

ANNUAL REPORT



Tammin Primary School

Our beliefs about teaching and learning

2017

- Teachers and students are self-reflective learners who believe that everyone can progress positively.
- Feedback is shared with parents, is explicit, purposeful and used to move students to a higher level of thinking.
- Teachers, students and parents work together as a professional learning community intent on providing explicit and differentiated learning experiences.
- Effective teaching has high expectations of students and is purposeful, challenging and connected to student experience, stage of development and background.
- Student/teacher relationships are based on mutual trust and respect in quality classroom environments.

SCHOOL CONTEXT

Located 180 kilometres east of Perth, Tammin Primary School caters for children from Kindergarten to Year 6. With a history that spans 117 years, we are proud of our friendly, caring and inclusive atmosphere.

Tammin Primary School is consistently evolving to ensure a dynamic learning environment is provided and staff work collaboratively to assist children in realising their potential. Our educational philosophy places strong emphasis on the implementation of systemic whole-school English and Mathematics programs, scheduled simultaneously across three composite classrooms. All support staff work closely with classroom teachers to provide enriched targeted learning programs.

Our vision at Tammin Primary School is to ensure our students achieve positive social and academic skills and knowledge with high expectations of achievement by: showing respect for all, promoting resilient behaviours, strengthening feelings of self-worth, communicating positively and constructively with others, providing a motivating and stimulating learning and work environment, effective collaborating between parents, students and staff.

Our mission is to inspire others to become resourceful and informed citizens who contribute positively to a changing world.

STRATEGIC PLAN

Our Strategic plan references and implements the Department of Education Corporate Framework including the Strategic Plan for WA Schools and the Director General's Classroom First Strategy. The plan outlines an overview of the strategic intent of Tammin Primary School towards quality improvement strategies within academic and non-academic areas. It is aligned to the National School Improvement Tool, this document outlines nine areas of focus as well as our academic and non-academic targets for the three years cycle. We are pleased to see achievement and progress in many of these target areas, indicating we are on track to achieve these outcomes.

SCHOOL COUNCIL

Tammin Primary School is a partnership between teachers, parents, students and the wider community. Students' input into formal decision making is integral to our combined success.

SCHOOL COUNCIL:

- To provide a structured forum where student's thoughts and ideas are heard and valued.
- To provide a recognised process to effectively and fairly gather students' opinions, suggestions and recommendations regarding school directions and day to day decision making.
- To develop a culture that encourages students to develop participation and leadership skills including the following qualities: respect, confidential, reliable, fair, negotiator, good listener, good speaker, accurate, efficient, trustworthy and high expectations.

SCHOOL COUNCIL REPRESENTATIVES 2017:

Staff Representatives: Kate Cranley, Jordana Yearsley

Chair: Kate Raston

Councillors: Gavin Charlton, Amanda York, Kate Uppill, Narelle Robinson, Nick Caffell

P & C REPRESENTATIVES 2017:

President: Nick Caffell

Vice President: Nathaniel James

Secretary: Kate Raston

Treasurer: Amanda York

North Bus: Samara Wheeldon

South Bus: Michelle Wilson

Catering: Liz Mc Donald and Lee James

Uniform Officer: Lee Constantine

Executive committee member: Ceri Pickering

SCHOOL OVERVIEW

Staff information	Number	FTE
Principal	1	1.0
Teaching staff	7	3.8
Manager of Corporate Services	2	1.0
Gardener	1	0.5
Cleaner	1	0.5
Other Non-Teaching Staff	5	2.5

Student Numbers	Kin	PP	Y01	Y02	Y03	Y04	Y05	Y06
	4	7	14	2	8	8	12	5

PERFORMANCE DATA NAPLAN

NAPLAN tests assess student knowledge and skill in numeracy, reading, writing, spelling, punctuation and grammar in years 3, 5, 7 and 9 across Australia.

NAPLAN tests provide point-in-time information regarding student progress across Australia in literacy and numeracy and are intended to complement teacher judgement and the wide range of formal and informal testing programs that are already used in schools. As with all single assessments, NAPLAN test results are not intended to be used in isolation from other school-based assessment programs.

TARGETS FOR 2017

A yearly cycle of ongoing data collection and analysis helps us identify areas of need for additional resources, both across the whole school and within specific learning areas. Target setting process established to set effective individual targets. Target setting process challenges individual students and ensures teacher accountability.

2017 NUMERACY

- 67% of Year 3 students will achieve at or above Band 4 in numeracy for 2017.
- 89% of Year 5 students will achieve at or above the National Minimum Standard in Numeracy for 2017.

2017 READING

- 84% of Year 3 students will achieve at or above the National Minimum Standard in reading for 2017.
- 37% of Year 5 students will achieve in Band 7 or above in reading for 2017.

2017 WRITING

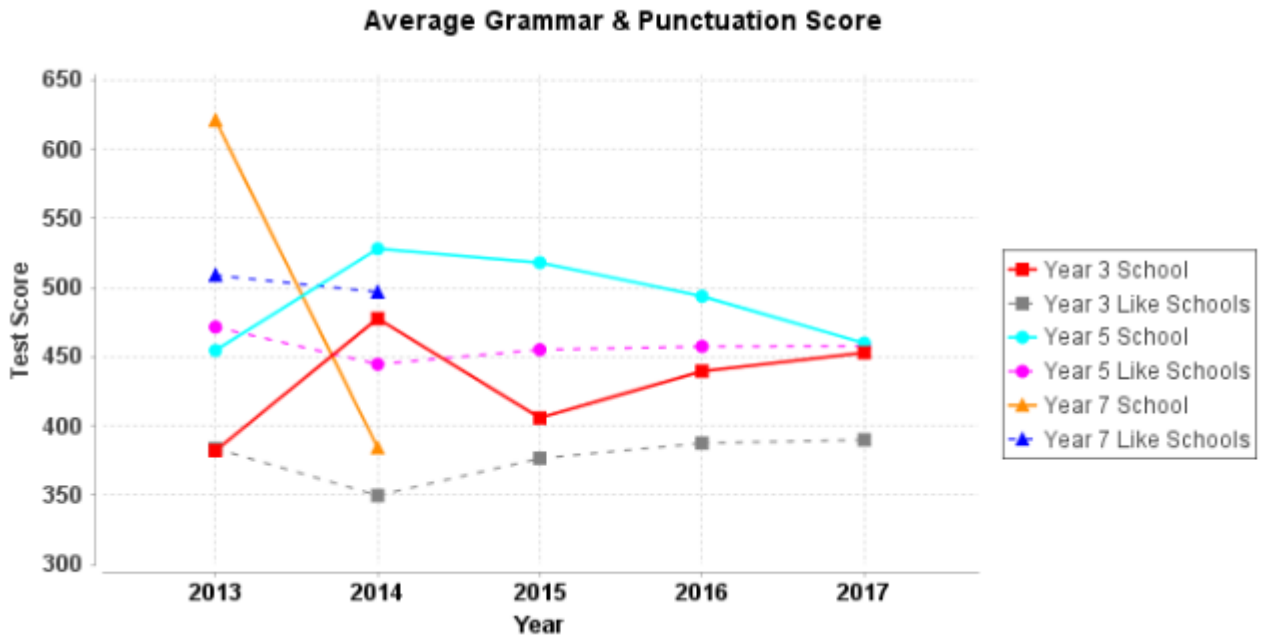
- Every Year 3 students will achieve at and above the National Minimum Standard in writing for 2017.
- 37% of Year 5 students will achieve in Band 7 or above in writing for 2017.

Due to the small number in some cohorts, some of the more detailed information has not been published because of the risk of identifying individual students. Given our small cohorts, caution also needs to be taken when interpreting the data.

The collated results for Tammin Primary School can be found below:

*2014 data not tabled as cohorts were less 6 students

GRAMMAR

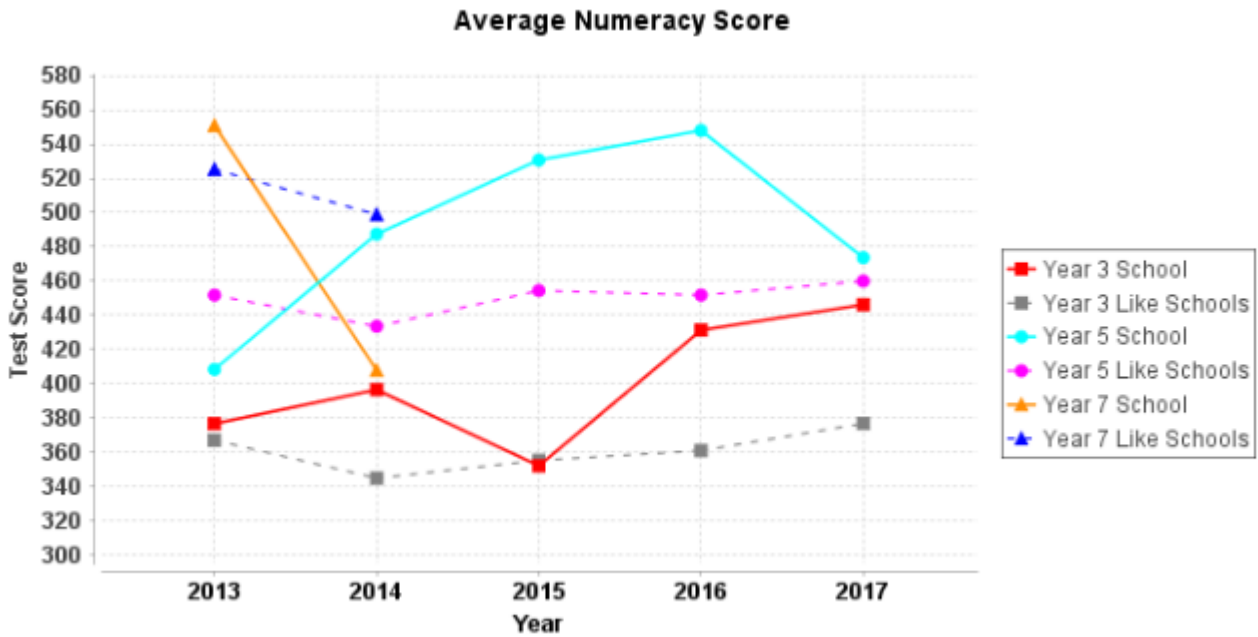


The longitudinal graph demonstrates that the school has performed above like schools in Year 3 and Year 5. A whole school program and intervention programs are established to maximise learning. It was identified that our Year 3 students are on an upward trend and achieving above like schools in Grammar and Punctuation. Staff have developed a strong, shared understanding of intentional teaching and collectively commit to this through daily classroom practise. Our Year 5 data indicated a decline in results for Grammar and Punctuation. This has been identified as a priority area for 2018. Senior students will engage in two 40 minute blocks for grammar and punctuation and an addition Education Assistant has been funded to support this priority area for 2018. There will be a focus on meta language understanding and explicit teaching of grammar and punctuation in middle school years.

WA Public Schools	Year 3 Grammar & Punctuation					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	33%	29%	33%	9%	12%	12%
Middle 60%	44%	57%	67%	61%	62%	61%
Bottom 20%	22%	14%	0%	30%	26%	27%

WA Public Schools	Year 5 Grammar & Punctuation					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	38%	20%	10%	14%	10%	14%
Middle 60%	63%	60%	60%	56%	68%	63%
Bottom 20%	0%	20%	30%	30%	23%	23%

NUMERACY



The longitudinal graph demonstrates that the school has performed above like schools in Year 3 and Year 5. In 2015 our Year 3 cohort was below like schools. In 2017 this cohort is now performing above like schools. Our numeracy performance exceeds that of like schools however the gap is closing when compared to previous years in Year 5.

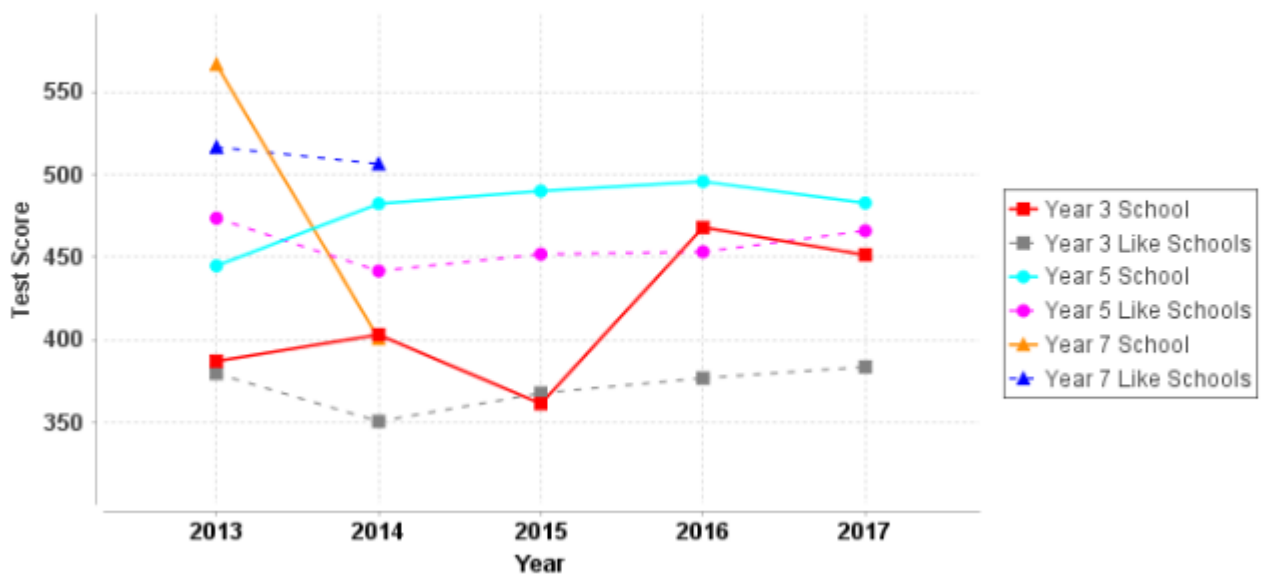
A significant amount of school resources has been allocated to strengthen numeracy outcomes for students. Teachers from Year 1-6 were selected to attend Paul Woodley and Paul Swan PL for problem solving and word problems in mathematics. As a result, teachers implemented a whole school approach to problem solving and Word problems in Mathematics. Whole school programs have been adopted to ensure common and consistence practice across the school with vertical timetabling to support and extend targeted students. Our whole school mathematics plan outlines whole school mathematics programs that includes; GO Maths, New Wave Mental, Junior Elementary Mastery Mathematics and Elementary Mastery Mathematics.

WA Public Schools	Year 3 Numeracy					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	0%	14%	50%	10%	10%	11%
Middle 60%	56%	71%	50%	64%	61%	68%
Bottom 20%	44%	14%	0%	27%	30%	22%

WA Public Schools	Year 5 Numeracy					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	25%	40%	22%	11%	9%	11%
Middle 60%	75%	60%	44%	62%	59%	60%
Bottom 20%	0%	0%	33%	27%	32%	29%

READING

Average Reading Score

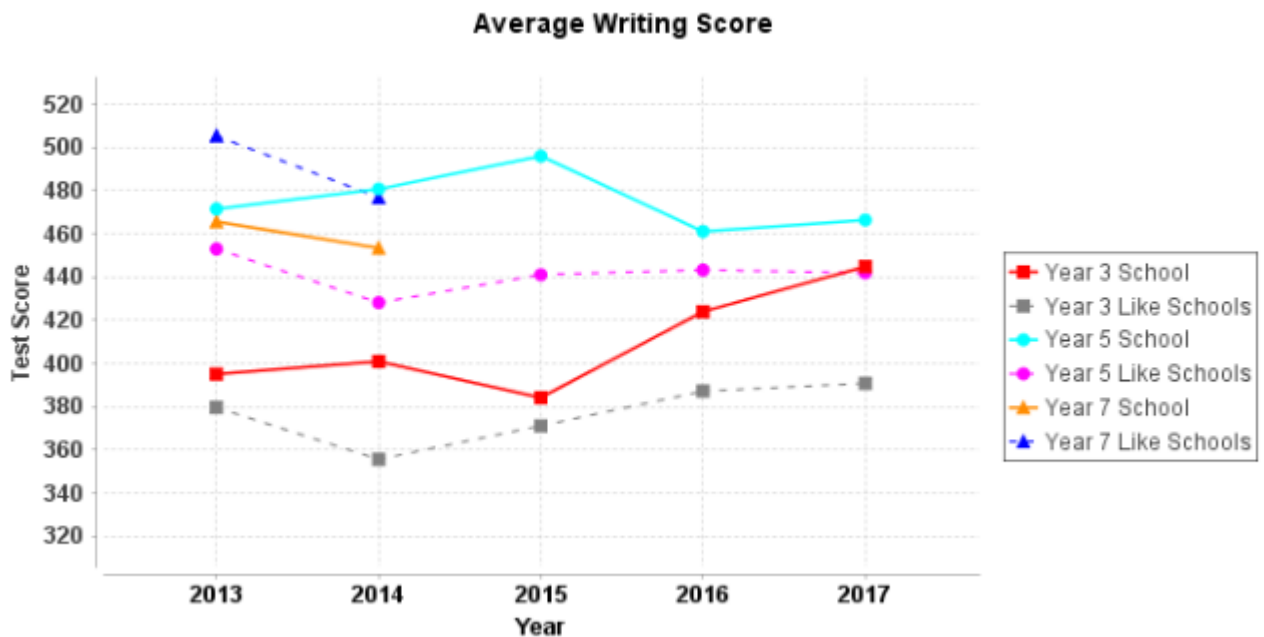


The longitudinal graph demonstrates that the school has performed above like schools in Year 3 and Year 5. In comparison to last year's performance there has been a decline in results. We analysed this data further have adopted a whole school reading program to improve reading comprehension strategies and fluency across the school. Our whole school reading program encourages students to engage in home reading. Contemporary learning strategies are developed through a whole school approach and outlined in whole school literacy plans. Whole school plans are aligned with the Western Australian Curriculum and support the use of intentional teaching across the school. We will continue to maintain focus on guided reading sessions that explicitly focus on comprehension strategies through the implementation of 'Cars and Stars'.

WA Public Schools	Year 3 Reading					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	11%	43%	33%	12%	10%	12%
Middle 60%	67%	57%	67%	56%	63%	62%
Bottom 20%	22%	0%	0%	32%	27%	26%

WA Public Schools	Year 5 Reading					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	25%	40%	30%	12%	11%	12%
Middle 60%	75%	40%	40%	60%	61%	60%
Bottom 20%	0%	20%	30%	28%	28%	27%

WRITING

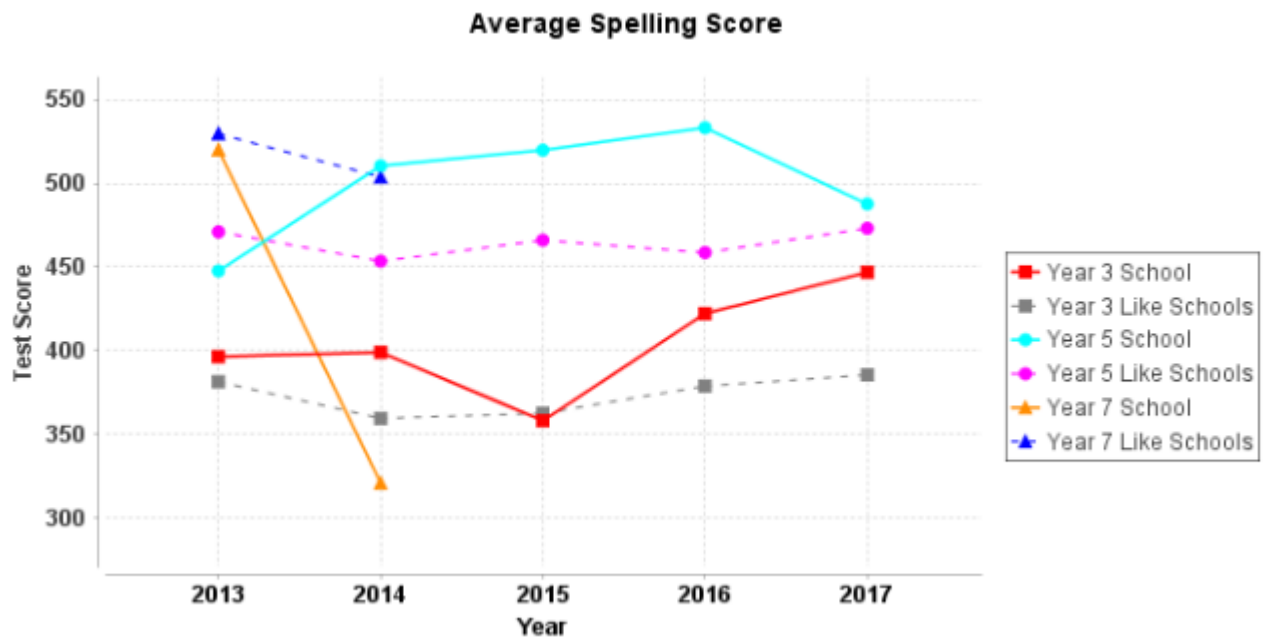


The longitudinal graph demonstrates that the school has performed above like schools in Year 3 and Year 5. Year 3 students are exceeding performance achieving above like school for Year 5. Our school has a structured literacy block focusing on targeted initiatives. A significant amount of resources has been allocated to implement whole school Talk 4 Writing as whole school practice and pedagogical approach. Whole school strategies and programs include; common consistent language of explicit guided teaching, planning for student centred and differentiated learning and informed planning using Western Australian Curriculum. All staff participated in setting strategic and operational targets focusing on extending students into higher proficiency bands and setting individual goals. We will continue to implement Brightpath moderation program to ensure rigour in teacher judgement and planning for student writing improvement.

WA Public Schools	Year 3 Writing					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	22%	14%	33%	11%	15%	17%
Middle 60%	33%	57%	67%	56%	56%	60%
Bottom 20%	44%	29%	0%	33%	29%	22%

WA Public Schools	Year 5 Writing					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	25%	20%	30%	11%	13%	13%
Middle 60%	75%	60%	60%	62%	64%	63%
Bottom 20%	0%	20%	10%	27%	23%	24%

SPELLING



The longitudinal graph demonstrates that the school has performed above like schools in Year 3 and Year 5. Year 3 performance is on an upward trend since 2015. The Year 3 2015 cohort achieved below like school in 2015 in comparison to 2017 where this cohort is now achieving above like schools. To continue improve there has been adjustment to effective pedagogy outlined in literacy plans. The whole school plans have an emphasis on effective teaching, learning and assessment pedagogy. Target areas have been identified to improve student performance on an individualised level to support and extend students. We will continue to maintain focus on synthetic phonics in early years. Whole school spelling programs will be embedded across all years, these include; Spelling Mastery, Sound Waves and Dianna Rigg (ECE).

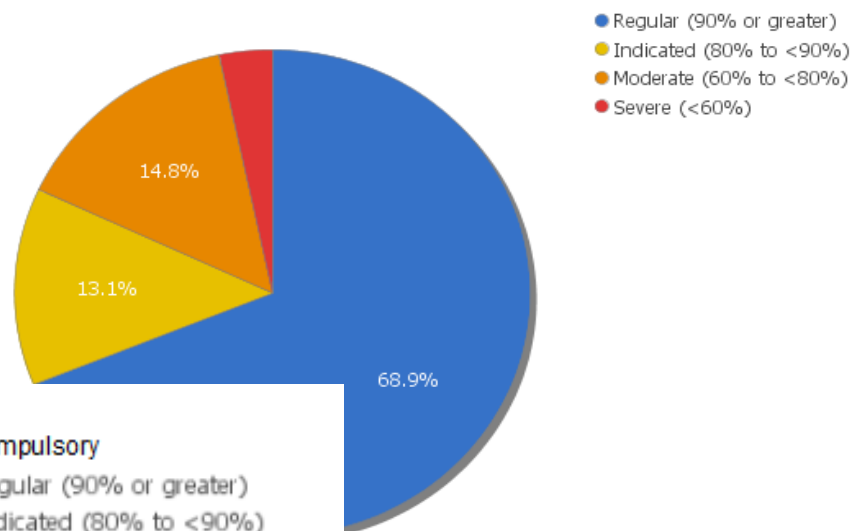
WA Public Schools	Year 3 Spelling					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	0%	14%	50%	11%	11%	12%
Middle 60%	67%	86%	50%	56%	61%	67%
Bottom 20%	33%	0%	0%	34%	27%	22%

WA Public Schools	Year 5 Spelling					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	38%	60%	10%	14%	12%	15%
Middle 60%	63%	40%	70%	61%	59%	59%
Bottom 20%	0%	0%	20%	25%	29%	26%

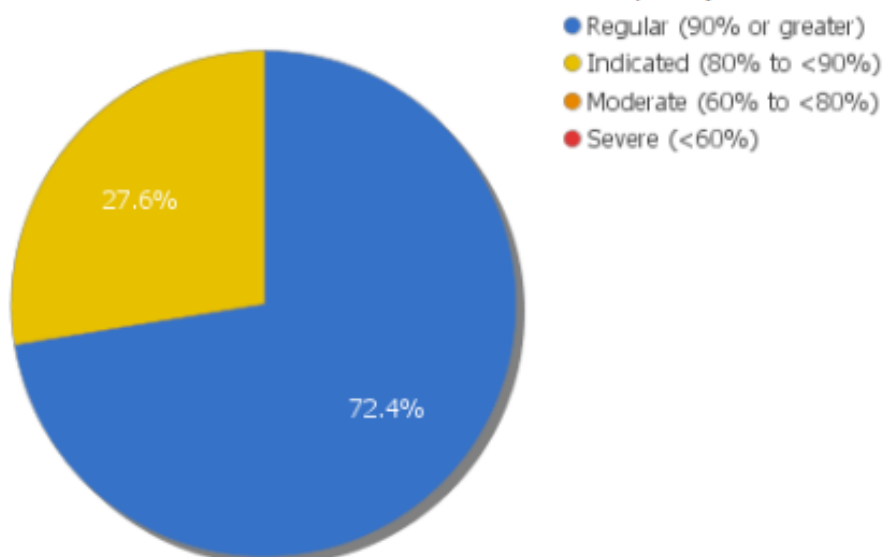
ATTENDANCE PROFILE

Year Group Breakdown

Attendance Profile 2016 Semester 2



Attendance Profile 2017 Semester 2 Compulsory



Overall, there has been a significant improvement in attendance for 2017 in comparison to previous years. This has been a priority area and students at severe and moderate risk have been targeted. Resources have been effectively allocated to this priority area and individual case management has effectively identified and attendance issues have been addressed.

Initiative for 2017:

- ✓ INDIVIDUAL CASE MANagements OF STUDENTS WILL BE PUT IN PLACE FOR STUDENTS THAT ARE ATTENDING LOWER THAN 90%
- ✓ ATTENDANCE PLANS DEVELOPED FOR STUDENTS ATTENDING LESS THAN 90% TO SUPPORT FAMILIES AND MAXIMISE STUDENT PERFORMANCE
- ✓ CONTINUED PARTNERSHIPS TO DEVELOP TRUSTING RELATIONSHIPS BETWEEN COMMUNITY MEMBERS AND FAMILIES – CONTACT FOODBANK TO SUPPLY LUNCHES AND CRUNCH AND SIP. SEEK SCHOOL UNIFORM DONATIONS FROM COMMUNITY MEMBERS.
- ✓ REVIEW INGRIGRIS EACH MORNING AND CONTACT FAMILIES IMMEDIATELY FOR UNEXPLAINED ABSENTEES
- ✓ FREQUENT NOTICES IN THE NEWSLETTER AND ON OUR WEBSITE IDENTIFYING IMPORTANCE OF ATTENDANCE.
- ✓ ALLOCATE AN ATTENDANCE OFFICER TO CONDUCT HOME VISITS FOR STUDENTS THAT HAVE UNEXPLAINED ABSENTS
- ✓ ALL VACATIONS THAT ARE NOT WITHIN THE SCHOOL TERM ARE STRONGLY DISCOURAGED AND MUST BE APPROVED IN WRITING BY PRINCIPAL
- ✓ INCENTIVE PROGRAM - IMPLEMENT HOMEWORK CLASSES AND OFFER AFTERNOON TEA AND ADDITION SUPPORT FOR IDENTIFIED STUDENTS
- ✓ PRESENT ATTENDANCE CERTIFICATES FOR 100% ATTENDANCE WITH SCHOLASTIC VOUCHER

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2015	95.9%	92.5%	93.8%	78.4%	83.0%	81.2%	92.2%	91.0%	92.7%
2016	95.1%	92.1%	93.7%	84.8%	84.5%	80.7%	92.8%	91.1%	92.6%
2017	95.7%	92.9%	93.8%	93.6%	85.9%	81.2%	95.1%	92.1%	92.7%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2015	77.0%	12.5%	6.2%	4.1%
2016	74.5%	18.6%	3.3%	3.3%
2017	82.5%	15.8%	1.8%	0.0%
Like Schools 2017	72.3%	17.9%	7.4%	2.4%
WA Public Schools 2017	77.0%	15.0%	6.0%	2.0%

SCHOOL HIGHLIGHTS AND COMMUNITY LINKS

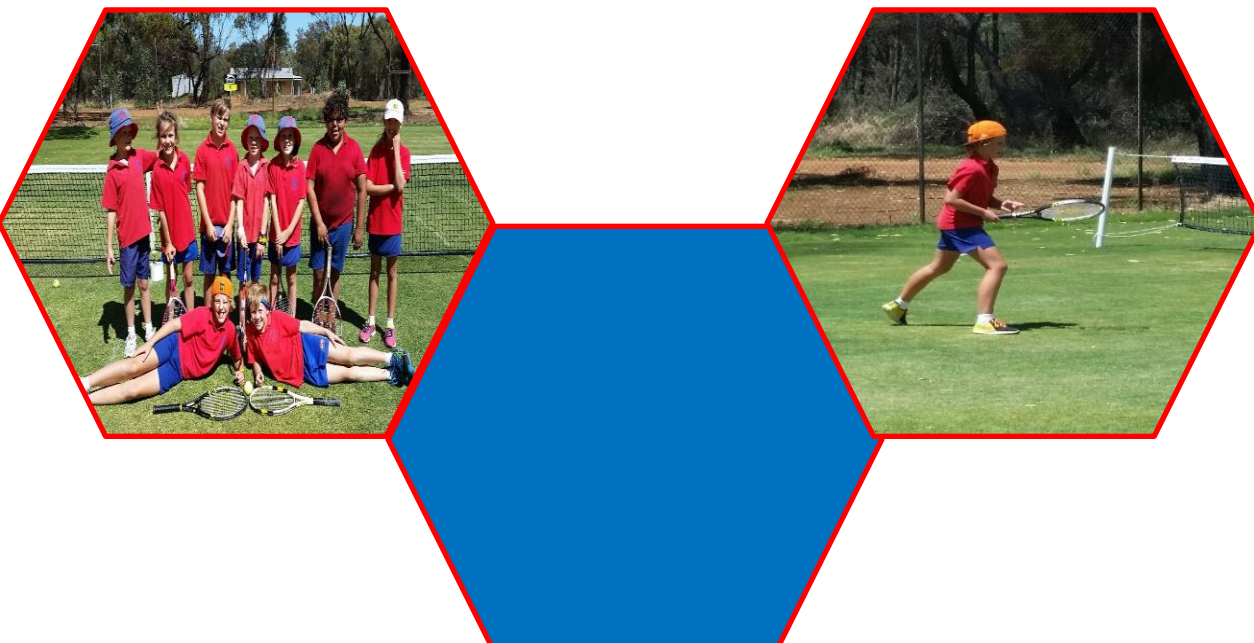
❖ 2017 Swimming Carnival

The annual swimming carnival held in conjunction with Meckering Primary School was another fantastic day had by all. Red faction was the overall winner on 598 points with Gold faction taking the handicap shield on 812 points. Good sportsmanship and encouragement of peers was displayed by all students.



❖ 2017 Academy Tennis Plate

Nine of our upper primary school students attended the academy tennis plate held in Beverley. This is an annual interschool competition where our students were commended on their great sportsmanship and inclusive behaviour throughout the tournament.



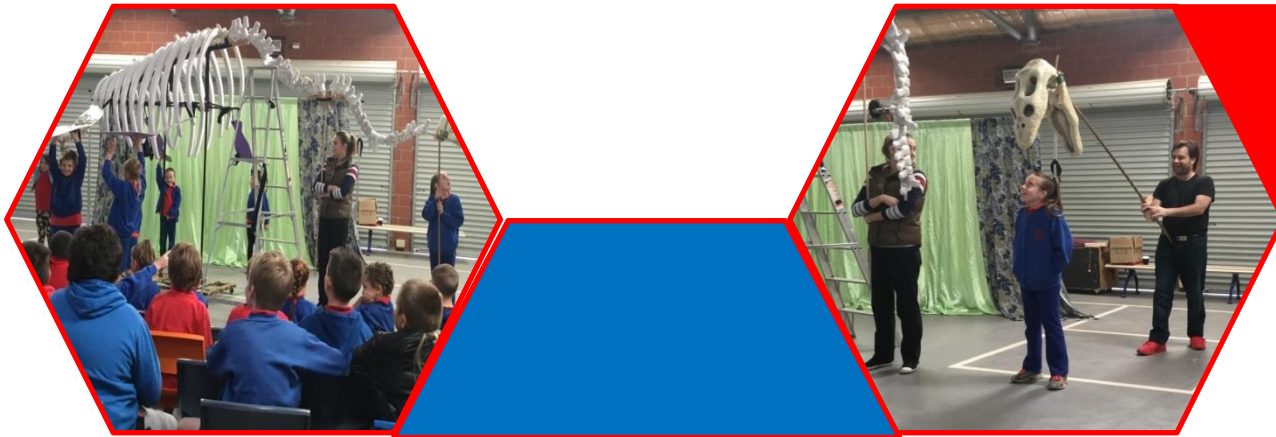
❖ Camp Kulin

Our year 6 student body attended Camp Kulin, a leadership camp designed to develop student's problem solving, team building and self-esteem skills. The camp was held over two days and students came back to their classroom ready to implement and model their newly acquired skills.



❖ Dinosaur Science Incursion

The school received a visit from School Performance Tours who ran the 'Dinosaur Science' program aimed at developing student's skills in investigating, problem solving and evaluating life and living through visual and creative arts. The students were required to construct the ribcage of the *Plesiosaurus* and *Brachiosaurus* and learn how each animal moved. Students were also exposed to the different roles involved in Palaeontology such as determining the skin colour of extinct animals through referencing skin pigments found in the soil around the artefacts.



❖ NAIDOC Day

NAIDOC Day was celebrated on the 11th of August, with the aim of developing students' knowledge on Indigenous culture. This was achieved by students being exposed to a sensory board of different native plants, food and tools used throughout Aboriginal and Torres Strait Islander culture. Students learnt about Aboriginal symbols and used these symbols to create artwork on rocks and boomerangs. Throughout the day, students were given the opportunity to engage in conversation with two well-respected, local elders, Mrs Jeanette Kickett and Mrs Gladys Yarran. They learned about the six Aboriginal seasons and about the traditional lifestyles of indigenous people. Students were able to touch and observe a range of artefacts and even try on a beautiful "booka" which is a shawl made of kangaroo fur that is worn by Aboriginal elders. Children finished the celebration with Damper.



❖ Cross Country Interschool Carnival 2017

Tammin Primary School participated in the annual Cross Country Interschool Carnival, held in Meckering. Training for the event was intensive with students participating in trials, interval, Fartlek, and beep test training. This enabled all participants to complete the course under the qualifying times. All students were commended on their exemplary behaviour and positive team spirit.



❖ Book Week and Art Day

Students participated in the annual book week celebrations. Students were encouraged to dress as their favourite book character and the senior class completed book reports that were delivered to their peers and discussions formed. Creative Kids Art Club representatives also enabled students to develop their creative art skills by producing 'Andy Warhol' inspired monochrome prints using animal photographs as inspiration.



❖ Food Sensations

A foodbank initiative run by WA country health established a workshop with students to develop their understanding of eating healthy food. Students learnt to categorise food into healthy and non-healthy, and then participated in the preparation of four healthy meal combinations. All students were sent home with a healthy eating recipe book which was very successful in inspiring children and cook and eat healthy.



❖ Megaminds

A group of senior students participated in the Megaminds workshop held by York Primary School in York. Students developed their problem solving and communication skills with a group of activities that were science, literacy and maths based. All students enhanced their knowledge on team building and passed their knowledge onto other classroom students.



❖ P and C Fundraising Great Gatsby Ball

The Tammin Primary School P and C held a fundraising ball during 2017. The ball was themed Great Gatsby and held at the Yorkrakine Hall. The fundraising committee successfully held both a live and silent auction of items that were donated by the whole community. The Ball was a large success and was able to fundraise enough money to assist in purchasing for the school new interactive smart boards, enabling the resurfacing of the basketball courts and assist in the development of the new celebration garden entry.

