

ANNUAL REPORT



Tammin Primary School

2018

Our beliefs about teaching and learning

- ◇ 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

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 expecta-

SCHOOL COUNCIL REPRESENTATIVES 2018

Staff Representatives: Emma Button, Narelle Robinson, Jordana Yearsley

Chair: Kate Raston

Councillors: Squizz Hill, Amanda York, Kate Uppill, Herlina Jorbert and Nathaniel James

P&C REPRESENTATIVES 2018

President: Nathaniel James

Secretary: Samara Wheldon

Treasurer: Amanda York

North Bus: Samara Wheeldon

South Bus: Michelle Wilson

Catering: Liz Mc Donald and Squizz Hill

Uniform Officer: Lee Constantine

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		8	3.3

Student Numbers	Kin	PP	Y01	Y02	Y03	Y04	Y05	Y06
	6	1	7	13	3	7	10	10

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 as-

Targets for 2018

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.

2018 NUMERACY

67% of Year 3 students will achieve at and above Band 4 in numeracy for 2018.

89% of Year 5 students will achieve at or above the National Minimum Standard in Numeracy for 2018.

2018 READING

84% of Year 3 students will achieve at or above the National Minimum Standard in reading for 2018.

37% of Year 5 students will achieve in Band 7 or above in reading for 2018.

2018 WRITING

Every Year 3 students will achieve at and above the National Minimum Standard in writing for 2018.

37% of Year 5 students will achieve in Band 7 or above in writing for 2018.

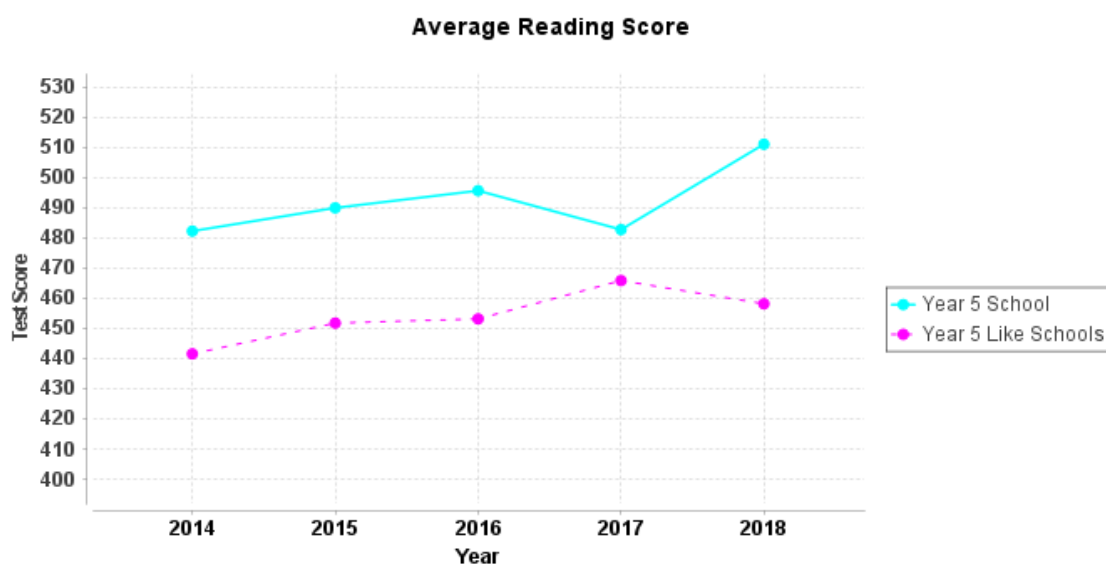
Due to the small number in some cohorts, some of the more detailed information has not been published because of the risk of identifying individual students. Given our small cohorts, caution also needs to be taken when interpreting the data.

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

Year 3 results for 2018 have not been shown as the cohort was less 6 students

Reading

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'.



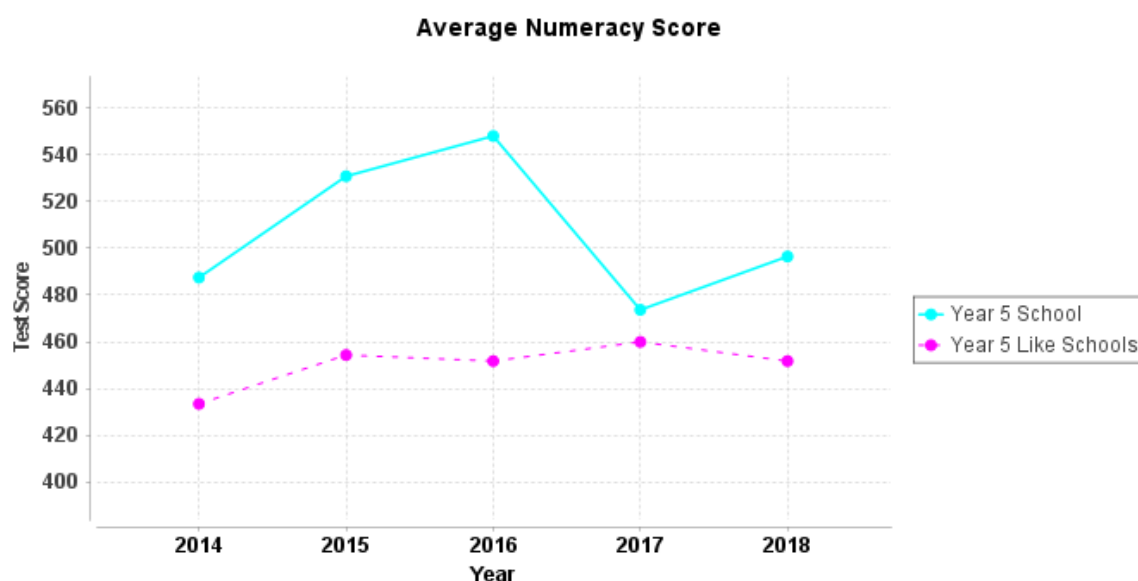
Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Reading					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	40%	30%	40%	11%	12%	10%
Middle 60%	40%	40%	50%	61%	60%	56%
Bottom 20%	20%	30%	10%	28%	27%	34%

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 consistency 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.

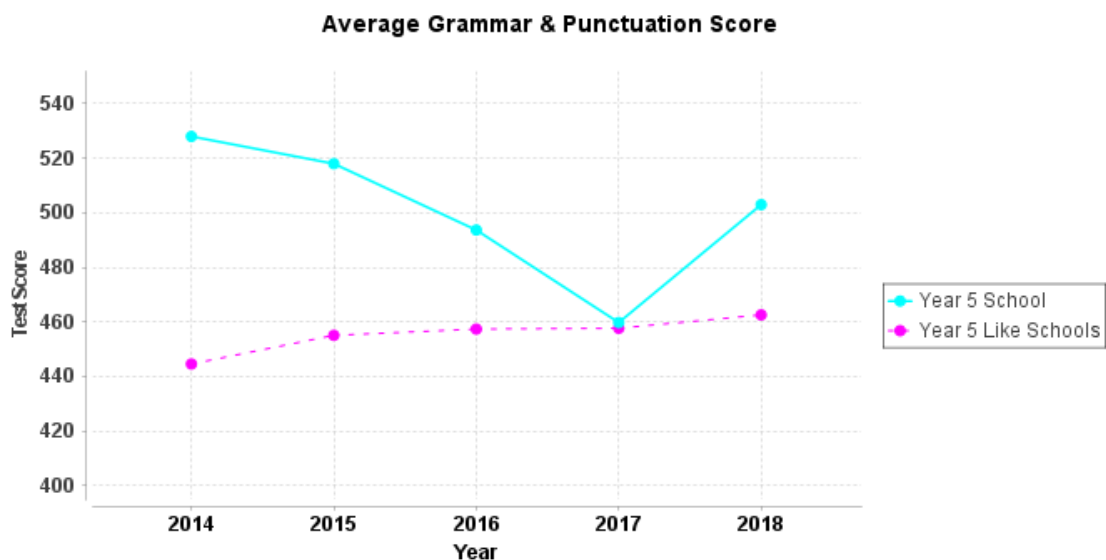


Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Numeracy					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	40%	22%	20%	9%	11%	7%
Middle 60%	60%	44%	70%	59%	60%	56%
Bottom 20%	0%	33%	10%	32%	29%	37%

Grammar and Punctuation

The longitudinal graph demonstrates that the school has performed above like schools in Year 5. A whole school program and intervention programs are established to maximise learning. Staff have developed a strong, shared understanding of intentional teaching and collectively commit to this through daily classroom practise. The senior students were engaged in two 40 minute blocks for grammar and punctuation and an additional Education Assistant was funded to support this priority area for 2018. There was also a focus on meta language understanding and explicit teaching of grammar and punctuation in middle school years. The focus in this area will be ongoing and we are seeing positive results.

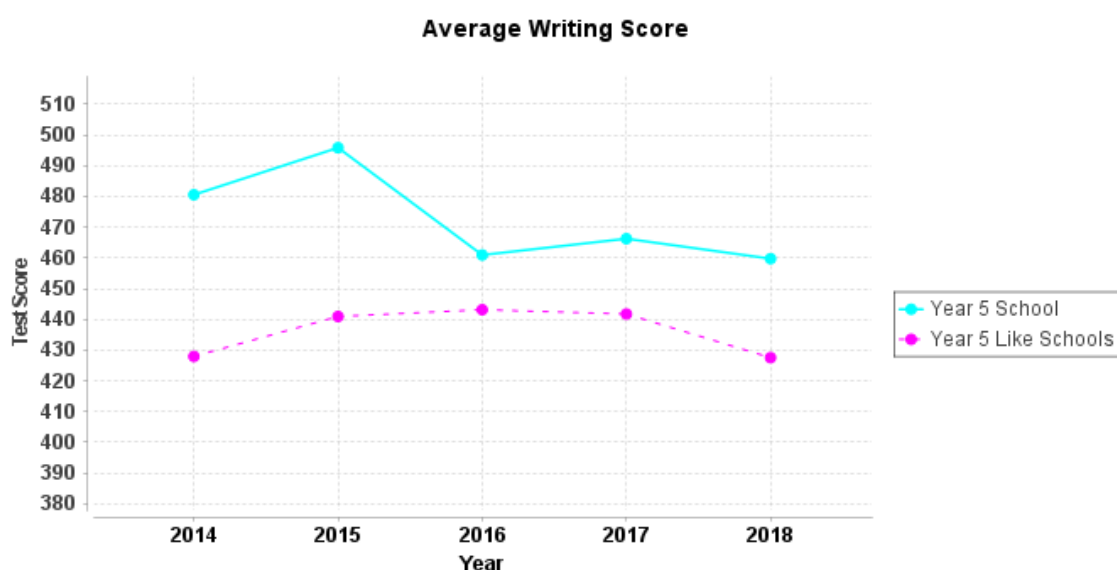


Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Grammar & Punctuation					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	20%	10%	22%	10%	14%	9%
Middle 60%	60%	60%	67%	68%	63%	58%
Bottom 20%	20%	30%	11%	23%	23%	32%

Writing

The longitudinal graph demonstrates that the school has performed above like schools in 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 the Brightpath moderation program to assist teacher judgement and planning for student writing improvement.

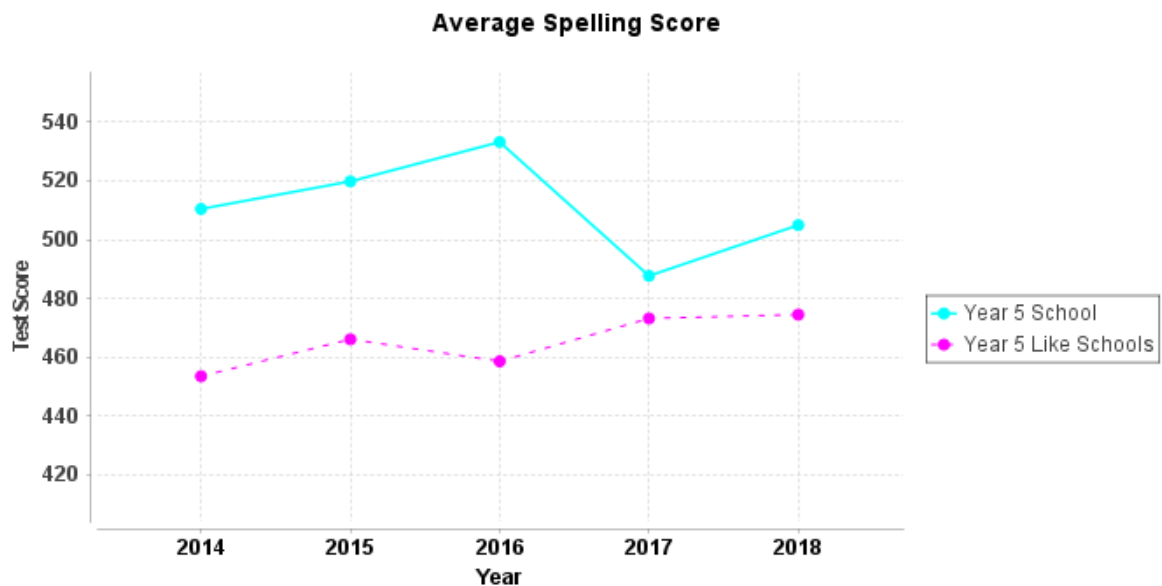


Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Writing					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	20%	30%	20%	13%	13%	9%
Middle 60%	60%	60%	50%	64%	63%	57%
Bottom 20%	20%	10%	30%	23%	24%	34%

Spelling

The longitudinal graph demonstrates that the school has performed above like schools in Year 5. To ensure continued improvement in spelling 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).



Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Spelling					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	60%	10%	11%	12%	15%	14%
Middle 60%	40%	70%	89%	59%	59%	61%
Bottom 20%	0%	20%	0%	29%	26%	25%

Attendance Profile

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 is being addressed.

Initiative for 2018:

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.

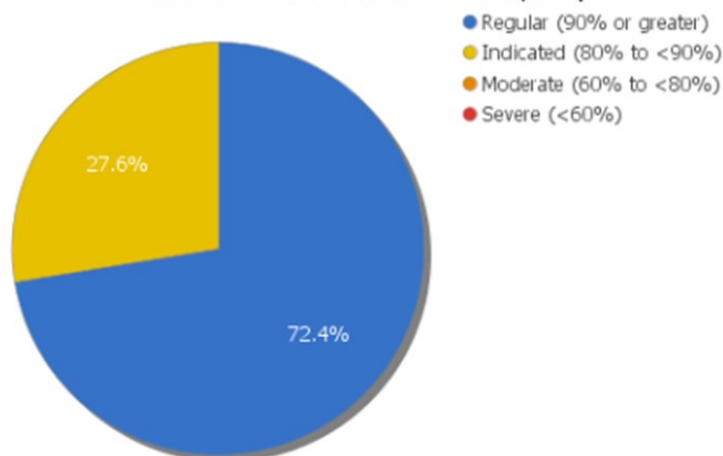
ALLOCATE AN ATTENDANCE OFFICER TO CONDUCT HOME VISITS FOR STUDENTS THAT HAVE UNEXPLAINED ABSENTS

ALL VACATIONS THAT ARE NOT WITHIN THE SCHOOL TERM ARE STRONGLY DISCOURAGED AND MUST BE APPROVED IN WRITING BY PRINCIPAL

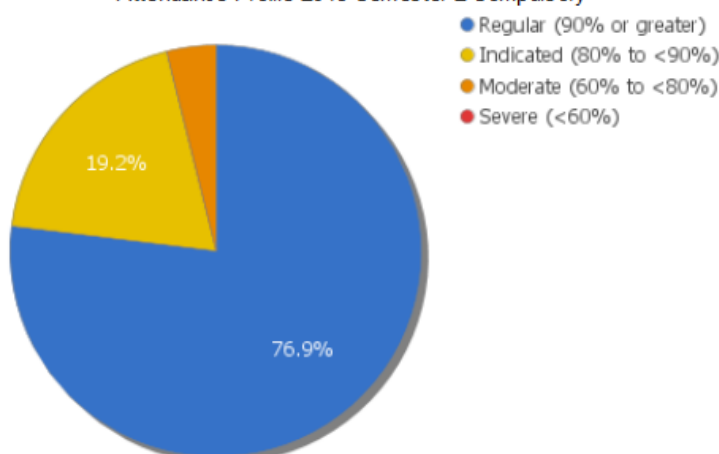
INCENTIVE PROGRAM - IMPLEMENT HOMEWORK CLASSES AND OFFER AFTER-NOON TEA AND ADDITIONAL SUPPORT FOR IDENTIFIED STUDENTS

PRESENT ATTENDANCE CERTIFICATES FOR 100% ATTENDANCE WITH SCHOLASTIC VOUCHER

Attendance Profile 2017 Semester 2 Compulsory



Attendance Profile 2018 Semester 2 Compulsory



School Highlights and Community links

2018 Swimming Carnival

The annual swimming carnival held in conjunction with Meckering Primary School was another fantastic day had by all. Red Faction one the overall shield with Blue Faction taking out the handicap shield. It was great to see good sportsmanship and encouragement of peers displayed by all students.



2018 Academy Tennis Plate

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



Year 5/6 Goldfields Camp

Our year 5/6 student body attended Goldfields Camp. The camp allowed the students to participate in team building and development activities while discovering the history of the Goldfields. Students visited various venues, participated in gold panning, prospecting and learnt bush survival techniques. The camp was held over 5 days and students came back with great friendships and memories. A great time was had by all.



Mangarook Footy Show

This year our year 4-6 students had the opportunity to study the Mangarook Footy Show on the NITV. They used the show to inspire them to learn about panel and interview etiquette, aboriginal culture within the AFL, portrait art and then linked this back to poetry. They were lucky enough to have artist John Budiselik visit and work with them to create a poem that represented Derek Kickett's journey. The process involved students to view the footy show, understand and learn about respectful oral communication within cultures and they learnt about the editing process when publishing literature. The work was then featured on the Mangarook Footy Show. We were thrilled to receive an email from the Acting Director General of education, congratulating the students on their artwork, poetry and appearance on the show.



Faction Cross Country and Colour run

This year Tammin Primary School joined Kellerberrin District High School for our 2018 Faction Cross Country and Colour Run. Every one did a fantastic job and the sportsmanship displayed by the students was great to see. The Colour Run was a fun ending to a big day which all the students thoroughly enjoyed.



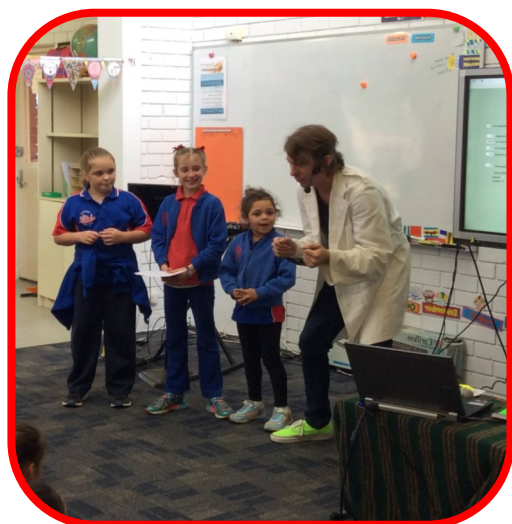
NAIDOC Day 2018

NAIDOC Day was celebrated on the 19th of October, with the aim of developing students' knowledge on Indigenous culture. This was achieved by students being able to listen to A Reverend talk by our special guest Rev. Sealin Garlett about growing up in this country and by participating in tile decorating, bracelet making and bead work using Aboriginal symbols that they had learnt about. Students then used their skills to create a beautiful mural on the windows of the school. And enjoyed pull pork rolls for lunch.



Mathy Mat Incursion

The school received a visit from Mathy Matt as part of our whole school numeracy program. The program was aimed at developing student's skills in investigating, problem solving and evaluating maths problems through the use of technology and computer programming. The show was very interactive and the feedback from the students was very positive.



Meckering Interschool Cross Country

On Friday the 31st of August our Tammin Cross Country Team participated in the 2018 Meckering Interschool Cross Country. All students did their absolute best and showed the excellent sportsmanship that Tammin is known for.





Tammin Primary School

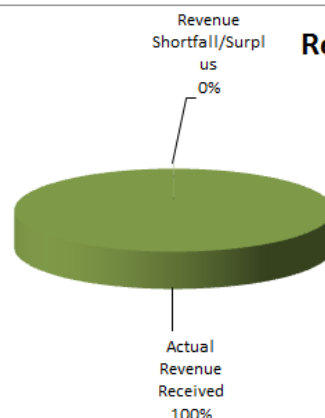
Financial Summary

31 December 2018

Cash Revenue:

Previous Year Closing Balance Brought Forward	\$ 91,803.62
Current Year Budgeted Revenue	\$ 168,554.00
Actual Revenue Received	\$ 168,444.06
Revenue Shortfall/Surplus	\$ 109.94
Revenue Collected as a % of Current Budget	99.9%
Total Funds Available	\$ 260,247.68

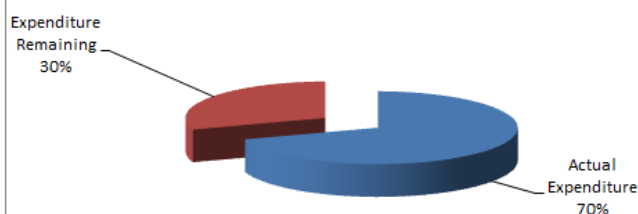
Revenue



Cash Expenditure:

Current Year Budgeted Expenditure	\$ 196,937.00
Actual Expenditure	\$ 137,499.36
Expenditure Remaining	\$ 59,437.64
Cash Budget Variance	\$ 63,421.00
Variance as a % of Total Funds Available	24.4%
Actual Expenditure as a % of Budgeted Expenditure	69.8%

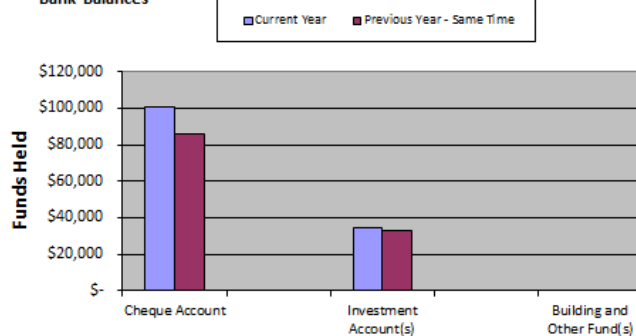
Expenditure



Reconciled Bank Balances:

	Current Year as at: 31/12/2018	Previous Year - Same Time
Cheque Account	\$ 100,528.21	\$ 85,518.45
Investment Account(s)	\$ 34,403.42	\$ 32,921.86
Building and Other Fund(s)	\$ -	
Total	\$ 134,931.63	\$ 118,440.31

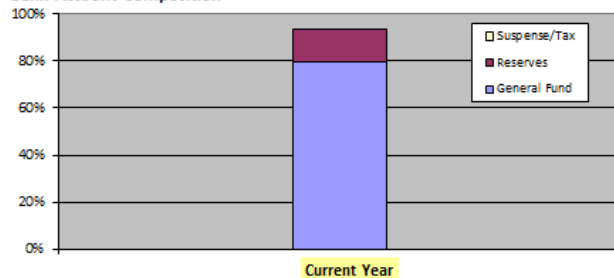
Bank Balances



Bank Account Composition

General Fund	92%
Reserves	16%
Suspense/Tax	-7%

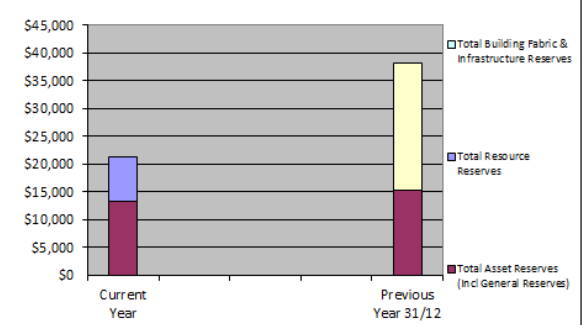
Bank Account Composition



Equipment Replacement Reserves:

	Current Year	Previous Year 31/12
Total Asset Reserves (Incl General Reserves)	\$ 13,374.94	\$ 15,187.94
Total Resource Reserves	\$ 7,817.04	\$ 22,967.13
Total Building Fabric & Infrastructure Reserves	\$ -	
Total All Reserves	\$ 21,191.98	\$ 38,155.07
Current Year Reserve Transfer Funds Included above	\$ 7,500.00	N/A
Budgeted Reserve Transfer Funds not Transferred	\$ -	N/A

Yearly Comparison Total Reserve Funds

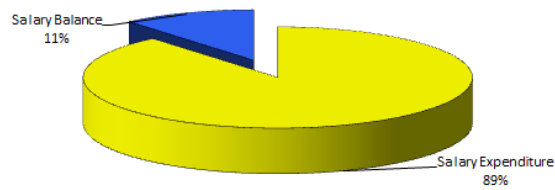


School Salary Allocation (SCFM)

As at 5/12/2018

Salary Carry Forward	Student Centred Funding - Salary	School Transfers & Dept Adj	Total Salary Funds	YTD Spend	YTD Balance	% Spent	Forecast Expenditure	Forecast Variance
\$ 43,271.00	\$1,010,005.00	-\$ 133,457.00	\$ 919,819.00	\$ 817,749.00	\$ 102,070.00	89%	\$ 865,932.00	\$ 53,887.00

Total Charged Salary Expenditure and Balance



Total Forecast Salary Expenditure with Variance

