enjoy sports • High expectations • Teachers promote best work! • Sport • Problem solving skills – know to approach teachers or peers to resolve issues • Like their teachers • Like to learn • PBS • Clear to see PBS is having a positive impact on student well-being • Twilight carnival is popular • Teachers care about us • Specialists • Happy to seek teacher support • School is a safe place • Good advocacy • Inclusive • Bullying is not an issue 	<ul style="list-style-type: none"> • Year 6 cohort disengaged. Boys scored lower in most categories • EDI is disliked by upper years. Kids want more open-ended/student driven learning • Need more creative earning (Art Teacher) • Not enough iPads • Not enough creative writing (own choice) • Drink Fountains • iPads – lack of • Year 5 & 6s playground (x3) • Is the language age appropriate? • Significant drop in sense of belonging • Student voice of Yr 6s is more negative – why? • Students not valuing school – motivation • Challenging classes • Students lacking confidence in Maths & English 	<ul style="list-style-type: none"> • Need more social and emotional support (more adult support in upper years) • It is clear that the Year 5 & 6s would like access to the playground. • The students would like an Art teacher/subject (x3) • Longer breaks • More options for middle sport – AFL • Canteen – more days! • Visual boards • Home workshop – life skills • Class captains • Why the drop/issues/concerns in Year 6? • oHormones? • oBig personalities impacting others attitudes? • Why high expectations have gone • Why disengagement is rising • Are the questions clear enough for students to understand?

TAMBREY PRIMARY SCHOOL SURVEYS



Robust Relationships

NATIONAL SCHOOLS OPINION SURVEY (NSOS)

All Government schools are required to conduct this survey every 2 years, Staff, parents and all students from Years 4-6 were given the opportunity to answer the survey. Staff reviewed results and took part in a 'where to from here' collaborative planning sessions.

Positive	Minus	Interesting
PARENTS <ul style="list-style-type: none"> Most scores very close to top end of scores- all high end Happy with staff and school - 2 Mostly positive feedback regards communication Teachers are good Parents feel comfortable talking to teachers All scores above 4 for 128 participants STEM / Science TAGS / LEAP Chappy Tiff 55% "I can talk to my child's teacher about my concerns" Parents don't consider their opinions are heard STUDENTS <ul style="list-style-type: none"> Sport 93% agree teachers expect their best - 6 STEM / Clubs - 2 Friendships Specialist classes Student voice Students like their teachers Chappy Tiff Canteen is liked STAFF <ul style="list-style-type: none"> PBS High expectations - 2 Care about students - 2 Looks for ways to improve - 3 Shiona Anna / STEM Positive relationships with families Staff feel supported Strong Leadership Specialists & TAGS 	PARENTS <ul style="list-style-type: none"> Relationships with Community 4.0 - This was our 2nd highest proficiency in previous activity? Parents might not know what "Excellent Educators" actually means. People did not complete the survey completely - 3 STUDENTS <ul style="list-style-type: none"> Not enough excursions Basketball hoops Dress code Don't feel they can talk to people (lowest score) Access to chilled / filtered water More access to tech (iPads) Low amount "I like being at school": School takes students opinions seriously 4 said NA 41 didn't provide Yes/No brought % down STAFF <ul style="list-style-type: none"> Aboriginal education School well maintained (lowest rating) Is this due to age? Students behaviour is well managed 	PARENTS <ul style="list-style-type: none"> All 3 surveys flagged "behaviour" as a weakness Specialist teachers not known by parents Mixed reactions to uniforms 51% of parents believe students like being at school - 2 About 10% of parents who completed the survey disagreed that student behaviour is well managed That many parents chose neither agree/disagree- is this because they have no issues? STUDENTS <ul style="list-style-type: none"> Other sporting options ie. Dance Basketball features heavily Students identified Hot Weather policy All the scores are quite high It comes across as a little egocentric. They might need scaffolding to think deeper about learning Do the pupils have understanding of what the question is asking? STAFF <ul style="list-style-type: none"> No negatives / Scores under 4 Exec team in classrooms and up-skilled in PL 43% of staff have 0-5 years at Tambrey I receive useful feedback about my teaching "On surface we all seem very positive but there is dissention starting to start in some pockets"

TAMBREY PRIMARY SCHOOL SURVEYS

Robust Relationships

WHERE TO FROM HERE? (NSOS)

Parents

- 128 respondents (up from 62)
- Specialist teacher BIO's on website
- Teacher BIO's on website
- Up-Skill parents – neither agree/disagree doesn't help in surveys
- More Seesaw
- Promote Community Partnerships
- Before assembly starts "what happened this week" slideshow
- Community Partnerships Language – use on Facebook posts

Students

- 163 respondents
- Bios for support staff on website
- Hot weather policy
- Safe Space LGBTQI
- Agree/Disagree answers- doesn't help us
- Sharing celebrations to students (Facebook for kids)
- New Basketball hoops – mentioned too many times. (this was rectified the next day!)
- More discussion on questions – show them how to answer, explain how we analyse results and make plans.
- Capture Agree/Disagree importance, can't help if neither

Staff

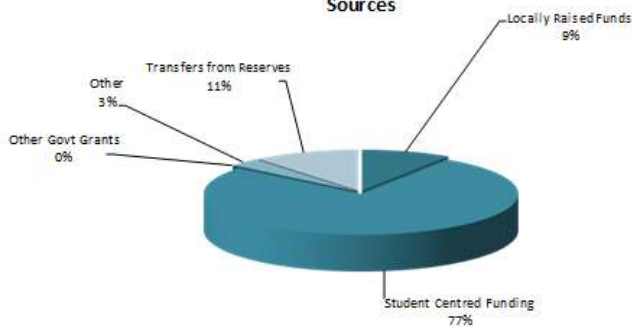
- 58 respondents
- Programs for Aboriginal Education
- Further clarity of Roles – Clontarf & AIEO
- Build culture of retaining staff



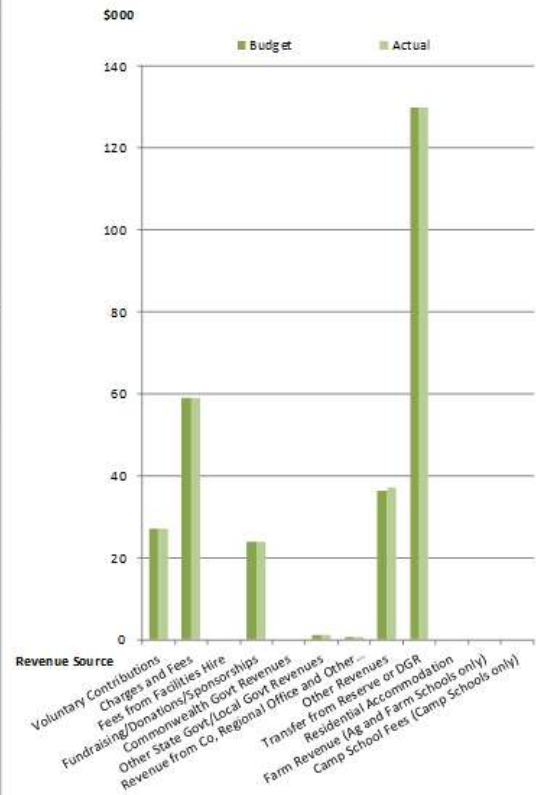
Tambrey Primary School
Financial Summary as at
31 December 2021

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 27,091.80	\$ 27,092.00
2	Charges and Fees	\$ 58,915.00	\$ 58,919.59
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 23,914.00	\$ 23,896.56
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,100.00	\$ 1,100.00
7	Revenue from Co, Regional Office and Other Schools	\$ 483.00	\$ 646.48
8	Other Revenues	\$ 36,328.00	\$ 36,964.18
9	Transfer from Reserve or DGR	\$ 129,892.91	\$ 129,893.24
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 277,724.71	\$ 278,512.05
	Opening Balance	\$ 92,881.00	\$ 92,881.33
	Student Centred Funding	\$ 907,971.21	\$ 907,329.06
	Total Cash Funds Available	\$ 1,278,576.92	\$ 1,278,722.44
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 1,278,576.92	\$ 1,278,722.44

Current Year Actual Cash Sources

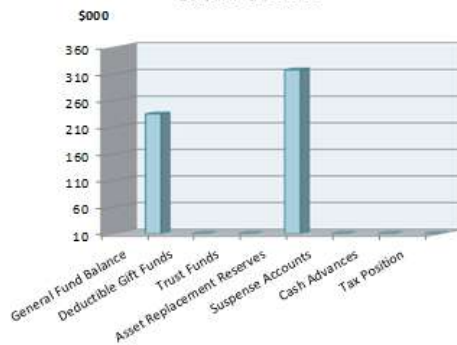


Locally Generated Revenue - Budget vs Actual

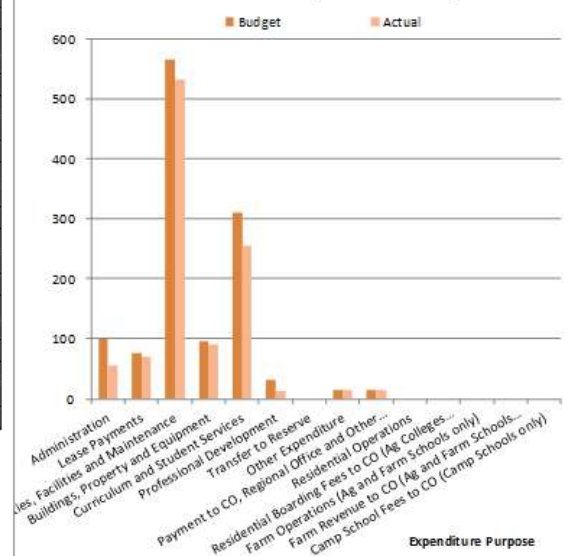


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 100,442.46	\$ 55,809.46
2	Lease Payments	\$ 75,750.00	\$ 69,797.50
3	Utilities, Facilities and Maintenance	\$ 564,250.00	\$ 531,459.01
4	Buildings, Property and Equipment	\$ 96,582.75	\$ 89,701.09
5	Curriculum and Student Services	\$ 310,984.29	\$ 253,941.28
6	Professional Development	\$ 31,000.00	\$ 13,636.61
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 15,000.00	\$ 15,259.13
9	Payment to CO, Regional Office and Other Schools	\$ 14,353.00	\$ 14,353.09
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 1,208,362.50	\$ 1,043,957.17
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 1,208,362.50	\$ 1,043,957.17
	Cash Budget Variance	\$ 70,214.42	

Cash Position

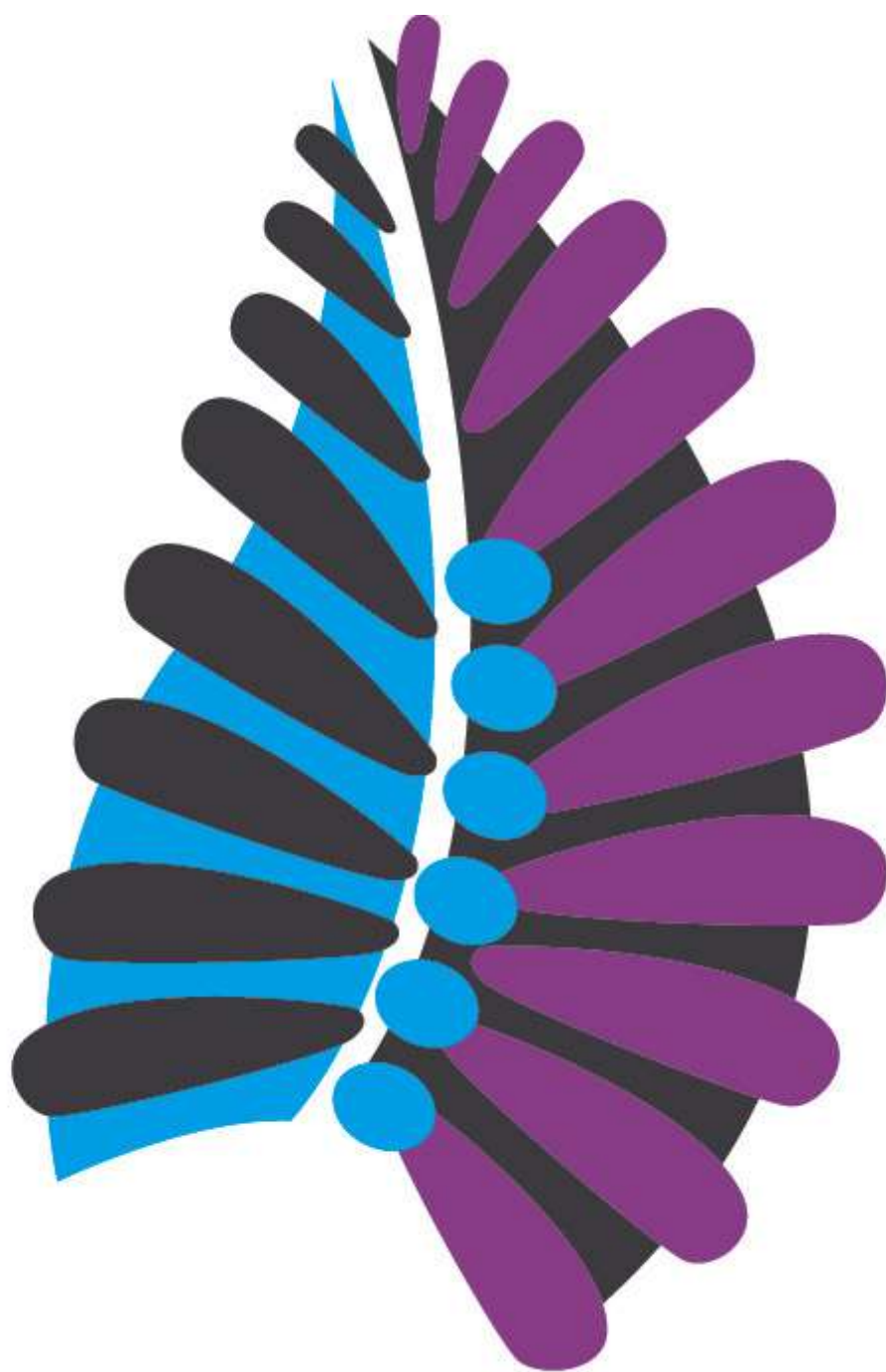


Goods and Services Expenditure - Budget vs Actual



Cash Position as at:

Bank Balance	\$ 545,585.07
Made up of:	
1 General Fund Balance	\$ 234,765.27
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 317,569.67
5 Suspense Accounts	\$ 3,770.13
6 Cash Advances	\$ -
7 Tax Position	\$ (10,520.00)
Total Bank Balance	\$ 545,585.07



TAMBREY
PRIMARY SCHOOL