

Tammin Primary School

2021 Annual Report



Introduction

It is a pleasure to present this annual report. 2021 was a tumultuous and unpredictable year and disruptions to our education system continue in 2022. As the new Principal of Tammin Primary School I am proud of the way my staff and our students are taking the challenges in their stride and getting on with the business of teaching and learning.

Our community are very supportive and continue to adhere to the challenging expectations. The School Council remains an integral partnership and continue to advocate for positive and productive outcomes. They have a focus on developing the whole child and this is expressed in our Strategic Plan. The P&C are very supportive of the school and have plans to expend money on a major grounds upgrade in the form of a retaining wall. They also support each student with financial support such as funding for school camp, purchasing of graduation shirts, ensuring library resources remain current and purchasing sport equipment.

I want to thank our Council and P&C for the wonderful work they do and their commitment of time and energy to ensure our school progresses.

I would like to commend all Tammin Primary School staff for their inclusive, fair and holistic approach to everything they do every day.

Mrs Yvonne Darcey

Principal (2022)



Tammin Primary School students working with Elders on country

The School

Level: 3

ICSEA:925

Tammin is a small town in the central agricultural region of Western Australia, located 180 kilometres east of Perth, between the towns of Cunderdin and Kellerberrin. It is located in the Wheatbelt Education Region. Tammin Primary School opened in 1900 and was established at its current location in 1969.

The Staff

Attracting experienced staff and retaining them is an ongoing issue for our school. We currently have two very dedicated graduate teachers and two experienced duties other than teaching (DOTT) providers. This gives our graduates a great opportunity to learn from more experienced staff as well as offering a refreshed and current view of education from their perspective.

Staff Numbers

No	FTE	AB'L
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Administration Staff			
Principals	1	1.0	0
Total Administration Staff	1	1.0	0

Teaching Staff			
Other Teaching Staff	5	2.6	1
Total Teaching Staff	5	2.6	1

School Support Staff			
Clerical / Administrative	2	1.0	0
Gardening / Maintenance	1	0.4	0
Other Non-Teaching Staff	6	2.1	0
Total School Support Staff	9	3.5	0

Student Number		(FTE)							
Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(3)	6	8	4	2	5	8	1	37
Part Time	5								

Total	15	7.1	1
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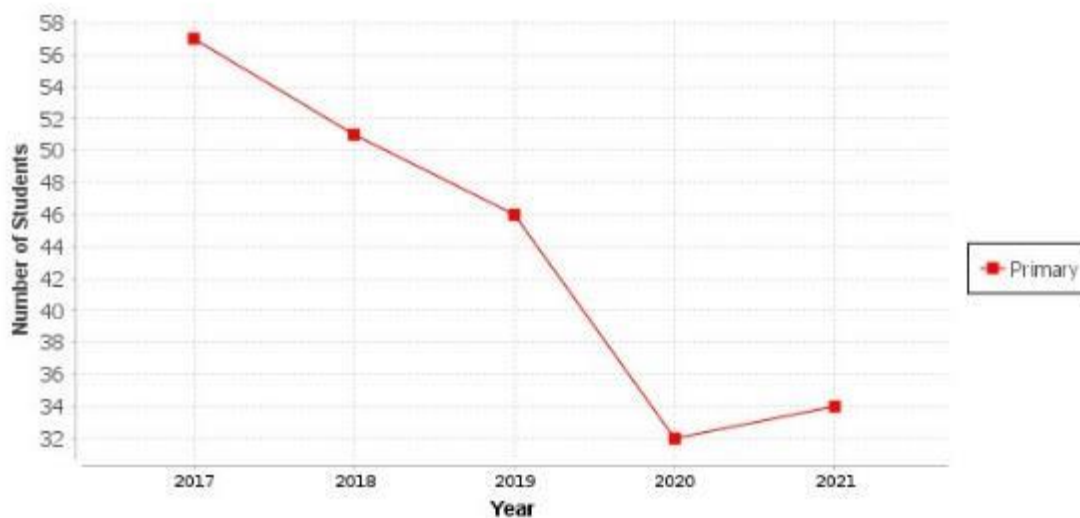
All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

The Students

Student Numbers (as at 2021 Semester 2)

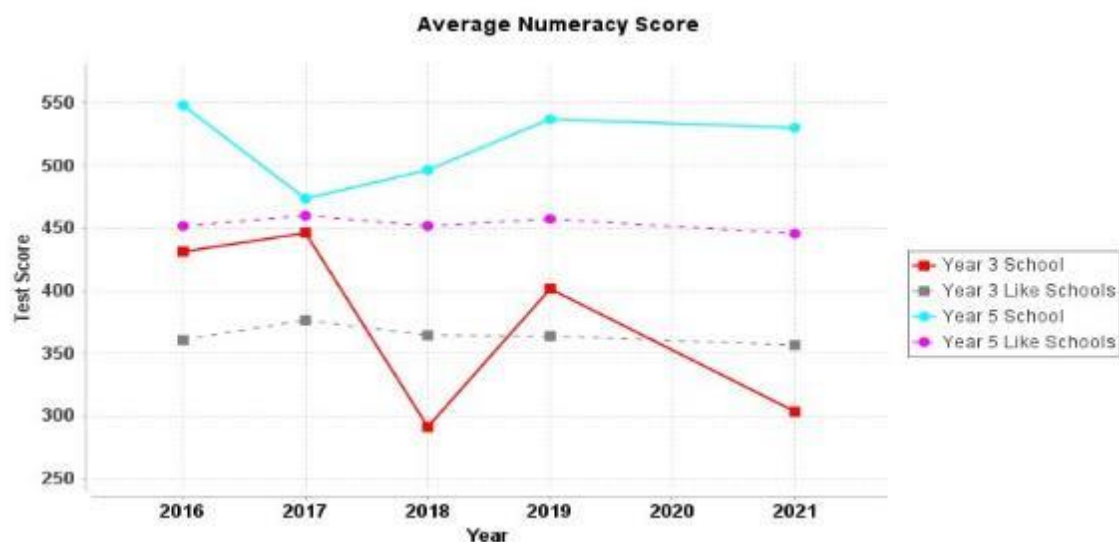
	Kin	PPR	Pri	Sec	Total
Male	3	3	19		25
Female	2	3	9		14
Total	5	6	28		39

Semester 2 Student Numbers



At the end of 2021, there were 39 students enrolled at Tammin Primary School, between two multi-age classrooms: Kindergarten to Year 2 and Year 3 to Year 6. The majority of students at the school are from surrounding farming properties and are transported to and from school via one of two school bus services. 23% of our student cohort identify as Aboriginal with the majority of these children living within the town boundaries and generally within walking distance of school.

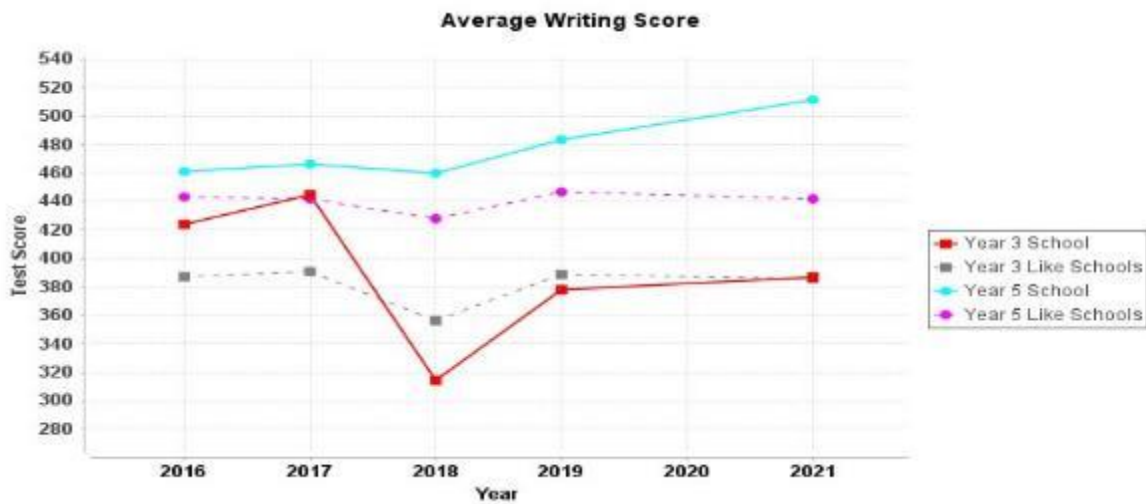
Student Academic Achievement



The data suggests our Year 3 students are below their peers in like schools in Numeracy. There has been a significant fall in achievement from the 2019 cohort. Investigating the Year 3 Numeracy program will be necessary to understand why this has occurred. Year 5 however, have achieved well above their peers in like schools. They have remained steady in their progress from Year 3 to 5.



Our Year 3 cohort is below our like schools in their reading ability. Our year 5 students in 2019 (at Year 3) were above like schools and they remain so in 2021. Investigating the reading program in the early years will help us understand the shortfall in reading ability.



Our Year 3 cohort is achieving as expected compared to our like schools in writing. Our Year 5 students are well above our like schools and have progressed significantly since Year 3. This would indicate the introduction of Talk for Writing is impacting positively on student progress and achievement.

All key learning areas show our 2021 Year 3 cohort as being below like schools. Investigating why our Year 5s are achieving well and our Year 3s have significant challenges will be an important key focus across all learning areas.

Highlights of 2021

Sports

Swimming

In February, the annual Faction Swimming Carnival between Meckering Primary School and Tammin Primary School was held at the Cunderdin swimming pool. Due to a decline in student numbers the two competing schools decided to move to a two faction competition: Meckering (Gold) and Tammin (Blue/Red). From this carnival, our team was selected to compete in the Interschool Swimming Carnival held in Dowerin.



Athletics

This new two-faction competition format had the positive effect of allowing more participants from the correct age group to be available for the appropriate team. Tammin Primary School won this year's Faction Athletics' Carnival for the first time in several years. This year's Interschool Athletics Carnival was held in Merredin. Combining again with Meckering Primary School and Merredin High School students, we were unable to back up the interschool success we enjoyed in 2020. This year we placed second behind Cunderdin District High School.



Cross country

Cross country races were held at Kellerberrin District High School and included the colour run. Meckering Cross Country is a separate event we attend. It is akin to our Interschool Carnival. We take the top performers from the Kellerberrin Colour Run to compete in the Meckering Interschool Cross Country event. There were standout performances from individual Tammin Primary School students and all students gave their best efforts at all Cross Country events attended.



Tennis

Tennis was a focus for our senior class sports early in the year, with Physical Education lessons taking place at the Shire of Tammin tennis courts next to the shire office. The top three boys and three girls were selected to compete in the annual Country Schools Tennis Classic in Beverley. The Tammin Primary School team competed well, although this is an area we can continue to work on to improve our skills.

Winter Team Sports



The Tammin Primary School and Meckering Primary School middle and upper primary students combined to form a team to compete in the EASA Winter Carnival. Tammin and Meckering students competed in Hockey and Football round robin events. It was a wet and stormy day in Wyalkatchem and our students competed courageously and with great sportsmanship.

Netball

The Tammin Primary School and Meckering Primary School middle and upper primary students combined to form two teams competing at the Wheatbelt Goldfields Primary School Cup in Merredin. Coaching was provided at school and Tammin students went to Meckering to practice with their teammates. In 2022 the school will participate in a Sporting Schools funded Netball coaching opportunity in Term 1. This will assist in upskilling our students and prepare them for the event in June 2022.

Cricket Blast Cup

On a sunny Spring day, students attempted to repeat last year's performance of winning both the Year 3/4 division and the Year 5/6 division. On this occasion we were unsuccessful, however the students all participated with great sportsmanship, to finish third in both divisions.



Excursions / Incursions

Little Prince

Students and staff travelled on the Shire bus to Merredin's historic Cummins Theatre to see the play 'The Little Prince'. We were very fortunate to have the Spare Parts Puppet Theatre actors and director come to Tammin Primary School the day before the excursion to work with the students allowing them to create their own puppets and discover the magic of this art form. This made the whole experience very captivating for the students when they attended.

Scitech



The Scitech team came to Tammin Primary School in October to amaze both classes with different shows and workshops on chemistry in action.

Yorkrakine Rock

Students, staff and community members went out to Yorkrakine Rock and enjoyed cooking damper in the fire coals. Aboriginal Elders from the community spoke with the students about the significance of the Rock and included historical information giving the students a better understanding of the significance of the area to Aboriginal people. Students took the opportunity to create short films when they interviewed the Elders asking questions about culture.



Aboriginal Artist

From the stories told by the Elders at Yorkrakine Rock, we had our friend Julianne, an Aboriginal artist from Perth, draw a picture on canvas of traditional life the Rock. She came to Tammin Primary School spent the day with the students painting the picture using traditional dot technique. The art created is something that we are very proud of and is on display in our school.



NAIDOC Day

After postponing the day from earlier in the year, we commemorated NAIDOC Day in October. Ms Fitzgerald explained to the school community the importance of the day and the students sung 'I am Australian' in the Noongar language, the boys went with our visiting didgeridoo player to participate in traditional dance and music. The girls spent time with our visiting bush tucker chef to create some great flavours and help get the lunch ready. Many of the students tried kangaroo for lunch, and all enjoyed the face painting and bracelet making.



Fremantle Prison

The Year 3-6 class went on an excursion to Fremantle Prison in September followed by lunch at Cicerello's. The students engaged in a guided tour all throughout the Prison learning about convicts and their daily lives. They were able to explore prison cells including the infamous Moondye Joe's and understand convict crimes and punishments in the prison yard.



Charlie and the Chocolate Factory

Our fantastic P&C were kind enough to fund our senior class to go on an excursion to the Crown Theatre in Perth to see the amazing production of Charlie and the Chocolate Factory.



End of Year Concert

Continuing the 'Charlie and the Chocolate Factory' theme, both classes put on a great show for the community in their end of year concert. Our one and only Year 6 student, Calvin, graduated from primary school and is looking forward to high school.

End of 2021

School ended on a high note with a day full of fun and collaboration. The students all enjoyed getting wet on a slippery water slide. A great way to end a sometimes challenging but rewarding year.



Aboriginal Cultural Standards Framework

The Tammin Primary School Strategic Plan (2021-2024) Priority 2.3 indicates we need to “Develop culturally responsive strategies to meet the needs of all students”. During 2021, our school community worked hard to implement strategies to move the school along the Aboriginal Cultural Standards Framework continuum from Cultural Awareness (Emerging) toward Cultural Responsiveness (Proficient). The tables below indicate where we have achieved during 2021.

Cultural Standard - Relationships

Descriptor 1: Staff establish and maintain positive relationships with Aboriginal students, their parents and families.			
Cultural Awareness (Emerging)	Cultural Understanding (Developing)	Cultural Competence (Capable)	Cultural Responsiveness (Proficient)
Evidence/Indicators: <ul style="list-style-type: none">Respectful relationships between teachers and Aboriginal students and their families.Staff work closely with Aboriginal families to support students at key transition stages i.e. toilet training.Closing the Gap morning tea with Aboriginal community members, with very positive connections made.			
Descriptor 2: Staff engage professionally with local Aboriginal community members and organisations.			

Cultural Awareness (Emerging)	Cultural Understanding (Developing)	Cultural Competence (Capable)	Cultural Responsiveness (Proficient)
Evidence/Indicators: <ul style="list-style-type: none"> Staff continually draw on the expertise of our Aboriginal staff member to enrich learning experiences for students. Local Aboriginal community members share experiences and knowledge to support student learning i.e. Elders question and answer session. 			
Descriptor 3: Staff provide Aboriginal students, their parents and families, and local Aboriginal community members with leadership opportunities.			
Cultural Awareness (Emerging)	Cultural Understanding (Developing)	Cultural Competence (Capable)	Cultural Responsiveness (Proficient)
Evidence/Indicators: <ul style="list-style-type: none"> Staff provide Aboriginal students with opportunities to take on leadership roles at school i.e. in delivering Acknowledgement of Country at the start of assemblies and raising the Aboriginal Flag. Seeking local Aboriginal community representation on the school council. Aboriginal parents have been given opportunities to co-facilitate cultural awareness activities. 			
Descriptor 4: Staff broaden their knowledge and improve practices in Aboriginal education.			
Cultural Awareness (Emerging)	Cultural Understanding (Developing)	Cultural Competence (Capable)	Cultural Responsiveness (Proficient)
Evidence/Indicators: <ul style="list-style-type: none"> Staff incorporate local Aboriginal community members' cultural and linguistic knowledge and expertise to build contextual relevance to the education of Aboriginal students i.e. Parent coming in to help teach 'I am Australian' in Noongar language. Staff attend cultural awareness meetings once per term, conducted by AIEO and community members. Aboriginal Elders come into the school for cultural sharing of knowledge. 			

Cultural Standard - Leadership

Descriptor 1: School leaders develop a clear vision for the teaching and learning of Aboriginal students.			
Cultural Awareness (Emerging)	Cultural Understanding (Developing)	Cultural Competence (Capable)	Cultural Responsiveness (Proficient)
Evidence/Indicators: <ul style="list-style-type: none"> Principal involves local Aboriginal community members in the development of the school vision and ethos. Full consultation with the local Aboriginal community on the creation, design and wording of our Acknowledgement of Country plaque. 			
Descriptor 2: School leaders build staff capability for effective teaching of Aboriginal students.			
Cultural Awareness (Emerging)	Cultural Understanding (Developing)	Cultural Competence (Capable)	Cultural Responsiveness (Proficient)
Evidence/Indicators: <ul style="list-style-type: none"> Principal and other staff reading books to expand their own cultural knowledge relevant to Ballardong region. Staff complete online and face-to-face professional learning to become more responsive to the learning needs of Aboriginal students. 			
Descriptor 3: School leaders support innovation and change in Aboriginal education.			
Cultural Awareness (Emerging)	Cultural Understanding (Developing)	Cultural Competence (Capable)	Cultural Responsiveness (Proficient)

Evidence/Indicators: <ul style="list-style-type: none"> The Principal promotes the capability of Aboriginal staff to lead innovative approaches in engaging and teaching Aboriginal students. Organisation of whole-school excursions On Country to local significant sites to include recording of Elders stories for ongoing posterity of learning. 			
Descriptor 4: School leaders demonstrate transparency and accountability to Aboriginal students, their parents and families.			
Cultural Awareness (Emerging)	Cultural Understanding (Developing)	Cultural Competence (Capable)	Cultural Responsiveness (Proficient)
Evidence/Indicators: <ul style="list-style-type: none"> Including specific questions on the official School Survey on the cultural responsiveness on the school. Seeking local Aboriginal community representation on the school council. 			

Cultural Standard - Teaching

Descriptor 1: Teachers know how culture and experiences shape the learning of each Aboriginal student.			
Cultural Awareness (Emerging)	Cultural Understanding (Developing)	Cultural Competence (Capable)	Cultural Responsiveness (Proficient)
Evidence/Indicators: <ul style="list-style-type: none"> Teachers know relevant background experiences that local Aboriginal students bring to school. Teachers working with community members to respond to the Closing the Gap report (targets 3,5,16). Teachers use resources such as mayakeniny.com/language-list and mayakeniny.com/webisodes/ 			
Descriptor 2: Teachers know the curriculum content and how best to teach it to Aboriginal students.			
Cultural Awareness (Emerging)	Cultural Understanding (Developing)	Cultural Competence (Capable)	Cultural Responsiveness (Proficient)
Evidence/Indicators: <ul style="list-style-type: none"> Teachers incorporate Aboriginal histories, cultures and languages into learning activities. Teachers give lessons on the 6 Noongar seasons, what plants and food and medicines would be in each season. Documented education and behaviour plan in place for individual students. More Ballardong Noongar resources need to be created as there is a lack in education. 			
Descriptor 3: Teachers plan for and implement effective teaching practices for Aboriginal students.			
Cultural Awareness (Emerging)	Cultural Understanding (Developing)	Cultural Competence (Capable)	Cultural Responsiveness (Proficient)
Evidence/Indicators: <ul style="list-style-type: none"> Yarning Circles – carried out weekly, to develop social-emotional skills in students, including cultural awareness. Art lessons using traditional techniques, under the guidance of an Aboriginal artist. The large canvas students completed as a group incorporated the Elders stories of Tammin that students had collected. 			
Descriptor 4: Teachers assess, provide feedback and report on the progress of Aboriginal students.			
Cultural Awareness (Emerging) (Developing)	Cultural Understanding (Developing)	Cultural Competence (Capable)	Cultural Responsiveness (Proficient)
Evidence/Indicators: <ul style="list-style-type: none"> HASS lessons on Aboriginal culture, including a KWL: What do you Know about Aboriginal Culture? What do you Want to learn about Aboriginal Culture? What have you Learnt about Aboriginal Culture? Teachers customise formative and summative assessments to take account of the language proficiency and individual needs of Aboriginal students. 			

Cultural Standard – Learning Environment

Descriptor 1: Staff support Aboriginal students to feel a sense of belonging and connection to the school
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Cultural Awareness (Emerging)	Cultural Understanding (Developing)	Cultural Competence (Capable)	Cultural Responsiveness (Proficient)
Evidence/Indicators: <ul style="list-style-type: none"> Staff use Aboriginal students' connection to their community to build the capacity of the school to connect with Aboriginal culture i.e. the daily raising of the Aboriginal flag, reading the Acknowledgement at events. Classroom walls display posters and features that reflect the Ballardong Noongar community. An Acknowledgement of Country is being created for the entrance to the school, with full consultation with the Aboriginal community. 			
Descriptor 2: Staff involve Aboriginal students, their parents and families to establish a physical environment that is welcoming for Aboriginal students.			
Cultural Awareness (Emerging)	Cultural Understanding (Developing)	Cultural Competence (Capable)	Cultural Responsiveness (Proficient)
Evidence/Indicators: <ul style="list-style-type: none"> Staff consult with Aboriginal students and the local Aboriginal community to develop an environment which displays and respects their cultural and linguistic heritage. Aboriginal art and posters are displayed in public and work spaces throughout the school. 			
Descriptor 3: Staff work with Aboriginal students, their parents and families to establish shared expectations and responsibility for attendance and behaviour.			
Cultural Awareness (Emerging)	Cultural Understanding (Developing)	Cultural Competence (Capable)	Cultural Responsiveness (Proficient)
Evidence/Indicators: <ul style="list-style-type: none"> The school works in partnership with the Aboriginal community to develop and implement strategies for Aboriginal student attendance, behaviour and engagement in learning i.e. providing work packages and linking in other government supports for a student who is living out of town and has had attendance issues. 			
Descriptor 4: Staff establish a supportive and safe learning environment for Aboriginal students.			
Cultural Awareness (Emerging)	Cultural Understanding (Developing)	Cultural Competence (Capable)	Cultural Responsiveness (Proficient)
Evidence/Indicators: <ul style="list-style-type: none"> Staff monitor events in the local community that may have an impact on Aboriginal student engagement. Staff make appropriate education adjustments for Aboriginal students at educational risk. Breakfast club every Thursday morning continues to be a well-attended activity. Daytime meals are provided to individual students as required at no cost. 			

Cultural Standard - Resources

Descriptor 1: Staff acknowledge and value the expertise of Aboriginal staff.			
Cultural Awareness (Emerging)	Cultural Understanding (Developing)	Cultural Competence (Capable)	Cultural Responsiveness (Proficient)
Evidence/Indicators: <ul style="list-style-type: none"> Our Aboriginal Islander Education Officer has a leadership role in the school to provide PL, lead whole-school activities and advise staff on Aboriginal issues. Staff draw on the expertise of Aboriginal staff and work with them to develop their own skills and knowledge to support all students i.e. our AIEO continually talking with staff how to meet the needs of this ACSF. 			
Descriptor 2: School leaders allocate staff to support the learning needs of individual Aboriginal students			
Cultural Awareness (Emerging)	Cultural Understanding (Developing)	Cultural Competence (Capable)	Cultural Responsiveness (Proficient)
Evidence/Indicators:			

<ul style="list-style-type: none"> The principal demonstrates understanding of the need for experience and expertise of staff working with Aboriginal students i.e. seeking a skilled, experienced person to take the AIEO role. The principal creates opportunities for other local Aboriginal people to consider roles at the school. 			
Descriptor 3: School leaders target the learning needs of individual Aboriginal students when allocating financial resources.			
Cultural Awareness (Emerging)	Cultural Understanding (Developing)	Cultural Competence (Capable)	Cultural Responsiveness (Proficient)
Evidence/Indicators: <ul style="list-style-type: none"> The school sought input from Aboriginal community members, in relation to school planning and budgeting to ensure Aboriginal specific funding is allocated to meet the needs of Aboriginal students. The result was a huge increase to the budgeting of our NAIDOC line item in our 2021 budget. All excursions and incursion are offered to students at no cost. 			
Descriptor 4: Staff use culturally appropriate education resources to strengthen Aboriginal student engagement and learning.			
Cultural Awareness (Emerging)	Cultural Understanding (Developing)	Cultural Competence (Capable)	Cultural Responsiveness (Proficient)
Evidence/Indicators: <ul style="list-style-type: none"> Teachers include cultural content in classroom activities to augment Aboriginal student learning. Resources have been created by teachers and AIEO for inclusion in teaching and learning programs. Staff understand the importance of following protocols when using Aboriginal cultural resources. More Ballardong Noongar resources need to be created as there is a lack in education. 			



The introduction of our new AIEO to Tammin Primary School has been very important in developing a more inclusive culture for our Aboriginal students.

Public School Review

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. Tammin Primary School took part in this review in Term 3, 2021. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning. This improvement planning is well under way, with completion for Term 3, 2022. Staff and School Council members have provided input into the improvement plan, designed to directly target the recommendations of the Public School Review. The Public School Review is available on the school's website at <https://www.tamminps.wa.edu.au/our-school/annual-report/> and on our Schools Online page at https://www.det.wa.edu.au/schoolsonline/expert_review_report.do?schoolID=5431&pageID=AD19

School Survey

The latest Tammin Primary School Survey was run in Term 2, 2021. Parents, staff and students were given multiple opportunities to complete the surveys. Initial emails and two reminder emails were sent out over the course of the six weeks of the survey being open. Reminders were regularly put into the weekly school newsletter, with the offer to complete paper surveys if requested. Finally, in the last week of the survey, our AIEO visited homes to encourage parents to complete the survey, also ensuring a good mix between Aboriginal families and non-Aboriginal families. 100% of the students eligible to complete the survey did so. 33% of staff members completed the survey. 37% of parents completed the survey.

The parents' survey data is as expected. In general, parents are happy with the school, with over 88% of questions answered as either 'strongly agree' or 'agree'. The highest scores (4.5 out of 5) came from the questions

- 'Teachers expect my child to do their best',
- 'This school is well maintained',
- 'My child feels safe at this school' and □ 'Teachers care about my child'.

All other questions except for two were rated between 4.0 and 4.5.

The two below 4.0 were

- 'My child likes being at this school' with 3.9 and
- 'This school takes parents opinions seriously' with 3.7.

Closer analysis of 'My child likes being at this school' reveals one parent out of the 11 total rated this question a '2' for 'Disagree'. 72% of parents answered 'strongly agree' or 'agree' to this question, highlighting the significant difference one person's answer can make to data when the sample size is so small.

Closer analysis of 'This school takes parents opinions seriously' reveals no parents disagreed with this statement, however four out of the 11 responders marked this question a 3: neither agree nor disagree. The majority of parents (64%) answered 'strongly agree' or 'agree' to this question.

The extra question added to the parent survey was to do with the school's efforts to become more culturally inclusive. 82% either 'strongly agreed' or 'agreed' with this. One person 'disagreed' and One person neither agreed nor disagreed. While it is disappointing that we haven't convinced these two people that the direction the school is going in terms of culture responsiveness is a positive thing, it is unclear whether those people think the school is moving in this direction too fast or too slowly.

The students' survey data is as expected. In general, students are happy with the school, with over 60% of questions answered as either 'strongly agree' or 'agree'.

The questions

- 'My teachers expect me to do my best' scored particularly highly with 4.3 and
- 'My teachers motivate me to learn' scored a 4.2.

The lowest scores were from the questions

- 'Teachers at my school treat students fairly' and
- 'Student behaviour is well managed', both with 3.2.

In both of these questions, two students 'disagreed' with the statement, while three students either 'strongly agreed' or 'agreed', and one student neither agreed nor disagreed. Whilst it is not a surprise that

two students felt this way on that day, they are areas for self-reflection by the school. We need to be seen by students as 'fair'. Students had the opportunity in this survey to say one thing that they would do to make the school better, with the expected "more free time" and "longer recess" etc. However, one student wrote "Don't give naughty children student of the week", suggesting they don't feel 'Teachers at my school treat students fairly' or 'Student behaviour is well managed'. Communicating with students about 'fairness', and how it doesn't always mean treating students the same, will be important moving forward.

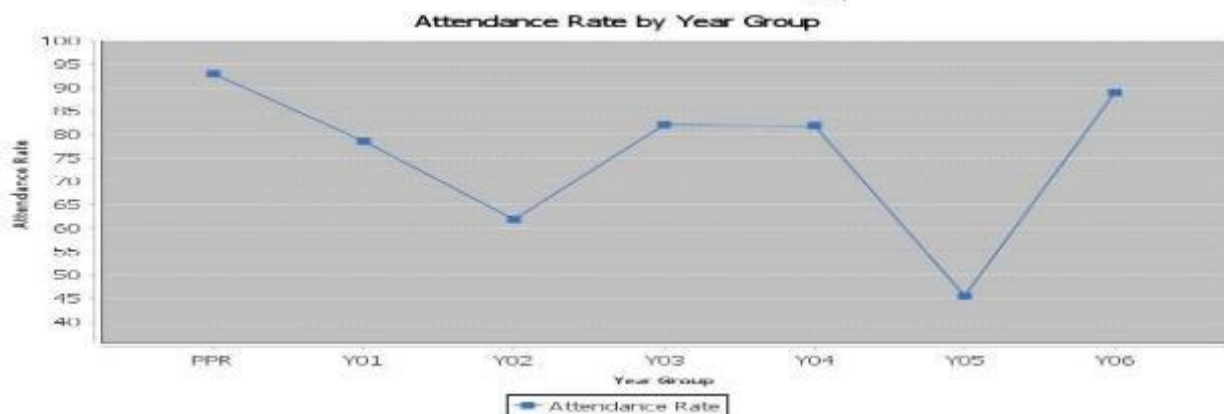
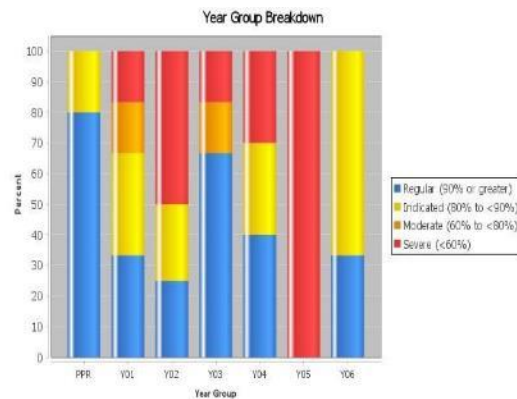
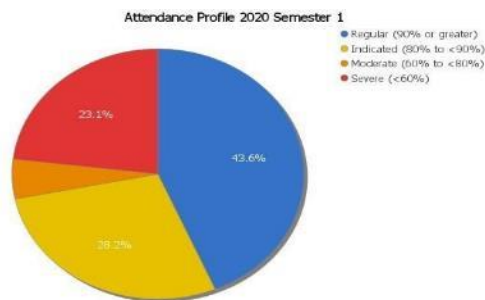
Only four staff members (out of ten) completed their survey. All staff were emailed and given reminders during the survey period. The staff survey data is as expected, aside from the low responses that can cause huge fluctuations in the results. In general, staff are happy with the school, with 88% of questions answered as either 'strongly agree' or 'agree'. Over half of the questions had a 75% 'strongly agree' response. The question 'Students like being at this school' received a perfect 5.0, interesting in light of the student and parent responses. Only a total of three 'disagrees' were recorded amongst the 88 questions (22 questions to each of four people).

Survey data was communicated with staff on our School Development Day to begin Term 3, 2021. We examined the results and related it to our strategic planning review. For example, analysis of the parent survey question 'This school takes parents opinions seriously' reveals four out of the 11 parent responders marked this question a 3: neither agree nor disagree. Our strategic planning has a large focus on community engagement and positive communication, so if we are not getting through to everyone, what do we need to do to engage these people who don't feel as listened to as they might be? We also took the opportunity to celebrate the wins and appreciate the knowledge that we are generally on the right track. The parent survey question 'My child feels safe at this school' scored very favourably, a large turnaround from early in 2020, highlighting strategic planning moves in behaviour education and behaviour management are working and should be continued.

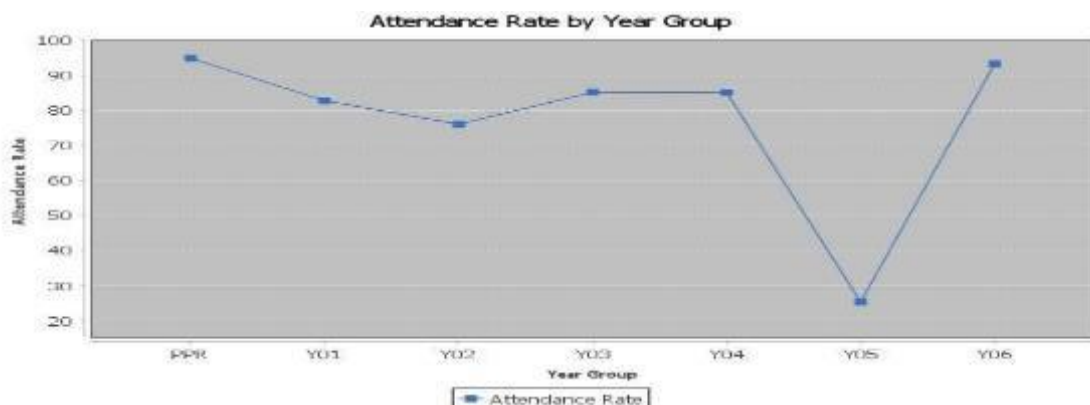
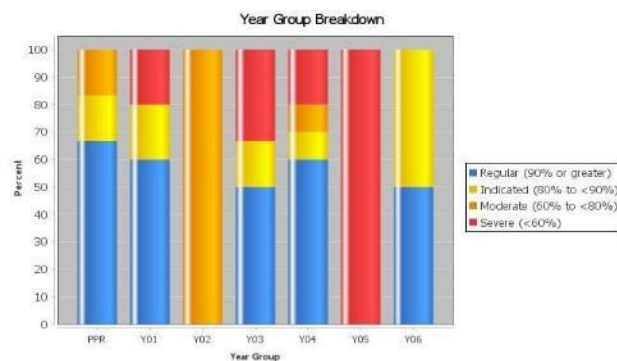
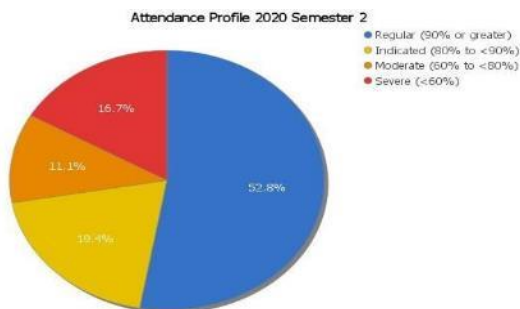


Attendance

Semester 1, 2021



Semester 2, 2021



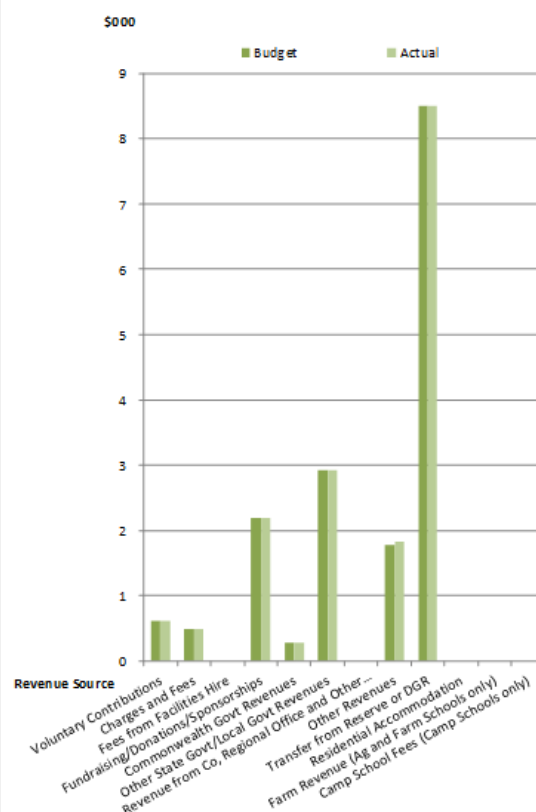
Attendance is an area of concern for a small number of our students, particularly in Year 5. Strategies being used to address this include attending students homes and meeting with parents. Engaging the School Psychologist where necessary to provide support and strategies to support students returning to school after long absences.

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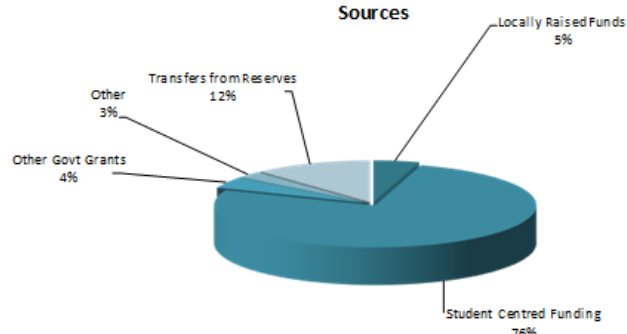
Tammin Primary School
Financial Summary as at
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	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 605.00	\$ 605.50
2	Charges and Fees	\$ 481.00	\$ 481.10
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 2,194.00	\$ 2,194.15
5	Commonwealth Govt Revenues	\$ 286.00	\$ 285.57
6	Other State Govt/Local Govt Revenues	\$ 2,918.00	\$ 2,918.18
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 1,783.00	\$ 1,833.82
9	Transfer from Reserve or DGR	\$ 8,500.00	\$ 8,500.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 16,767.00	\$ 16,818.32
	Opening Balance	\$ 94,923.19	\$ 94,923.19
	Student Centred Funding	\$ 54,414.00	\$ 54,442.04
	Total Cash Funds Available	\$ 166,104.19	\$ 166,183.55
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 166,104.19	\$ 166,183.55

Locally Generated Revenue - Budget vs Actual

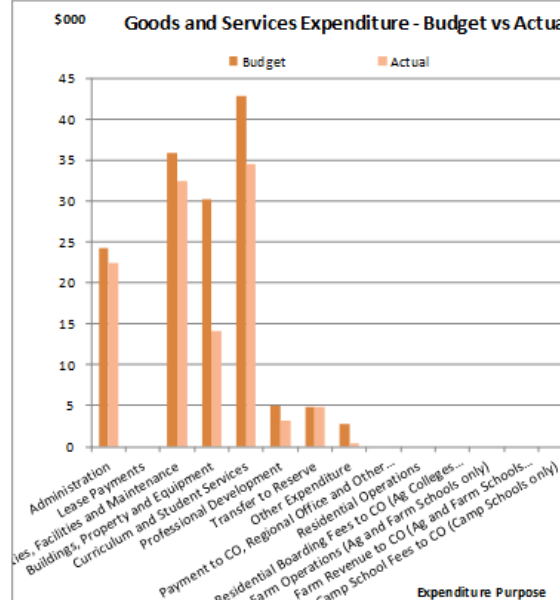


Current Year Actual Cash Sources

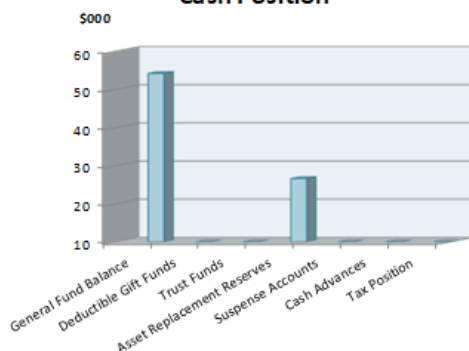


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 24,274.00	\$ 22,436.08
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 35,871.00	\$ 32,402.84
4	Buildings, Property and Equipment	\$ 30,162.00	\$ 14,156.98
5	Curriculum and Student Services	\$ 42,717.00	\$ 34,528.28
6	Professional Development	\$ 5,000.00	\$ 3,202.73
7	Transfer to Reserve	\$ 4,900.00	\$ 4,900.00
8	Other Expenditure	\$ 2,711.00	\$ 398.83
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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	\$ 145,635.00	\$ 112,025.74
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 145,635.00	\$ 112,025.74
	Cash Budget Variance	\$ 20,469.19	

Goods and Services Expenditure - Budget vs Actual



Cash Position



Cash Position as at:	
Bank Balance	\$ 76,550.99
Made up of:	
1 General Fund Balance	\$ 54,157.81
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 26,591.98
5 Suspense Accounts	\$ (1,006.80)
6 Cash Advances	\$ (200.00)
7 Tax Position	\$ (2,992.00)
Total Bank Balance	\$ 76,550.99