



Tammin Primary School

Annual Report 2023



Our School

Level: 3

ICSEA:934

Tammin is a small town in the Wheatbelt region of Western Australia, located 180 kilometres east of Perth, catering for students from Kindergarten to Year Six.

Staff at Tammin Primary School work collaboratively to ensure a positive learning environment for all students.

Our educational pedagogy places strong emphasis on the use of whole school programming for English and Mathematics across the two composite classes. We strive to achieve an effective balance of explicit teaching and creative thinking in our classrooms.

We are proud of the friendly, caring, and inclusive culture of our school.

We value:

- Respect
- Kindness
- Safety
- Resilience



Staff and students at Tammin Primary School work together to achieve positive outcomes for everyone.



Our Staff

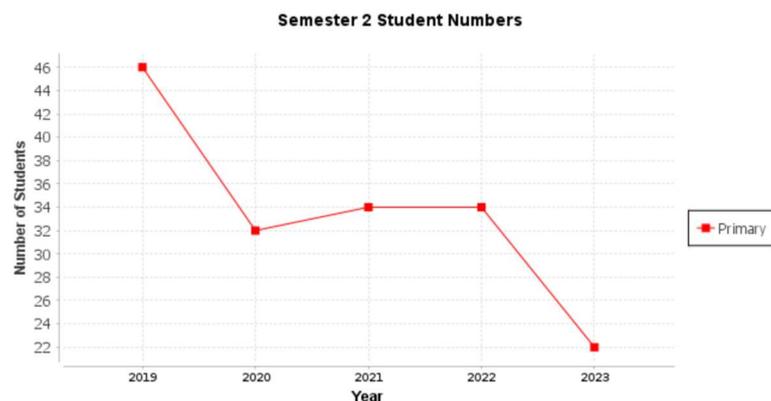
	No.	FTE
<u>Administration Staff</u>		
Principal	1	1.0
<u>Teaching Staff</u>		
Teaching Staff	4	1.8
<u>School Support Staff</u>		
Clerical/Administrative	2	0.8
Gardening/Maintenance	1	0.2
Other School Support Staff	4	1.6
Total staff	12	5.4

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.

Our Students

Student numbers as of the beginning of Semester Two, 2023

Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	TOTAL
3	2	4	3	4	0	6	3	25



At the end of 2023, there were 25 students enrolled at Tammin Primary School, between two multi-age classrooms: Kindergarten to Year 2 and Year 3 to Year 6. The majority of our students are from surrounding farming properties and are transported to and from school via one of two school bus services. 36% of our student cohort identify as Aboriginal with most of these children living within the town boundaries and generally within walking distance of school.

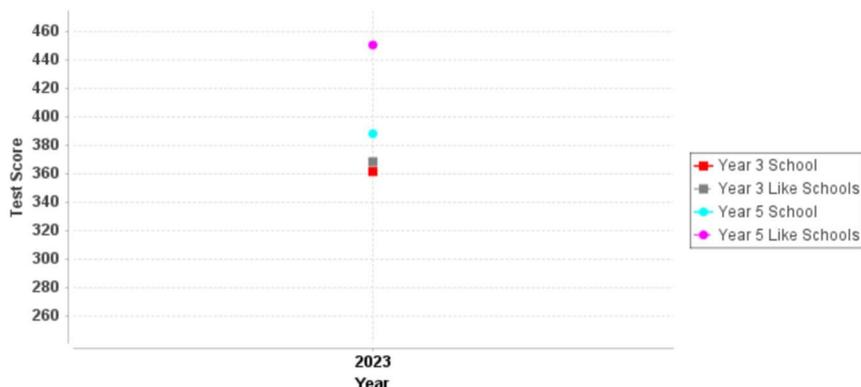
Our NAPLAN Achievements

In 2023, we saw a change of how NAPLAN is reported, therefore we are unable to compare previous years data to the data collected this year. The numeric bands and the National Minimum Standard have been removed and instead has been replaced by 4 levels of proficiency. The following graphs are based on the 2023 results only. It is important to note that the number of students is very low in both year levels so all data should be read with this in mind.

Numeracy

The data suggests that the average score from our year 3 cohort is slightly below like schools while our Year 5 cohort are significantly lower. Next year, Tammin PS are implementing a new Mathematics program and we hope that this will result in higher achievement across the school.

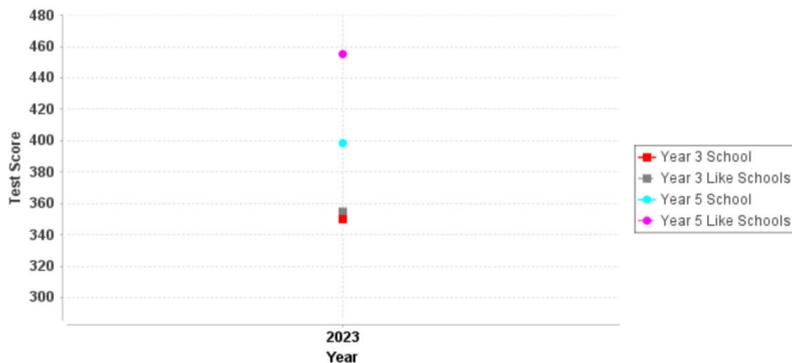
Average Numeracy Score



Reading

Again, we have achieved similar results in our average reading score, with our Year 3's slightly below and Year 5's significantly below. Reading and Comprehension skills will become one of our focuses moving forward- particularly ensuring that reading intervention occurs for our students in our senior room.

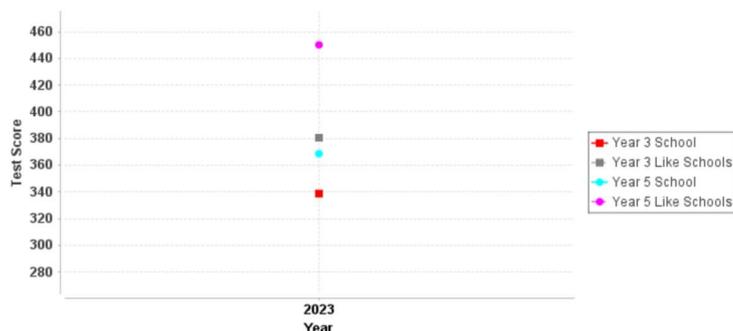
Average Reading Score



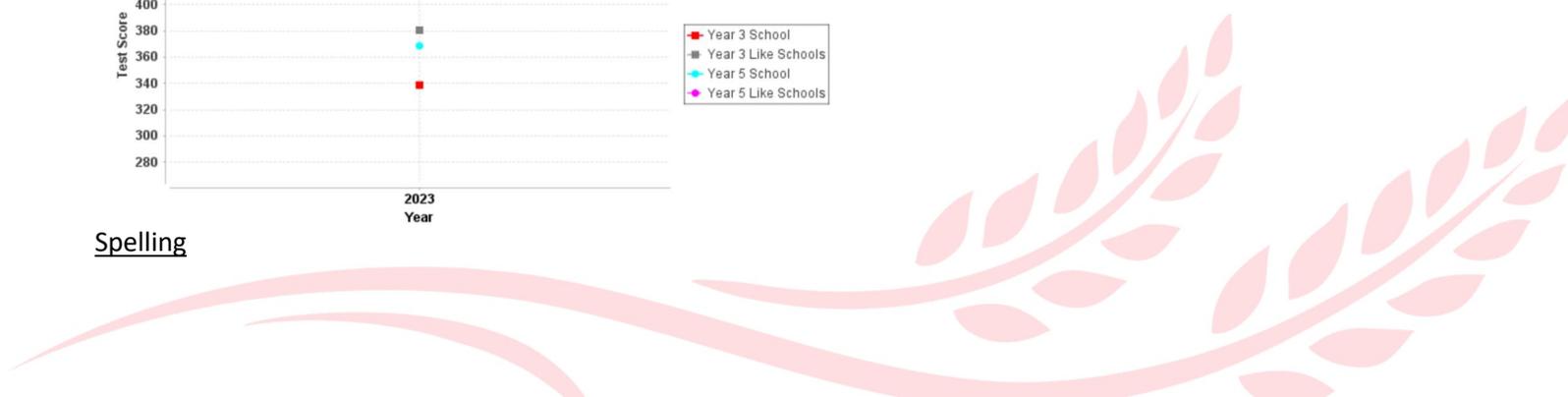
Writing

This year our average writing scores are below in both Year 3 and Year 5 cohorts.

Average Writing Score

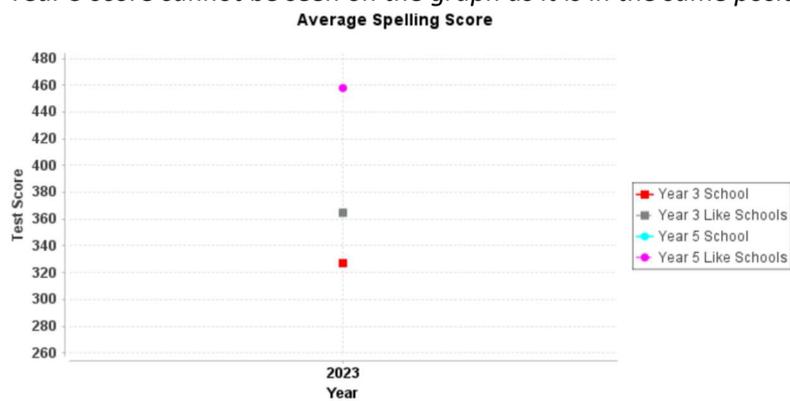


Spelling



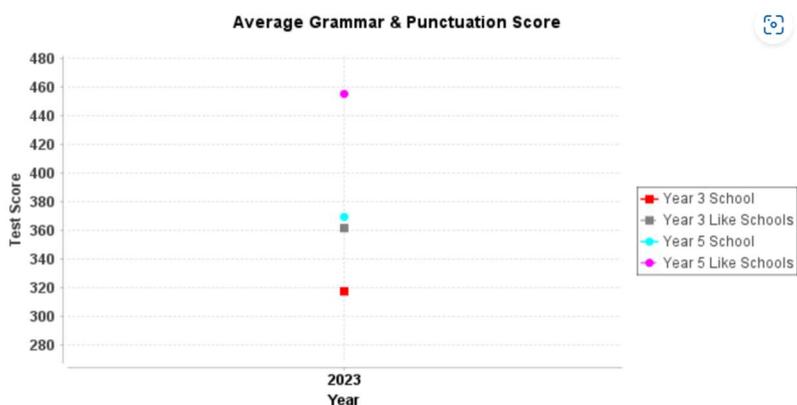
Our spelling results indicate that both cohorts are below like schools.

**Year 5 score cannot be seen on the graph as it is in the same position as the Year 3 like schools*



Grammar and Punctuation

The Grammar and Punctuation results for our students are below like schools for both Year 3 and Year 5.



Our low results across NAPLAN in 2023 has indicated that our school approaches may need to be revised and reflected upon. (Although continuing to remember low numbers in each year group means the average data may not be a true reflection on our student’s abilities.)

Tammin Primary School staff worked together in 2023 to create a Pedagogical Framework, Numeracy and Literacy instructional models and relevant Scope and Sequences to create consistency between staff and classrooms. We believe that using this approach ensuring consistency is achieved, using supporting, evidence-based documentation will assist us to improve our overall results moving forward.



Assessing our progress of our Strategic Plan Targets

Self-assessment of the progress towards our Strategic Plan Targets (2021-2024)

Insufficient Progress	Developing	Achieved

Priority One: We will provide every student with a pathway to a successful future

Implement a Behaviour Education and Self-Management Plan based on the 'Play is the Way' philosophy		<i>*The program has changed- see comments</i>
Include and support the implementation of STEM		
All Year 3 and 5 NAPLAN scores will be above like schools		
All Year 1 students will exceed the Numeracy, Reading and Writing median progression for On-Entry testing, using the Average Progress Module table based on their initial Pre-Primary scores.		
Comments: <ul style="list-style-type: none"> - 'Play is the Way' behaviour management has been replaced by Positive Behaviour Support (PBS) as our school-wide Behaviour Management. Our upcoming 2025-2028 strategic plan will outline the goals within this management system. - Our NAPLAN scores in 2023 were lower than like schools. A focus across 2023 was a more consistent approach across the school, we hope to see an upward trajectory from here forward through the implementation of our instructional models, new programs as well as using the online tool <i>Elastik</i> to better analyse our data to facilitate improvement. - On-Entry data can no longer be compared using the Average Progress Model and progression is now stated on the <i>Student Achievement Information System</i> ranging from 'very low' to 'very high'. Majority of our Year 1 cohort achieved 'moderate progress' from Pre-Primary to Year One On-Entry. A new target will be discussed and decided from 2025 onwards. 		

Priority Two: We will strengthen the support for teaching and learning excellence in every classroom.

Teachers demonstrate best practice in all areas across the school	
Achieve and maintain a 95% attendance rate across Tammin Primary School	
Develop culturally responsive strategies to meet the needs of all students	
Comments: <ul style="list-style-type: none"> - Throughout 2023, we had many staff discussions about our teaching beliefs and current programs and what we can do to improve our practice. Various documents were created as a whole staff body, including an overarching pedagogical framework, instructional models, and assessment schedules. - Attendance rate was at 75.5% at the end of 2022. At the end of 2023 we were able to increase our attendance rate to 80.6% which is a positive outcome. Through positive relationships between students, families and the community we hope to continue this upward trajectory in the future. - Using funding from the Wheatbelt Regional Office, we were able to continue employing our Noongar Language Teacher for 1 day per week. - Throughout 2023 Tammin Primary made Aboriginal Culture a priority. We were successful in a grant from Woolworths Landcare to create our Bush Tucker Garden and Yarning Circle. We also used PALS funding to enable our students to be involved in positive cultural activities throughout the year with an emphasis on NAIDOC week. 	

Priority Three: We will build the capability of our staff

Provide effective professional learning to teachers and education assistants	
Staff to network with other local schools by attending organised PL days with the Avon Schools Network	
Comments: <ul style="list-style-type: none"> - Each year TPS attend a professional learning day organised by the Avon School Network, focusing on the Wheatbelt Education priorities and current practices. In 2023, ASN was involved in the Poverty Framework PL in Cunderdin. - This year, a focus on Early Childhood Literacy was implemented across the Wheatbelt with funding provided to schools to use. Through this, Tammin PS has adopted a Multi-Lit approach, using the programs Pre-Lit and Language Lift for our Kindy and Pre-Primary students. Our Early Childhood Education Assistant and the Principal have been trained in 	

these programs and have worked together to implement these in the Kindergarten – Year 2 classroom with effective results.

- Leadership maintained positive performance management for all staff throughout the year, to ensure a consistent and meaningful approach to the process.

Priority Four: We will support increased school autonomy within connected and unified public school system

Collaborate with neighbouring public schools

Implement review recommendations with improved processes

School practices are compliant with Education Department Policies and regulations

Comments:

- The review recommendations from 2022 continue to be reflected and discussed.
 - o Data was one of our focus points and we have successfully implemented the use of *Elastik* as an online tool to analyse given data. As more NAPLAN and other testing is completed, we will have more evidence on the platform.
 - o Another focus point was the performance management and upskilling of staff. This is now a more consistent and documented process for all staff members.
 - o More concise procedures were put in place to develop more effective communication and ensure relationships are formed and maintained with our community with the support of our School Council. We continue to discuss ideas to include our parents and community in our school.
- In 2023, school staff alongside School Council began the process of reviewing our school policies and procedures to ensure they are relevant and up to date regarding the current Education Department regulations as well as appropriate for our school community.
- Something to consider is increasing collaboration with surrounding schools and how this might look. This will be looked at next year.

Priority five: We will partner with families, communities, and agencies to support the educational engagement of every student

Community members work together with the school and AIEO to ensure greater student engagement

Ongoing communication with parents on students progresses via Seesaw

Our school Council and P&C will be inclusive and diverse to effectively represent the community

Comments:

- This year we engaged the community in various ways, we connected with the Tammin Shire to participate in events such as Clean Up Australia Day and National Simultaneous Storytime. We invited the seniors in the Tammin Village to our End of Year Presentation Night and had a lot of positive comments about this.
- The use of Seesaw, phone calls and diary notes continue to be effective ways of communication between teachers and families.
- Since 2022 the School Council accepted a co-opted member (previous AIEO for TPS) to support our School Council when making informed decisions reflecting the high population of Aboriginal families in our community. She has continued to support Tammin PS throughout 2023 and we hope to continue this relationship in the future.

Priority six: We will use evidence to drive decision making at all levels of the system

Complete a school survey each year in Term 2

Data is used to inform decision making across the school

Compile and share data on attendance, behaviour, NAPLAN, On-Entry and school-based assessment

Comments:

- In 2023, we sent the National Opinion Survey to families and staff. The results are reflected on later in this Annual Report.
- After review recommendations, this year Tammin PS invested in the online assessment tool *Elastik* which has allowed teachers to collate and analyse data and gaps in students learning. This year staff have been familiarising themselves with the system. *Elastik* will continue to be used and continuously become more useful as assessment data is placed on the system.

Our 2023 Highlights

Swimming Carnival

The annual Faction Swimming Carnival between Meckering Primary School and Tammin Primary School was held at the Cunderdin swimming pool in March. This year, Kellerberrin District High School joined us for the day. From this carnival, our team was selected to compete in the Interschool Swimming Carnival later in the term; held in Merredin.



Athletics Carnival

Another great day at the Tammin/Meckering Athletics Carnival hosted at the Tammin Oval, where all our students demonstrated good sportsmanship and positive teamwork as they all got involved and had a go! A few weeks later, we again combined with Meckering and High School students from Merredin College, to participate in this year's Interschool Athletics Carnival in Cunderdin.



Cross country

Cross country races were held at Kellerberrin Country Club (golf course) with the Colour Fun Run for all students to finish the day. Each year, Tammin PS takes the top performers from the Kellerberrin Cross Country to compete in the Meckering Interschool Cross Country event which is held at the beginning of Term 3.



John Budiselik

John Budiselik returned to his Wheatbelt School incursions in 2023 having last visited Tammin in 2020. During the day he spent time with both our classes developing their literacy skills through music and poetry. The students all enjoyed learning through songs and rhyming and our teachers were provided with resources to assist them to continue with this positive learning in our classrooms throughout the rest of the year.



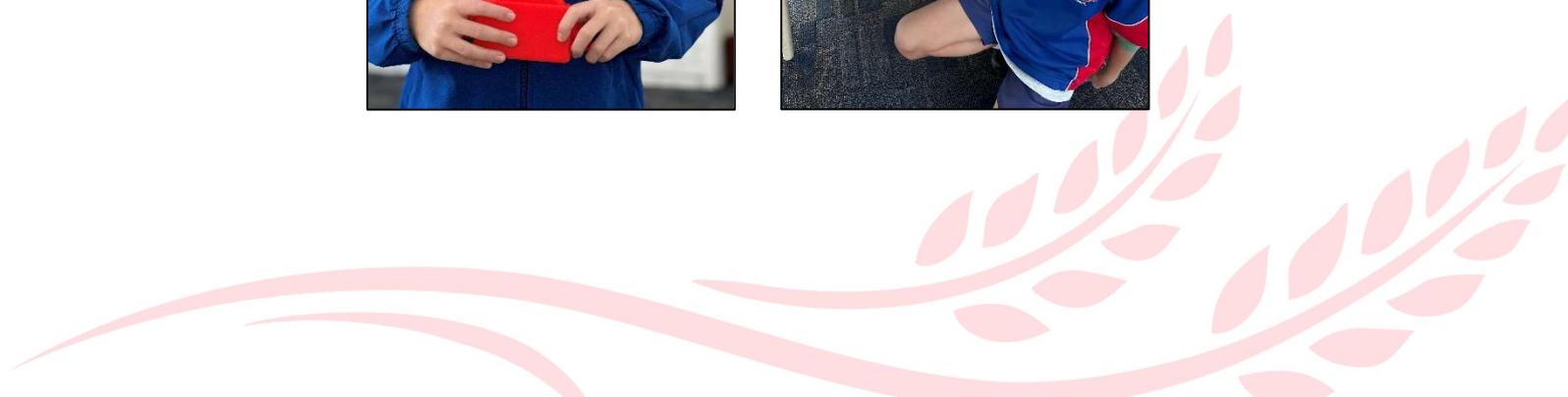
Snowy and the Seven Dwarves

In Term 1, our students enjoyed a bus trip to Kellerberrin as we visited the hall to watch the stage show *Snowy and the Seven Dwarves*. We then went to the nature playground to have lunch as our students explored the new area. They had a great time, and all positively displayed our Tammin Primary School behaviour expectations throughout the excursion.



Kids in Space

At the end of 2022, Tammin PS was given the opportunity to be involved in the *Kids in Space* program involving 3D printing and the application Makers Empire. Kids in Space occurred over the first semester in 2023. This was a fantastic chance for our year 5/6 students to learn to use the program and have an introduction to using a 3D printer. As part of this program Tammin PS now owns a 3D printer which we are able to use to incorporate technology into our lessons.



End of Year Concert

This year, we decided to move our End of Year Concert to the Kadjinyiny Kep located across from the school site. It was a positive change, being able to use the stage and a change of environment making the night extra special for our students! We had a great turn out and it was enjoyed by students, teachers, families and community members who were all invited to celebrate the end of the year and our Year Six graduates.



Early Childhood Literacy

In 2023, the Wheatbelt Region identified an Early Childhood Literacy focus across our schools, and we were provided with funding to assist us in improving our Education Assistants and Aboriginal and Torres Strait Islander Education Officers knowledge and skills surrounding teaching Literacy in our Early Years classroom.

The Avon Network also made further plans to implement programs from *Multi-Lit* in our schools. Tammin Primary has decided to train key staff members in using the *Pre-Lit* program for our Kindergarten and Pre-Primary students and the *Language Lift* program for Kindergarten and Intervention students across the school. We hope to see these programs have a positive influence on our students and their early learning and create a flow on effect throughout their primary school years.

We also used our funding to purchase new home reading books with a sequential order of letter-sound phonics, additional Diana Rigg resources and the daily oral phonics program *Heggerty*.



Cultural Responsiveness

The Tammin Primary School Strategic Plan (2021-2024) Priority 2.3 indicates a focus to “Develop culturally responsive strategies to meet the needs of all students”.

Our high percentage of Aboriginal students meant our school community continued to implement strategies to align with the Aboriginal Cultural Standards Framework continuum and move further towards achieving Cultural Responsiveness (Proficient). Our Noongar Language lessons with Miss Elizabeth Stack remained a fantastic opportunity for all of our students to both learn the Noongar Language as well as explore Aboriginal Culture through discussions, Dreamtime Stories and artwork.

NAIDOC

This year we again used PALS funding to create experiences for our students throughout NAIDOC Week. Staff worked together across the week with students to engage in Kangaroo Stew and Damper cooking, exploring Dreamtime stories including *How the Birds Got Their Colours* and *The Rainbow Serpent*, creating individual and whole school artwork using traditional Aboriginal symbols and learning about the 6 Noongar Seasons by planting in our Bush Tucker Garden.

BUSH TUCKER

We were lucky to be successful in securing a grant from Woolworths Landcare in 2023 to assist us in creating a Bush Tucker Garden on our school site. Students learnt about the different bush tucker plants we would be planting and how to care for them. We bought wooden planters and the students worked together to design how we would paint these planters using Aboriginal symbols and traditional art styles. Miss Stack taught our students the 6 Noongar Seasons which we will incorporate into the garden in the future. After reading *The Rainbow Serpent* students painted a serpent in the centre of our garden.

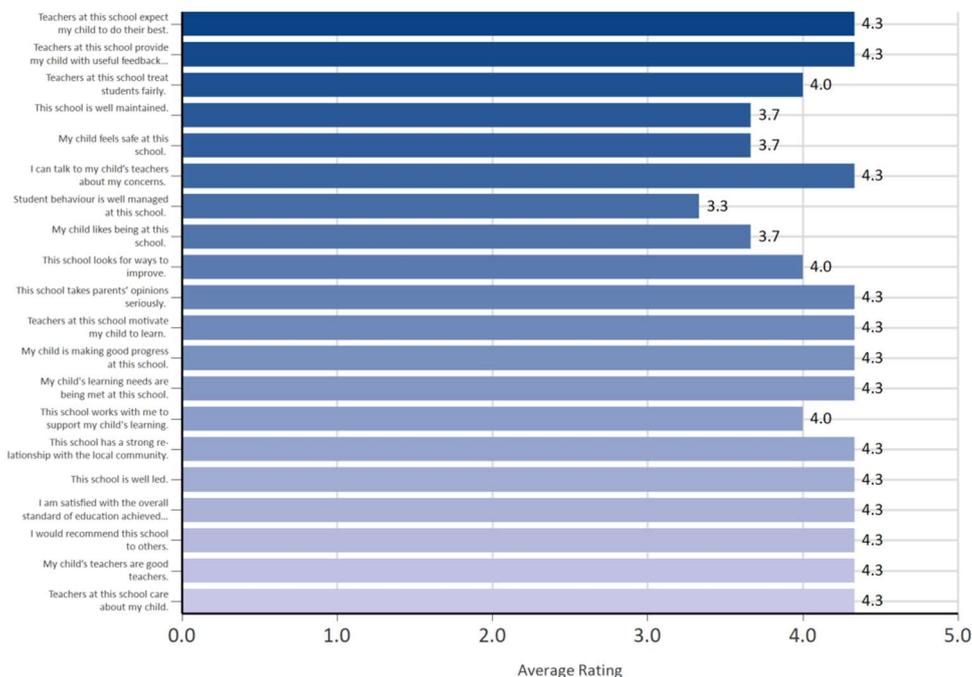


National Opinion Survey 2023

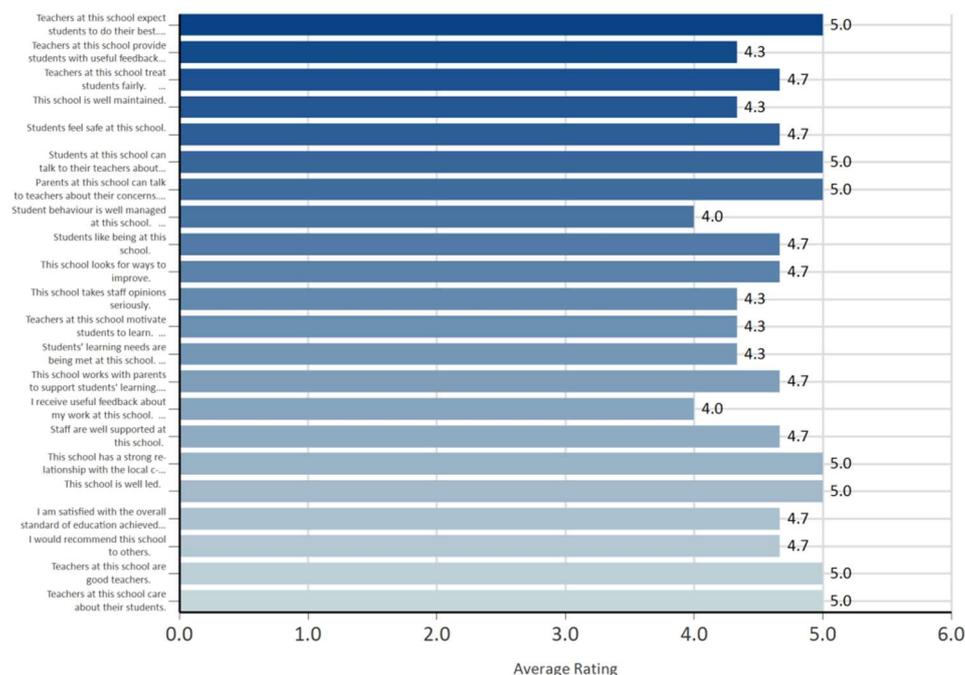
In November 2023, the online National Opinion Survey was sent out to all families and staff members to complete. A small number of families and staff chose to participate, and the data has been collated below. Together, TPS staff have reflected on the survey data and identified our focus points of improvement.

- Our parent survey highlighted that our approach to our whole school behaviour management needs to be reflected upon, which was a focus of ours throughout the year. Over the course of 2023, all staff worked on a more consistent behaviour plan incorporating PBS. We expect a positive influence in behaviour in 2024 due to this work.
- Our staff survey demonstrated a need to look at how leadership provides effective performance feedback to all staff and ensure the performance management process is useful as well as giving relevant and productive day-to-day feedback.

Parents

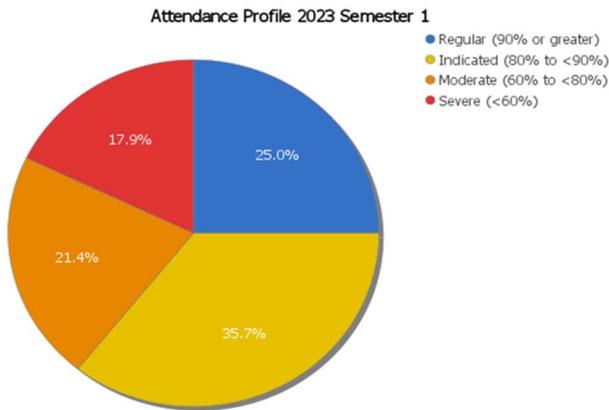


Staff

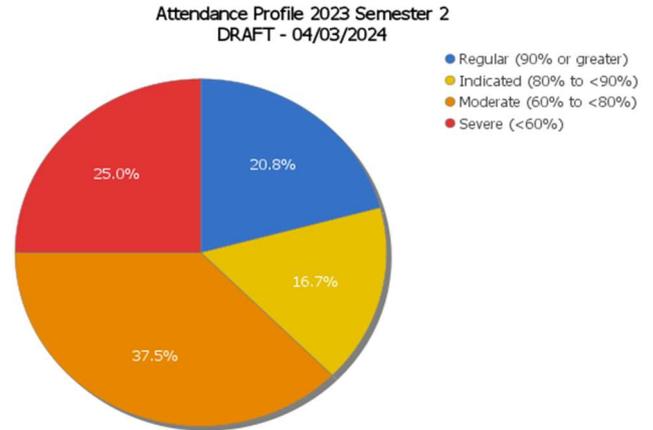


Attendance

Attendance Breakdown Semester 1, 2023



Semester 2, 2023



Primary Attendance Rates

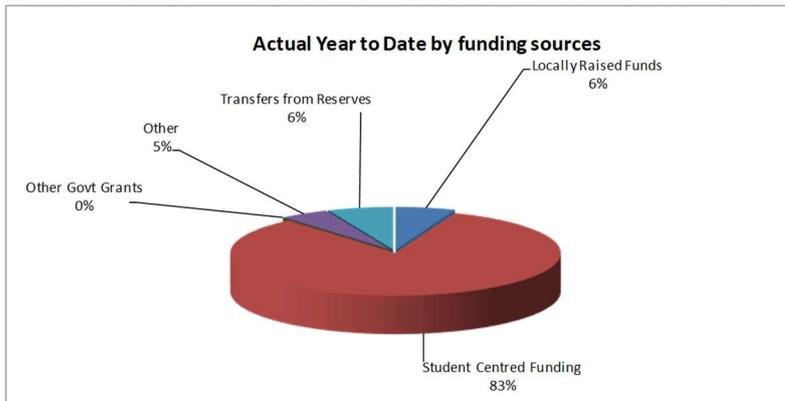
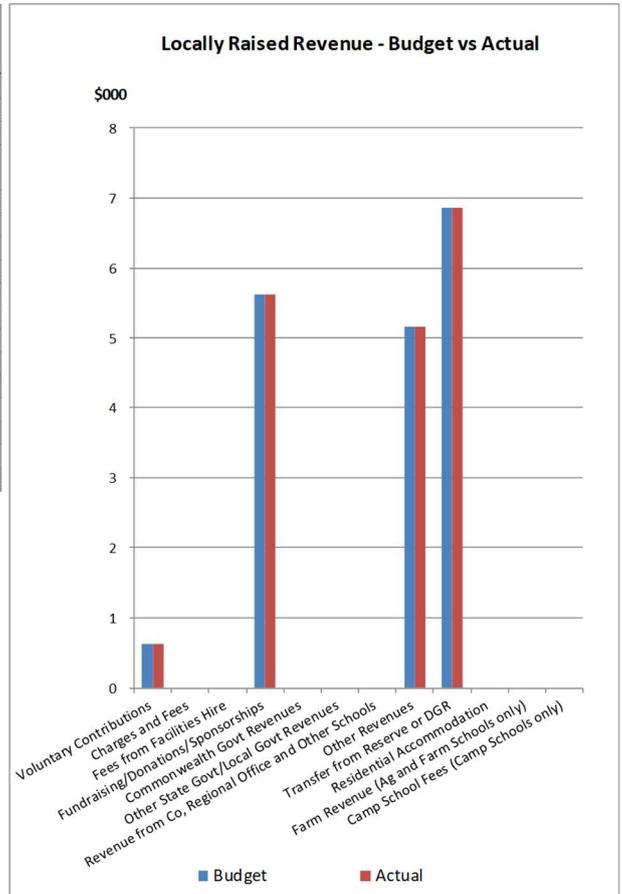
	Attendance Rate	
	School	WA Public Schools
2021	78.2%	91.0%
2022	75.5%	86.6%
2023	80.6%	88.9%

Attendance remains an area of concern for a small number of our students. However it is pleasing to note, we have seen a positive attendance increase between 2022 and 2023. This has been achieved due to some positive changes with student engagement and community relationships.

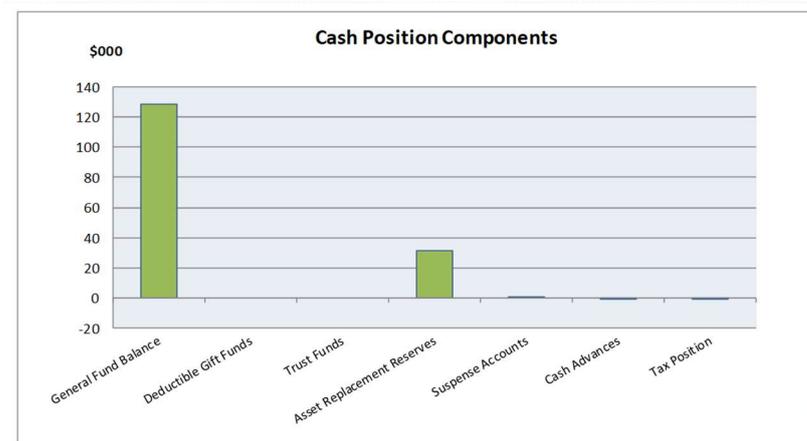
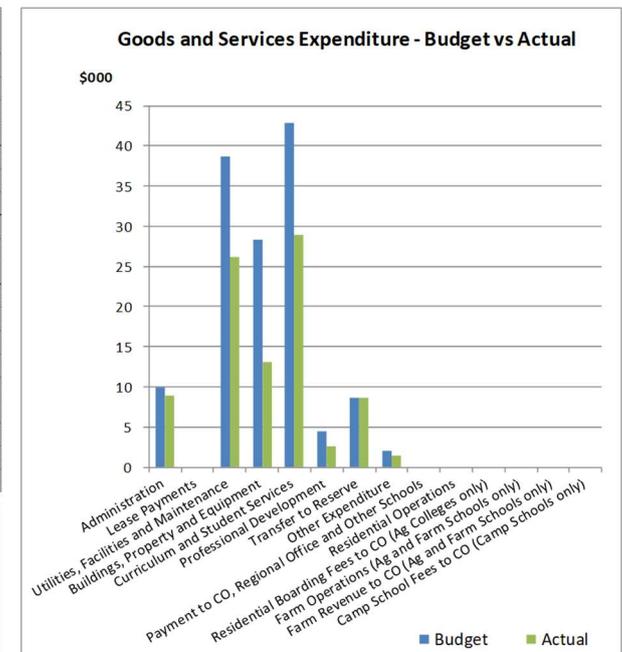
Our whole school strategies to address this include the opportunities for regular meetings with parents and guardians. We will continue to engage directly with families, making daily calls if necessary. We are hoping our attendance rate continues to increase each year moving forward.



Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 630.00	\$ 630.00
2 Charges and Fees	\$ -	\$ -
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 5,625.00	\$ 5,625.00
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 5,163.00	\$ 5,163.34
9 Transfer from Reserve or DGR	\$ 6,865.00	\$ 6,865.10
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 18,283.00	\$ 18,283.44
Opening Balance	\$ 111,469.74	\$ 111,469.74
Student Centred Funding	\$ 88,572.72	\$ 88,572.72
Total Cash Funds Available	\$ 218,325.46	\$ 218,325.90
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 218,325.46	\$ 218,325.90



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 9,950.00	\$ 8,884.36
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 38,646.00	\$ 26,123.86
4 Buildings, Property and Equipment	\$ 28,330.00	\$ 13,120.66
5 Curriculum and Student Services	\$ 42,850.00	\$ 28,928.12
6 Professional Development	\$ 4,500.00	\$ 2,570.91
7 Transfer to Reserve	\$ 8,700.00	\$ 8,700.00
8 Other Expenditure	\$ 2,004.00	\$ 1,424.62
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	\$ 134,980.00	\$ 89,752.53
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 134,980.00	\$ 89,752.53
Cash Budget Variance	\$ 83,345.46	



Cash Position Components	
Bank Balance	\$ 160,053.45
Made up of:	
1 General Fund Balance	\$ 128,573.37
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 31,726.88
5 Suspense Accounts	\$ 58.20
6 Cash Advances	\$ (200.00)
7 Tax Position	\$ (105.00)
Total Bank Balance	\$ 160,053.45