



**TAMBREY**  
PRIMARY SCHOOL

# ANNUAL REPORT

2022



Nurture Inspire Achieve

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







# FROM THE PRINCIPAL



Dear Tambrey Primary School Community,

I am proud to present this annual report to our parents, guardians and community members on behalf of the school Board and my staff.

I would like to express a sincere gratitude for your ongoing support and involvement in our beautiful and high performing school throughout 2022.

The past year was particularly challenging due to the ongoing COVID-19 pandemic at the beginning of the school year, but I am proud to say that our school community came together to ensure that we continued to provide high-quality teaching and learning programs throughout the disruption.

Our dedicated School Board and P&C Committee continued to support our school and maintain an important role and partnership in education. Together, we were able to continue to maintain our high level learning programs and to ensure the safety of our students and our staff at Tambrey Primary School.

We continued to be committed to catering for the individual needs of our students by providing a safe and supporting learning environment. We are very proud of our academic achievements along with our progress in developing a culturally inclusive, trauma informed and connected school community.

We continued to focus on building strong and positive relationships with all our students and their families.

I would like to take this opportunity to extend my heartfelt thanks to our dedicated staff who showed tremendous dedication and professionalism in their approach to nurturing and inspiring our students to achieve their full potential. Their hard work and commitment to our school, have not gone unnoticed and is greatly appreciated by all. Finally, I would like to thank our community partners who have provided new opportunities for our school and students and help to make Tambrey Primary School a school of choice for many of our families.

We look forward to continuing to grow and progress these relationships in the coming year, and to further enhancing the amazing progress we have made in 2023.

This annual report is a showcase of the diverse opportunities we have been able to provide our students, their achievements and also our future focus and direction in education.

Tambrey Primary leads the way as we continue to nurture, inspire and support every individual to achieve their potential.

In closing, I would like to say that I am proud to be part of such an amazing and supportive school community, and I am looking forward to the continued growth and success of our students at Tambrey primary throughout 2023.

Kind regards,

Shiona Hobart

Principal

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# SCHOOL BOARD

The School Board commenced 2022 with a very successful recruitment campaign. We farewelled the amazing Ceanne England, Greg Townsend and Jackie Tomlins and welcomed new parent representatives Jess Clark and Rykia Blanco, and new staff representative Nick Baker. The new members join parent representative Aaron Bruce, community representatives Todd Heron, Tiffany Wardill and Claire Alidenes, staff representative Helen Cusworth; and School Principal Shiona Hobart.



Tambrey Primary continued to thrive in 2022. We focused on our priorities, and we have continued our improvement journey on all fronts. 2022 marks the final year of our 2020 to 2022 Business Plan and we have achieved most of our aspirations. We look forward to building a refreshed Business Plan for 2023 to 2025.

Achievements and noteworthy mentions from 2022 include:

-For the 4th year running we have ranked top decile (10%) on the Organisational Health Index, which is a globally regarded scale. This is an amazing achievement that demonstrates a sustainable positive culture at Tambrey.

Our 2022 NAPLAN results are something to be very proud of. Our performance against like-schools is very positive, our focus areas are clear, and we have invested in programs to support where necessary.

-Our adoption of the Berry Street Education Model is educating school leaders on strategies to increase the engagement of students with complex, unmet learning needs and to successfully improve all students' self-regulation, relationships, wellbeing, growth, and academic achievement.

The Clontarf Foundation and Tambrey on Track are well established and are providing fantastic learning opportunities for the students.

-Staff, Student and Community engagement remains as strong as ever, evidenced by hundreds of responses in the "Tell Them From Me" surveys.

-Tambrey Primary consistently maintains a strong financial position

-The Board members executed their core duties superbly in 2022 by reviewing and endorsing:

- 2022 Operational Budget and Funding Agreement
- Home Reading Policy
- Extreme Weather Policy
- Operational budget management
- 2023 Contributions, Charges and School Development Days

The Board would like to sincerely thank and farewell the amazing staff members who leave us after having had a profound positive impact on our students and the school community over many years.

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

Thank you for everything in 2022.

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# TAMBREY PRIMARY PARENTS & CITIZENS ASSOCIATION



2022 saw us return with renewed energy and a real focus on some BIG fundraising goals. Lauren Bruce has continued to keep our uniform shop in tip top order with the assistance of Sarah Poole. We also saw new and returning volunteers on the general committee along with the Year 6 fundraising returning to the P and C to oversee. First Term we started with an Easter Hot Cross Buns fundraising approximately \$400.

## 2022 Fundraising wrap up

Term 1	Term 2
Easter Hot Cross Bun fundraising: \$400	We held our annual P&C Mother's day stall making a profit of \$1300, the Election day BBQ produced profit of \$1300 and the Picture plates and tote bags for a profit of \$300.
Term 3	Term 4
As always Term 3 proved to be the busiest of all for P&C fundraisers as we began the process of our Christmas raffle and a Krispy Kremes for Term 4 launch, whilst also having the Ponytails and Fairytales fundraiser which raised around \$550. The sports carnival catering and the Fathers Day stall brought in around \$1300 profit.	We managed the beast that is Krispy Kremes which raised a profit of over \$5000, I would like to acknowledge the generous donations from IGA and Northfleet for arranging the seamless transport from Perth to the school at no cost to us. We also ran a Raffle which really saw the generous community of Karratha shine through with donations coming left right and centre. This was by far our best fundraiser with a net profit of over \$10,000.



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# TAMBREY PRIMARY PARENTS & CITIZENS ASSOCIATION



Our canteen volunteers have worked tirelessly across 2022 to offer our canteen each Wednesday, we would like to thank Leah Lobato, Nadeen, Jacyntha, Sarah Winfield, Ceanne, Haydn White and the many other canteen volunteers we had during the year.

Suzy White was once again successful in grants again with \$4914 from Rio Tinto which went towards some of our raffle prizes.

The Year 6 fundraising group worked hard throughout the year which saw them fundraise a profit over \$15 000, with some of that profit returning to the P & C which we are all grateful for.



All of these events and activities helped to raise much needed money (approximately \$47k this year), which we are putting towards the bike rack and shade project in 2023. We also donated towards rugs in the music room, library and fridges in some class rooms.

Finally we would like to thank all the parents and carers for their continued support of the P and C, and also the staff at school for going above and beyond and promoting and supporting us. Together we are all making the journey of school better for our children.



# TAMBREY PRIMARY SCHOOL

## KEY FOCUS AREAS

This year will see the release of our newest School Business Plan, but as we start out in 2023 our school's established priorities as outlined in our existing Business Plan continue to be Excellent Educators, Orderly and Engaging Learning Environment, Robust Relationships and Effective Leadership and Governance. These priorities are centered around the creation of successful students and inform our planning and are align with system directions. Tambrey Primary School has targetted areas for improvement that are guided by our priorities and we collect and analyse data that measure our performance against our identified targets.

### We are **Excellent Educators**

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

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

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

### We create **Robust Relationships**

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

### We thrive on **Effective Leadership and Governance**

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



# SCHOOL TARGETS

## We are **Excellent Educators**

### **English:**

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

### **Mathematics:**

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

### **Science:**

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

### **Using The National Quality Standards Framework:**

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

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

### **Attendance:**

Increase the number of students who attend school 90% or more of the time, from below 65% to above 65%. **52.4%**

### **Behaviour:**

Using Tell Them from Me Survey (Student)

Students with positive behaviour at school—students that do not get into trouble at school for disruptive or inappropriate behaviour will be above 95%. **92%**

A positive learning climate—students understand that there are clear rules and expectations for classroom behaviour will be maintained above the TTFM Norm 6.9. **Achieved 7.1**

Using the Organisational Health Index Survey (Staff)

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

### **Wellbeing:**

Using Tell Them from Me Survey (Student)

Students with positive relationships—students have friends at school they can trust and who encourage them to make positive choices, is rated above 85% for Year 4 – 6 students. **80%**

Students with a positive sense of belonging—students feel accepted and valued by their peers and by others at their school is rated above 85% for Year 4 – 6 students. **73%**

Advocacy at school – students feel they have someone at school who consistently provides encouragement and can be turned on for advice is raised to 6.5 or better for students surveyed in Year 4 –6. **6.8**



# SCHOOL TARGETS

## We create **Robust Relationships**

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

Using the Tell Them from Me Parent survey:

Parents feel welcome is raised to 7.0 or better. **8.1**

Parents are informed is raised to 6.5 or better. **7.3**

Using National Quality Standards Framework:

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

Using the 6 Star Survey:

Staff will score above 3.0 in all 6 dimensions. **Completed Be You survey**

## We thrive on **Effective Leadership and Governance**

**Using Tell Them from Me Teacher Survey:**

Leadership is rated above 8.0 or better. **7.4**

Using The National Quality Standards Framework

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

Using the National School Improvement Tool:

Targeted use of resources will remain between high and outstanding.

**To be completed in 2023**



### **TAMBREY PRIMARY SCHOOL CREED**

With excellence I start my day  
and do the best I can.

As Tambrey kids we try our best,  
we use our four stars for success.

We care for others and show respect.

We are proud to say,  
we are from **TAMBREY!**





# POSITIVE BEHAVIOUR SUPPORT

## Positive Behaviour Support Team:

Chelsea Slater, Michelle Fitzgerald, Helen Cusworth, Linda Willoughby, Sam Gardner, Shelley Alder-Ross, Shiona Hobart, Stephanie Aguiar, Lorraine Grey, Alexis Brodie, Toni Whitbread, Rebecca Sullivan, Hana Ehrlich, Jeremy Buckner and Zoe Thorpe

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

## 2022

2022 has been a year of change for Tambrey's PBS team. As a whole school we reflected upon and updated our PBS matrix, also giving it a much needed makeover.

Every three weeks we have a new whole school focus behaviour, and a PowerPoint lesson incorporating yes and no examples are shown to the students. We have also added the focus behaviour into our fortnightly assemblies, showing the videos to our community. 2022 also saw the PBS team design and order stickers matching our four PBS expectations in addition to added our undercover area bin stickers and permanent signage in the ECC area.







# PBS CONTINUED

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

## **Faction Celebrations**

Students earn faction tickets by demonstrating the expected behaviours, in and out of the classroom. When a faction reaches a certain number of tickets, all students from Years 1-6 are invited to participate in a faction celebration. Students are asked to wear their faction shirt on the day of the celebration. Student Leaders and Faction Captains set up a range of engaging outdoor activities which is supported by members of the PBS and Exec team. Students receive a tasty ice cream on the second round of celebrations.

## **Hobart's High Tea**

Hobart's High Tea is an initiative of the Positive Behaviour Support committee. It was designed to recognise students who are regularly displaying the PBS expected behaviours. Each teacher from Pre-primary through to Year Six selects a student from their class to be invited to the celebration. Specialist teachers also select a student each to invite. Celebrations happen twice a term on the grass hill in the playground. Students join Mrs Hobart for an early recess. Each student receives a limited edition PBS magnet, wears free dress for the day and fills their tummies with a yummy morning tea.

2022 saw approximately 180 students formally recognised for displaying the PBS expected behaviours and invited to celebrate with Mrs Hobart. Over the year students have consumed cheesymite scrolls, iced finger buns, cheese and bacon rolls, chocolate mud scones, chocolate croissants, 25 litres of apple juice, 25 litres of orange juice and 12 large fruit plates.

Hobart's High Tea is generously supported by CIVEO, Bakers Delight Karratha and the Good Grocer.

It is a highly sought after celebration amongst all students and will continue in 2023.

## **Star Celebration Day**

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

## **Where to in 2023?**

In 2022, we farewelled some long time committee members. Thank you Steph, Linda, Sam, Lorraine, Alexis and Chelsea. Jeremy will take over in 2023 as the Team leader and will be well supported by the current and new members. In 2023, we will continue to embed PBS across our school and the wider community. We will use consistent positive language and reteach behaviours until they are learned. Any unproductive behaviours that occur will be monitored. We will provide the wider staff Professional Learning opportunities through Staff Development Days and Staff Meetings. We will raise parent awareness of PBS practices and procedures by sharing them on Facebook and Seesaw.



# MATHEMATICS

## Mathematics Curriculum Team:

Bec Hood, Denise Sharman, Haylee Smith, Andrew Thompson, Amy Langman, Ngaire Satre (LEAP), Toni Whitbread (Deputy), Brandon Docking (Maths Coach)

## 2022 Highlights

Our goal for 2022 was to consolidate the implementation of Top Ten and Oxford Maths by supporting teachers with planning and resourcing to create a consistent and effective approach to Mathematics. We welcomed new members into the committee and Brandon Docking continued as Mathematics Coach three days a week. His responsibilities involved resourcing, modelling lessons, observation feedback and goal setting to name a few.

Our dedicated Mathematics Committee developed term scope and sequence documents for Years P-6 to support teacher workload and create a consistent approach across cohorts. These plans were reviewed at the conclusion of each term with adjustments being made for 2023.

The Ed Companion program was introduced this year to assist teachers with data interpretation and targeted teaching. This tool analysed individual data from NAPLAN, PAT and On Entry to identify areas of need. Each year group dedicated one lesson a week to help students 'Fill the Gap'. Results were mixed and the committee have decided to part ways with the program in 2023. Instead, we believe that using formative Top Ten data will prove more effective with money saved going towards a mental maths program.

Students at TPS participated in a number of Mathematics competitions this year, including Have Sum Fun presented by the Mathematics Association of Western Australia. TPS students achieved first and fourth place. The Learning Enrichment and Achievement Program continues to provide students with excellent opportunities for extension.





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# MATHEMATICS

## Looking forward to 2023

The school leadership team is clearly committed to finding ways to improve on current student outcomes. The Mathematics committee have worked hard this year by developing scope and sequence documents and making necessary adjustments for 2023. We are aware that there will be a high number of new staff joining TPS next year and we are confident these planning documents will support them. Maths coaching will also be available three days a week to all teachers.

We will be implementing a mental maths program in 2023 for Years 1-6. We strongly believe this will support number sense, problem solving skills and retention of key concepts.

## What does our data show?

This is fine-grained data to show how each year level compares to the normalised average in Progressive Assessment Data (PAT) assessments or standardised tests. The norm average is based on results collected annually from schools Australia wide, as opposed to NAPLAN which compares us at a systemic level to WA schools. Year 1 are achieving above the norm median. Years 1-2 and Years 5-6 are achieving at or above the 2021 TPS median. Pre-Primary and Years 3-4 have shown decline in median scores this year.

## Why?

2022 marks our second year of Top Ten implementation. There is greater confidence with the Top Ten program and lesson delivery. Teachers have been provided with planning documents created by Mathematics Committee members for a consistent approach that allows time for lesson preparation and data review. Implementation dips are common and reasons for a decline in some year groups are unknown. By introducing a mental maths program and supporting teachers with planning documents, we are confident 2023 will bring improved results.

<i>Year Level</i>	<i>TPS Median 2021</i>	<i>Norm Median 2022</i>	<i>TPS Median 2022</i>
<i>PP</i>	94.7		89.2
<i>Year One</i>	101.4	99.5	101.4
<i>Year Two</i>	103.1	108.3	106.2
<i>Year Three</i>	114.7	115.4	111.1
<i>Year Four</i>	121.5	121.1	114.8
<i>Year Five</i>	122.2	125.5	122.2
<i>Year Six</i>	125.5	128.9	127.8

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# ENGLISH

## English Committee Team

Deputy: Brett Mullen

Curriculum Coach: Helen Cusworth

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

English Committee: Michelle Fitzgerald, Bronwyn Bruyns, Ashlyn Spring, Cara Baker, Helen Cusworth, Courtney Grzejszczyk, Tamara Clarke, Brett Mullen, Nick Baker, Sam Gardner, Felicity Collins and Hana Ehrlich.

Literacy Intervention Team: Francis Bosman (Deputy), Danielle McKenna, Kate Stathy, Amanda Morley and Taylah Scheepens.

## 2021

The PAT-R (Reading) data for 2022 shows that our Year Two median score is at the norm median, and our Year 6 score is above the norm median. The purpose of this data is to show how each year level compares to the normalised average in standardised Progressive Assessment Data (PAT) assessments. The norm average is based on annual results collected from schools Australia wide. Our Year Two, Three, Five and Year Six median score showed an increase compared to 2021 data. Overall, this data indicates we are tracking to be at or above the norm median in 2023.

## Year Three and Four Spelling Program Trial

Our Year Three and Year Four cohorts were asked to continue a Spelling Trial, facilitated by MultiLit. All students completed the South Australian Spelling Test and MultiLit screener at the start of the year, enabling us to identify student needs and their current spelling age. It was decided to stream our Spelling classes to group students with similar abilities and allow their individual needs to be met. Students thoroughly enjoyed their Spelling lessons and pleasing results were obtained across all Spelling groups. Moving forward into 2023, the Year 3 cohort will continue to support MultiLit with this trial, as the program continues to develop.

<i>Year Level</i>	<i>TPS Median 2021</i>	<i>Norm Median 2022</i>	<i>TPS Median 2022</i>
<i>PP</i>	75.3	76	75.2
<i>Year One</i>	84.3	84.2	76.7
<i>Year Two</i>	99.4	101.1	101.1
<i>Year Three</i>	106.5	113	110.8
<i>Year Four</i>	119.1	120.9	114.9
<i>Year Five</i>	123.5	125.8	124.6
<i>Year Six</i>	127.8	128.8	129.4



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# ENGLISH

## **PreLit**

In Term Three, the early literacy program PreLit was implemented in our Kindergarten classes. This is a systematic, skills-based program which lays a solid foundation to build upon and support our children in learning to read. Using a range of short, clearly prescribed lessons, our Kindy teachers can teach pre-literacy skills and concepts in a fun and engaging way, by focusing on the development of phonological awareness and oral language skills through structured storybook reading.

## **Writing in Year Two**

During 2022, our Year Two teachers moved away from using Talk for Writing, instead integrating their Writing lessons within InitialLit Storybook Sessions. This allowed teachers to continue oral language and vocabulary development, while also delivering explicit teaching around the different text structures required for imaginative, persuasive and informative writing. Following the Gradual Release Model, teachers can use step-by-step instructions to take students from a modelled example through to guided work and independent writing. Storybook Sessions also provide students with pre-writing activities, allow students to work together and support students to set clear and specific goals about what they should be aiming for in their writing.

## **Spelling in Years Four to Six**

In Term Three, NAPLAN results indicated that our Year Five students Group Mean (475.63) was below that of the Like School Group Mean (486.53). After staff consultation and committee investigations into the need for a high impact Spelling program in order to make gains, it was decided to implement Spelling Mastery across Years Four to Six in 2023. In Term Four, students completed a placement test identifying their area of needs with the relevant teacher and student resources then ordered. From Term One 2023, our Year Four – Six students will take part in targeted 30-minute Spelling lessons over four mornings a week.

## **Home Reading Guidelines and Holiday Reading Challenges**

With the aim of encouraging reading at home, a set of Home Reading Guidelines were developed by staff and approved by the School Board. Targets were set and rewards established for students reading for 25, 50, 75 and 100 school nights. The P&C assisted by purchasing sets of home readers for Year Two and Three classrooms. After commencing in Term Three, students were awarded with a Tambrey reading bookmark once they reached 25 school nights of reading. Towards the end of Semester Two students who had achieved 50 school nights of home reading were rewarded with a visit to the office to receive an icy-pole and a book. In 2022, our school began a Holiday Reading Competition encouraging students and families to send in photos of themselves reading in the most inventive places possible. It quickly became a popular thing to do during the holidays, with photos of students reading whilst riding camels, sitting on termite mounds, hanging upside down and in many other amazing locations were submitted, with all entries shared on the school Facebook page. Following each holiday break, a winning entry was chosen with the winner receiving a special book from Mrs Hobart.

Tambrey also encouraged all students to participate in the inaugural Premiers Reading Challenge. Five students were acknowledged with a certificate for reading 12 or more books during the challenge timeframe. Certificates were presented at a school assembly with student achievement celebrated on the Tambrey Facebook page.

# ENGLISH

## Decodable Readers

This year, Tambrey Primary invested significantly in the purchase of decodable readers. A range of books were purchased for Year Two and Three classroom teachers, with the intention that these would be sent home with students to promote participation in home reading.

Year One and Two teachers also identified some students were unable to access the phonics sequence of current classroom decodable resources. It was decided to address this by purchasing InitialLit Readers from the Foundation program to support specific Year One students, along with the purchase of InitialLit-1 Readers to meet the needs of identified students in Year Two.



## The Writing Revolution

In Term Two, four teachers completed a series of early morning training sessions offered by The Writing Revolution (TWR) in New York. Not being a new writing program as such, TWR is more widely recognised as a methodology which can be easily embedded across the curriculum.

Throughout the course, the teachers were introduced to a range of teaching strategies which focus on enabling students to master the essential skills to becoming competent writers, equipping them to become better readers, communicate more effectively in writing and speaking, and most importantly, elevate their thinking.

The training participants then disseminated their newly acquired knowledge at two staff meetings held in Semester Two. Teachers were provided with a range of resources to support the implementation of TWR sentence writing strategies, including templates and access to online lessons.

Additionally, a Tambrey scope and sequence was designed and will continue to be developed as further staff PL is provided.





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# ENGLISH

## Looking Forward to 2023

In 2023, there will continue to be several Language Leaders supporting both new and existing staff in delivering our whole school Literacy programs. An Impact Coach has also been appointed and will support K-2 teachers in the delivery of the PreLit and InitialLit. This may include classroom observations, in-house professional learning, and resource allocation. All staff will continue to be given access to high quality professional learning of evidence based instructional practices.

After completing a trial in Terms Three and Four, our Year One teachers will also move away from Talk for Writing in 2023, instead integrating their Writing lessons within InitialLit Storybook Sessions. Sentence writing strategies will also be incorporated into lessons according to The Tambrey PS Writing Revolution Scope and Sequence.

Our Assessment Schedule was fine-tuned with the addition of the Acadience MAZE Reading Comprehension test to be used for Year Two – Six students, three times a year. Two whole school Writing moderation tasks will again be carried out, with the English Committee investigating the possibility of developing moderation documents integrating both Brightpath and SCSA Judging Standards.

Our RTI programs will continue to be MiniLit for Year One and Two students and MacqLit for our Year Three to Six students. In Term 4, the feasibility of including Pre-primary students in intervention will be discussed. PP – Year Two teachers will be provided with a suite of resources from MultiLit to provide extended and enriched reading practice with identified students. To support the implementation of these extension activities, teachers will be provided with two hours of professional e-learning.







# NAPLAN

NAPLAN is a national literacy and numeracy assessment that students in Years 3, 5, 7 and 9 sit each year. It is the only national assessment all Australian students have the opportunity to undertake.

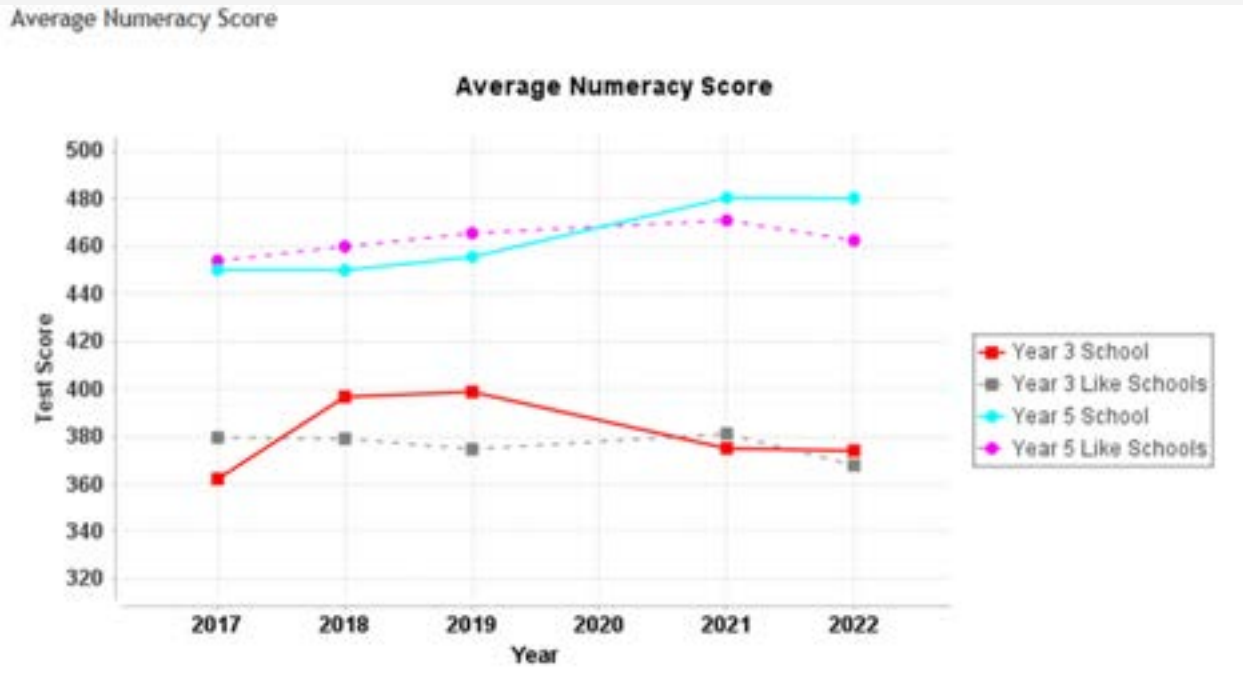
NAPLAN assesses the literacy and numeracy skills that students are learning through the school curriculum and allows parents/carers to see how their child is progressing against national standards and over time.

NAPLAN is just one aspect of a school's assessment and reporting process. It doesn't replace ongoing assessments made by teachers about student performance, but it can provide individual schools and teachers with additional information about students' educational progress.

NAPLAN also provides schools, education authorities and governments with information about how education programs are working and whether young Australians are achieving important educational outcomes in literacy and numeracy.

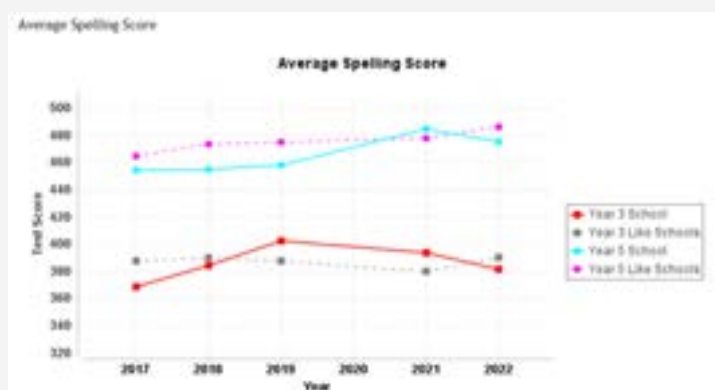
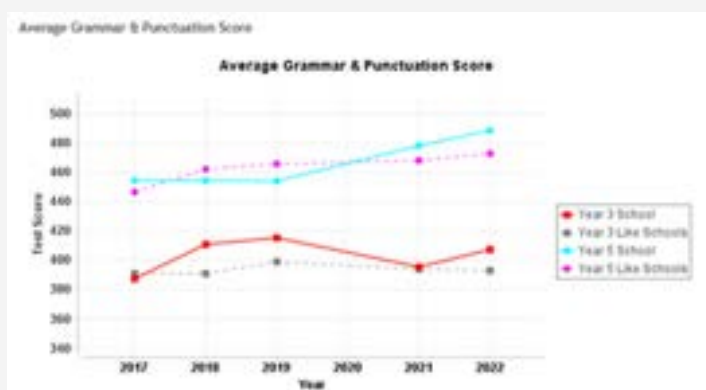
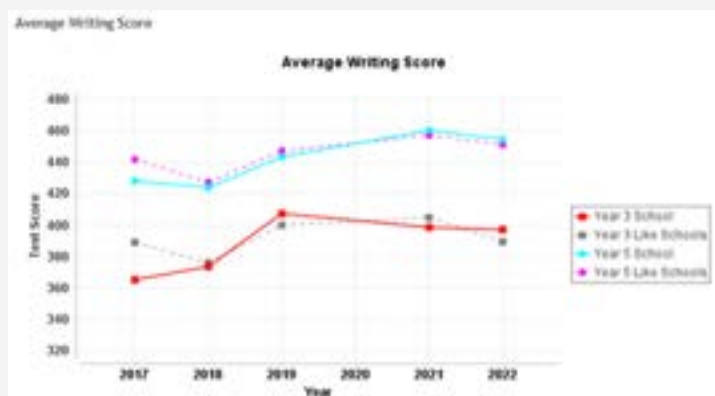
In 2022, Western Australia and Tambrey Primary School were impacted heavily with interruptions to teaching programs and student attendance due to Covid 19. At Tambrey, 79% of our students in Year 3 sat the assessments, and 82% of students in Year 5. NAPLAN did not take place in 2020 and as a result there is no comparative data between the 2020 and 2022 cohorts. This was the first time Year 5 students were assessed in all Naplan domains.

In 2020 Tambrey Primary School implemented Top Ten as our agreed Whole School Mathematics program and in 2022 a year level scope and sequence was introduced due to the previous program being discontinued along with the associated decline in some results from 2019-2021. Both cohorts have subsequently reversed a decline with the adopted program and are now achieving above like schools.



# NAPLAN

In all literacy domains other than spelling, Tambrey Primary School achieved at a higher level than like schools. We are proactive in our approach to whole school programs with the introduction of InitialLit from Kindy and its associated forms across all year levels inclusive of intervention strategies. Spelling Mastery was introduced from Years 4-6 to address the decline in Spelling results from 2023 onwards. Tambrey Primary school are also monitoring pre NAPLAN cohorts with on-entry results and funding the assessment of year 1 and 2 students to validate the ongoing effectiveness of these programs.



Tambrey Primary School across all of the assessed domains, performed within one standard deviation of the expected results based on collected data over the last 5 years. These results begin when students are in Pre-primary and are monitored by the Department of Education over the course of students in years 3/5/7/9. The goal for our school is still to perform above 'like schools', and are aspirational in our endeavours for our students to perform at or above State public schools in the NAPLAN Assessments. The use of high impact, low variation strategies will continue at Tambrey Primary School with the provision of extra support for those students who require it along with extension for students performing at high levels catering for all student needs.

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# CLONTARF



What a magnificent year 2022 has been for Tambrey Primary School and Clontarf, in what has been a difficult time in history for the country and world.

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

We have been operating at the school since 2021, but this was our first full year of operations.

I couldn't be prouder of the boys and their achievements across many pursuits in 2022. We had 30 boys in the program this year across Years 4,5,6. We finished the Year at our benchmark attendance of 80% for the group. This is such a positive result considering the amount of illness that still remains in our community, from both COVID and other ailments.

The Academy engaged the boys through regular early morning training sessions, and I am happy to report that over 50% of the Tambrey group attended most weeks which is extraordinary. We tried to provide fun and entertaining sessions for the boys, followed by many cooked breakfasts, which we hope, set the boys up for a great day at school.

We did many After School activities throughout the year, ranging from tours of local educational tourist spots, to fishing, sports clinics and even the good old slip and slide!



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# CLONTARF

We were proud during Reconciliation Week to officially open up our fantastic room to the public. This space is essential to the program, offering a place to come and chill out, play some games and just chat to the staff to see how the boys are generally going at school. It is also the place where I have cooked thousands of toasted sandwiches and prepared many meals throughout the year to get the boys through their school week. We have also run programs such as Drumbeat within this room and been accommodating to other students and subjects when they have been looking for a space to run their activities and classes. We thank the school for providing such a great room to run our program with. This year the boys have also been active in going out into the community and promoting the school and Clontarf in a positive manner. This is changing perceived ideas some people may have of our boys in the general public. We have done park clean ups, manned water stations at running events for FENACLnG and attended Emergency Services open days. We hope to continue this and grow this area of our Academy profile, by giving the boys more diverse experiences in the community. We have been blessed to take the boys out for Camps throughout the Year and thank the support of the school to allow us to do this. We have been lucky to travel to places such as Cleaverville and Millstream and also to Port Hedland to play some sport against our sister academy. We would also like to thank our partners such as Rio Tinto and Woodside for providing support during the year. With Rio Tinto's assistance we were able to get AFL star Dustin Fletcher to attend one of our training sessions. Woodside provided the academy with water bottles and also facilitated a football clinic with the Dockers. We thank them for these great opportunities for the boys throughout 2022. I would lastly like to take this opportunity to thank the families of the boys. I have been privileged to work with these great boys this year. It would not be possible without the fantastic support you show me, the other staff and the program. I don't take this responsibility lightly and I look forward to working with you all in 2023, which will be another fantastic year for Tambrey and Clontarf.



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# LEAP-LEARNING ENRICHMENT & ACHIEVEMENT PROGRAM



The Learning Enrichment & Achievement Program has been established at Tambrey PS for six years and is designed to enrich and extend students beyond what they might experience in the classroom. It is run by Mrs Ngaire Satre a very experienced educator.

## 2022 Highlights

### Mathematics Competitions

Schools from the City of Karratha competed in the annual Have Sum Fun face to face mathematics competition held at Karratha Senior High School. The Have Sum Fun mathematics competition is a mathematics initiative that uses a quiz-night format. Teams of six students race against the clock to solve four intense rounds of eight challenging problems. Tambrey PS was represented by three LEAP teams. Competition was fierce with Tambrey PS taking both first and third place.

Some of our junior LEAP students competed in the Mathematics Association of WA Have Sum Fun Online Competition for the first time. The year 3 Maths Masters ranked 13 out of 37, the year 3 Multiplication Masters ranked 21 out of 37 and our year 4 Clever Calculators ranked 13 out of 45.

LEAP mathematics students participated in the Australian Math Competition, the Computational & Algorithmic Thinking Competition and the Kangourou sans Frontieres Math Competition. They received 8 certificates of credit in the Australian Math Competition, 3 certificates of credit in the Computational and Algorithmic Thinking Competition & 6 Certificates of Credit in the Kangourou sans Frontieres Math Competition.

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# LEAP-LEARNING ENRICHMENT & ACHIEVEMENT PROGRAM

## Indigenous Perspective

Every week, during term one, LEAP students built puppets based on the story Jirrijirri and The Firestick. The story is a creation story from the Yindjibarndi culture which the Juluwarlu Group Aboriginal Corporation produced. Students engaged with aboriginal elders from the Juluwarlu Group Aboriginal Corporation to learn about traditional stories and they built puppets based on these stories with puppeteer Karen Hethey. Students had a lot of fun parading their puppets at the Red Earth Arts Festival. Students also created artworks of the birds in the story.



## LEAP Courses

LEAP students entered work into the Cossack Art Awards, the Shaun Tan Awards for Young Artists and the Tim Winton Award for young writers. A story writing course was held during term 4 and the stories were put into a book for students to share in the library and their classroom.

Some LEAP students participated in a course on Minecraft Mooncraft. Students learnt about the difficulties of living in space, NASA's and Roscosmos' new LOP-G Moon base project and they designed a Lunar Orbital Platform Gateway. They designed lunar living facilities and a modern lunar transport vehicle. Students learnt about the ethics involved in Moon use by humans and they learnt about mining the Moons minerals.

Year four & five LEAP mathematics students created cities using 3 dimensional shapes. They had to create their own nets for their 3-dimensional buildings, work out the area of each building and calculate the total population of each city. Students then had to plan a bus route around their city.



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# LEAP-LEARNING ENRICHMENT & ACHIEVEMENT PROGRAM

## **Lino Printing**

During term 4 Emeline McGrath was a visiting artist who worked with LEAP students on lino printing. Students studied some famous print artists before creating mood boards on the Pilbara which they used as inspiration for their lino printing. They learnt about negative and positive space and how to use the etching tools on lino and wood. They then transferred their sketches to lino and wood and carved them before using ink to create incredible prints.

## **SciTech Mitsui Future Computing Program**

In 2022, Tambrey received a very generous grant from Mitsui through SciTech which enabled LEAP students to participate in the SciTech Mitsui Future Computing Program. The school received 18 Raspberry Pi Laptop units with electronic kits and 4 robotic kits which students used to learn python coding before coding their own adventure stories. They then built the pi-top robots Alex, Bobbie & Prax before learning how to code different sensors. Finally, students participated in a coding competition run by Lucas Black from SciTech and parents attended an open night where they got to have a look at the python coded adventure stories.





# SCIENCE

Science remained as a specialist subject again in 2022. The Science curriculum is broken into three strands: Science Understanding, Science Inquiry Skills, and Science as a Human Endeavour. Each term is focused on a different Science Understanding content descriptor, within which Inquiry Skills and Science as a Human Endeavour are taught. Tambrey has adopted a combination of teaching resources to further engage students and ensure a cohesive approach throughout the year groups. These include Science: A STEM approach, Generation Genius and Primary Connections. The Science: A STEM approach resources have allowed the science specialist to work in collaboration with classroom teachers on integrated STEM projects. Students were able to utilise their learning from science and combine it with skills from Design and Technology and Mathematics to solve real-world problems. Some projects include a “YouTube” style cooking tutorial, an insulator for a drink bottle, a BeeBot mat, an alarmed museum and a mini-golf course. The resource books also allowed for a focus on vocabulary through weekly learning reviews which assisted in their understanding of the concepts. The implementation of the Generation Genius resource has allowed students to participate in highly engaging learning activities to help them see how the content fits into a real-world context and assess their knowledge using interactive Kahoot quizzes.



Tambrey was lucky enough to have some special visitors talk to students. Liam, a palaeontologist from Earth Space Sciences Australia visited with real fossils that students made plaster-cast copies of to take home. Liam talked to the students about how fossils are made and how important they are for understanding the world around us. We also had a visit from the Water Corporation. Jess and Eva talked to classes about the importance of conserving water, as well as ensuring that pollutants like fertilizers don't end up in our water ways. Students used ice-cream and lemonade to make a delicious model of an aquifer, using a straw as a pump to collect the water.



# STEM

STEM learning has continued to flourish at Tambrey Primary School. The highlight of the year in STEM was our two-day STEM experience. It was once again based on the Science Week theme, which in 2022 was "Glass: More than Meets the Eye." The STEM committee worked hard to provide two days of highly engaging learning for all students across the school. Day one involved students rotating through different activities during which they learned all about what glass is, the properties of glass, how it's made and what it's used for. On day two, students used their knowledge and applied it to a STEM project. Students in Kindergarten and Pre-primary made new glasses for Pete the Cat. Students in years one and two were tasked with utilising glass as much as possible to design their dream house. Students in years three and four applied their skills in creating the ultimate marble run, and in years five and six students worked on creating a sustainable town or city on a planet with an excess of glass. The completed projects were very impressive, and students were extremely proud of their efforts.



This year, our two STEM days also saw the inaugural Tambrey STEM Talent Search Competition. Ten incredible students entered their designs with reports and videos explaining their products. Classes visited the STEM Exhibition throughout the day and looked at the competition entries. The winners were:

•**Junior:**

Elizabeth Quinn – Seed dispenser

•**Intermediate:**

Hala Hiakal – Road-safety crossing device

Sophie Gribbon – School stationary holder

•**Senior:**

Chloe Varvell – Twin Cam

Tambrey has also continued the relationship with the Polly Farmer STEM club. Fifteen indigenous students from Tambrey attend STEM club on a Monday and Thursday and participate with other schools in Karratha on STEM based activities.





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# THE ARTS: MUSIC



The Music Program at Tambrey has seen students from Years One to Six participate in weekly, one-hour lessons. The students have had the opportunity to learn through imitation, improvisation, exploration, and creation. They have experimented with instruments and other materials. Students have been exposed to a range of music genres and world music and have continued to develop an understanding of, and appreciation for music.

The Instrumental Music School Services (IMSS) program has also continued to run at Tambrey, where select students in Year 5 and 6 have been given weekly 30-minute lessons on the Flute or Trombone, and Year 6 students have had the opportunity to perform with the Karratha Senior High School Concert Band.

The Tambrey Primary School Choir has continued to grow, with about 40 students participating in weekly rehearsals throughout the year. Additionally, the Tambrey Team Ukulele Ensemble has been established. Students in the Ukulele ensemble also attend weekly rehearsals and are taught how to tune the instruments, as well as play chords and read tablature (a notational form often used for fretted instruments, such as the guitar or ukulele). This has developed the students' ability to read music. Together, the Choir and the Ukulele ensemble have performed at several community events, including the Red Earth Arts Festival, Christmas on the Green and Carols by Glowlight.



## THE ARTS: MUSIC

Through the Karratha Education Arts Network, Tambrey Primary School have been able to maintain their partnerships with performing arts groups and organisations, including Perth Symphony Orchestra, Black Swan Theatre Company and Barking Gecko Theatre Company. The Specialist Music teacher at Tambrey offered a letter of support to the Perth Symphony Orchestra for an opportunity to work with a wonderful percussionist and educator, Thea Rossen, who has developed a program titled 'Deep Listening', which aims to deliver health benefits to children through their participation in music. This program will involve a performance by Perth Symphony musicians and culminate with children performing alongside PSO musicians. Furthermore, the Music Specialist teacher was also successful in an application to attend 'Women on the Podium', a two-day workshop to encourage future women conductors and leaders in Western Australia.

The Tambrey Primary School Song has been recorded and is proudly sung by all students at the 'Feel Good Friday' assemblies, as well as at special events.

### Tambrey Primary School Song

We are from Tambrey, leading the way.  
Nurture, inspire and achieve everyday.  
We always strive, for personal growth.  
Respect, responsibility and safety's our oath.  
I said Who? We said Tambrey!  
Our vision is strong, so remember our name!

In 1989 this school was designed,  
And ever since then you know you will find,  
Staff and students with high expectations,  
Yes this school is made of strong foundations.  
Looking around you see the purple and blue  
Everyone is thinking Tambrey WOOOO!

We are from Tambrey, leading the way.  
Nurture, inspire and achieve everyday.  
We always strive, for personal growth.  
Respect, responsibility and safety's our oath.  
I said Who? We said Tambrey!  
Our vision is strong, so remember our name!

Represented by the Mulla Mulla.  
We work and play on country known as Ngarluma.  
Learning and growing in this cool community,  
Karratha sure is a land of opportunity!  
We share in the beauty and natural delights.  
Together at Tambrey we soar to great heights.  
T-A-M-B-R-E-Y T-A-M-B-R-E-Y T-A-M-B-R-E-Y



# DIGI TECH

## 2022 HIGHLIGHTS & ACHIEVEMENTS

Digital Technologies (DT) has been implemented successfully as a specialised learning area at Tambrey Primary School for five consecutive years. During Semester One, our first focus was online safety and reviewing our Information Communication Technology policy. We then proceeded to learn about digital systems and their components including hardware, software, peripheral devices, local area networks and wide area networks. In Term 2, students learnt different ways data could be collected and represented. Early years students used digital software to create charts and tables. Middle primary students completed a unit on Artificial Intelligence and Upper primary students completed a unit on binary numbers.

During Semester Two, students completed projects where they were encouraged to design solutions to scenarios. Year 2 students were required to collect information and represent their findings in a poster. They then planned an algorithm and coded a beebot robot to find three locations and return without encountering any threats.



Year 3 and 4 students used Lego WeDo robotic kits to design and build a robot that simulated the pollination process, followed by creating an animation that informed an audience on the importance of bees.

Year 5 and 6 students learnt Python 3, a high-level programming language and created 'Choose Your Own Adventure' narratives. This was a preliminary course to the following unit where they utilised Raspberry Pi computers to further their learning of robotics, circuitry and algorithms.





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# DIGITAL TECHNOLOGIES

## **GROK ACADEMY PILOT PROGRAM & INDIGENOUS PERSPECTIVES**

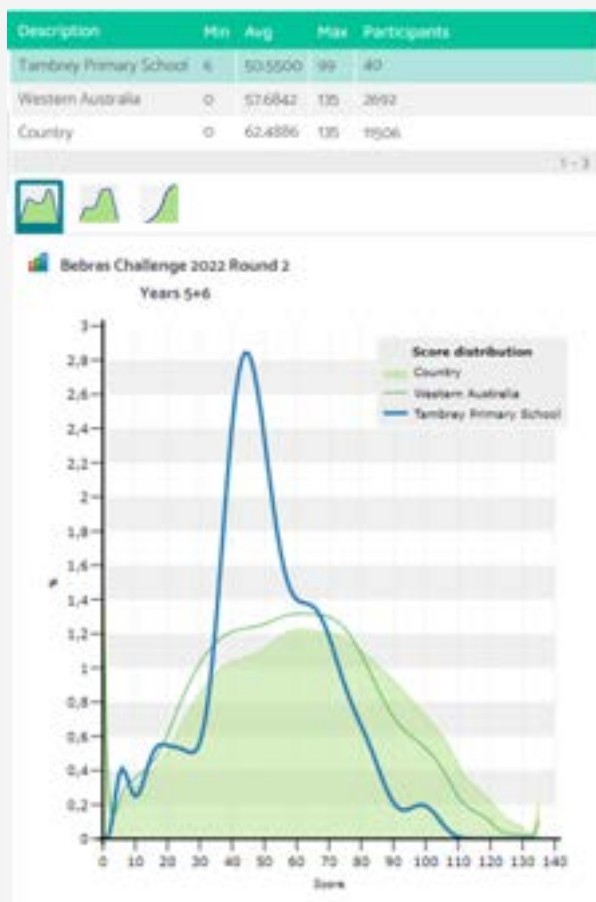
In Semester 1, Year 1 and 2 students completed a pilot coding program using Beebots. This unit afforded Tambrey Primary School with additional beebot robots and support materials including localised area maps to encourage indigenous perspectives. These maps have been used in subsequent programs.

## **PILBARA ROBOCUP**

During Semester One, five teams worked diligently to compete in this year's Pilbara RoboCup competition at Karrathe Senior High School. Unfortunately, the competition was cancelled a week prior. To celebrate the teams' efforts, a Tambrey Primary School showcase was held on 2nd November 2022 where upper primary students were able to showcase their robots and performances to a visiting SciTech representative and their families. The groups were given feedback and awards based on their achievements.



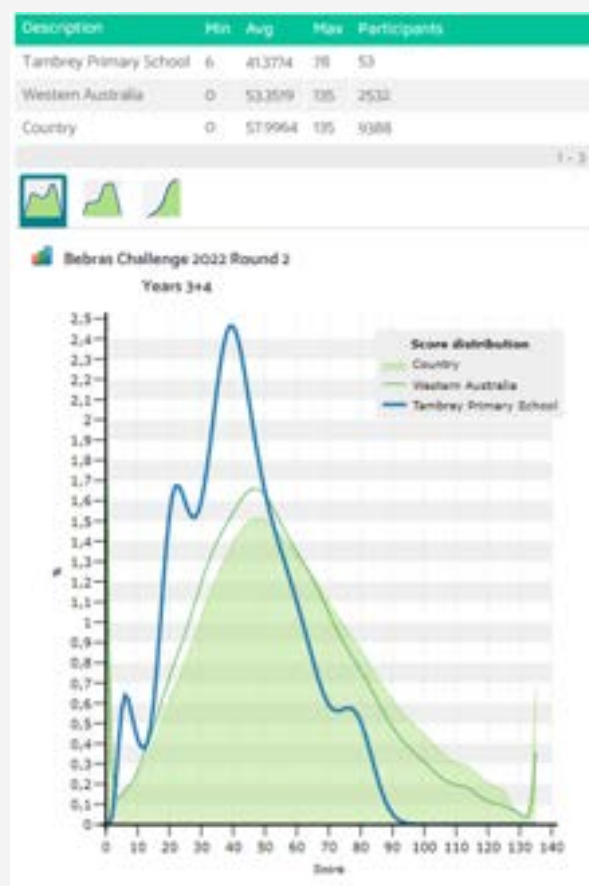
# DIGITAL TECHNOLOGIES



## CSIRO BEBRAS CHALLENGE

The CSIRO Bebras Computational Thinking Challenge is an Australian Curriculum aligned project that aims to promote computer science in schools from Years 3 – 12. In August, students participated in an hour session of incremental problem solving. Students who returned signed permission forms participated in a live online assessment, whilst other students participated in previous year challenges.

The results of this challenge illustrates that our students need more opportunities to practise computational thinking. Year 5 and 6 Tambrey Primary School students scored an average of 50.55 compared to other students in Western Australia who scored an average of 57.68. Year 3 and 4 students achieved an average score of 41.38 compared with other West Australian students who scored an average of 53.35.



## MOVING FORWARD INTO 2023

Following results from this year's Bebras Challenge, computational thinking practices have been added to the 2023 Digital Technologies Operational Plan to encourage regular opportunities of real-world problem solving for our students.

Although our SciTech Mitsui Computing grant has concluded, we will continue to liaise with SciTech to ensure effectiveness in our DT programs and look forward to any potential partnerships available.

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# TAMBREY ON TRACK



## 2022 Highlights

In 2022, term 2, Tambrey introduced a new program, Tambrey on Track, for Indigenous girls in years 4, 5, and 6. The girls participated in a one-hour weekly lesson, with a focus on health & wellbeing. The initial outline of the program had a core emphasis for each term,

- Term 2- I-CAN (Indigenous Communities for Activity & Nutrition)
- Term 3- Health & Fitness
- Term 4- Nutrition & Transitions
- Term 1- Arts & Relationships

With a partnership with the Indigenous Marathon Foundation, the girls were given the opportunity to participate in the I-CAN program, a program that encourages school attendance and addresses childhood inactivity through a range of fun games and activities. At the start and completion of the program, the students participate in physical fitness and physical literacy screening. The domains that are measured and focused on during the program are;

Aerobic fitness, strength, endurance, power & coordination, body composition & flexibility.

The data recorded from the program showed that 56% of the girls from the program made progress and improvements in at least one of the domains. An increase in attendance showed some of our students go from Moderate (60%-80%) to Indicated (80%-90%).





# TAMBREY ON TRACK

## **Partnerships & Relationships**

### **STARS Foundation**

With the ongoing support and collaboration with the Stars Foundation at the high school, the Tambrey on Track girls have been able to build relationships with the older girls and look up to them as role models. The girls participated in an excursion hiking up the hill with The Stars Foundation, with Stars providing Tambrey with transport, and families were invited. It was a huge success. Tambrey have also had the Stars girls from high school come into the school mentoring our year 6 girls and doing mental wellbeing chalk art around the school.

### **Karma Life Yoga**

During term 3, we introduced the girls to a few new experiences, promoting that there are many ways to stay physically active and healthy. We had an incursion with Karma Life Yoga, where Sasha ran a yoga session with the girls. The girls thoroughly enjoyed the relaxing meditation side of yoga, with the feedback from them that they “loved feeling calm and relaxed”.

### **Holyoake Drumbeat**

Term 4 Tambrey was given the opportunity to participate in an 8-week program called Holyoake Drumbeat, run by Karratha Community House. Two groups from Tambrey on Track were selected to be a part of the drumbeat program. Drumbeat uses music to discover and explore relationships, beliefs, emotions, attitudes & thoughts. It engages the students and builds on social skills and increases self-esteem.

The second group of Tambrey on Track girls participated in and focused on nutrition, cooking and transitions. We looked into the five food groups and talked about healthy eating and different options we can find in the community, including where our bush foods fit into the food groups. They worked on developing food group posters to display in the Tambrey’s Breakfast Club.

### **Kirli Saunders**

Tambrey on Track took the opportunity to meet award winning multidisciplinary artist, Kirli Saunders, who visited Karratha in October. It was a great opportunity for the girls to be introduced to an amazing role model, who is also a strong Aboriginal woman. At the workshop the girls got to listen to stories from two Ngarluma elders, which was an invaluable cultural experience for them. They participated in a visual poetry art workshop and learnt about Kirli Saunders’ poetry. They were heavily engaged in the poetry writing, creating special poems about Country.

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# TAMBREY ON TRACK

## Graphic Design

The Tambrey on Track girls had the opportunity to meet virtually with a graphic designer in the lead up to the creation of a logo for the program.

The learned about the creation of famous logos, creating mood boards and colour palettes, finding inspiration and the design process. The designs from the girls following this session will be used by the graphic designer to inform a logo that represents our school, our Tambrey on Track Girls and the program. At the end of the year, the current Tambrey on Track girls had a leadership opportunity during their contact time. They participated in a meet and greet and engage with the year 3 Indigenous girls who would be offered the Tambrey on Track program the following year.



## Looking forward to 2023

In 2023, Tambrey will continue the Tambrey on Track program for our Indigenous girl students. We will continue to collaborate with the Stars Foundation at the high school to provide opportunities for the girls to engage with, and have mentorship with older Indigenous girls. Our partnership will carry on with IMF and we will continue the I-CAN program to increase our students understanding and passion for active healthy lifestyles.

We are hoping to have a permanent space on school grounds to have a base, and to run the program from. This will allow for more consistency for the students and will allow a space for families to come to when or if they need to discuss any issues. We will continue to deliver lessons that aim to increase the girl's knowledge and awareness of the benefits of being physically healthy and its impact on a positive and strong mental wellbeing, which in turn, will enable them to be more focused and ready for in class learning.

With collaboration with a graphic designer in 2022, and the input from our Tambrey on Track students, we are hoping to finalise a design ready for the production of Tambrey On Track program shirts. Providing the girls with a shirt will give them a sense of belonging, create positive self-esteem and generate role models and leaderships within our school community.

We will continue building relationships with families, community stakeholders, and the wider community to ensure the Tambrey on Track program continues in the future and the benefits the girls have gained from the program in 2022, will following on for the future success of our students.



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# HEALTH & PHYSICAL EDUCATION

In 2022, students in Years 1 to 6 at Tambrey have participated in weekly one hour, whole-class Physical Education (PE) lessons. Year one and two classes focus on developing their Fundamental Movement Skills such as running, skipping, kicking, throwing and catching. As students progress to years three and four they further develop these abilities by using them in games that become increasingly competitive. The year five and six classes refine their skills and abilities by playing a range of modified games and sports that increasingly focus on more complex skills, such as moving into space, defending, creating and reacting to effective play and communication.



Throughout the year lessons often focussed on skills used in games and sports that students compete in during different events. During 2022 Tambrey participated in the Winter Carnival, Cross Country, Athletics and School Slam Series, often producing high results. Tambrey's success at various interschool events is accounted for by the school's culture perpetuated by the STARS for success, especially Striving for Personal Growth. The competitive nature of the school is supported and supplemented by the maintenance and regular upgrade of sport resources that is achieved through continued successful applications for grants offered through Sporting Schools. Tambrey's dedicated staff always provide opportunities for representative teams to train before/after school hours and during recess/lunch. During 2022 Tambrey received \$18 100 in grants that was used to secure specialist coaches and new equipment, ensuring that students had access to the best coaching and resources available.





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# HEALTH & PHYSICAL EDUCATION

As we head into 2023 Tambrey seeks to continue its prevalent local sporting identity through continued successes. There is a strong cohort of students heading into the senior year levels that will be eligible to try out for a range of interschool competition teams. Staff will continue to use their expertise to develop the skills of students and engage with local sporting groups to ensure that students are offered the best support available. The 2023 PE Operational Plan will be a refined version of its 2022 predecessor, guiding the processes and events with a view of financial attention.





# NQS



In 2022 we continued to meet all seven Quality Areas of the National Quality Standard. A big focus for continued improvement as part of our Operational Plan was to focus on Quality Area 3 our Outdoor environment. 2022 has seen us implement our new Playground Buddy system. Buddies consist of Year 5 students who have been trained as Learning Mentors in our school, to offer support and guidance to students at recess and lunchtime. These buddies are identified by their groovy vests, and they are responsible for unpacking, supervising and engaging students to pack away our play spaces each day. This program has given our students greater agency over their own learning during play times.

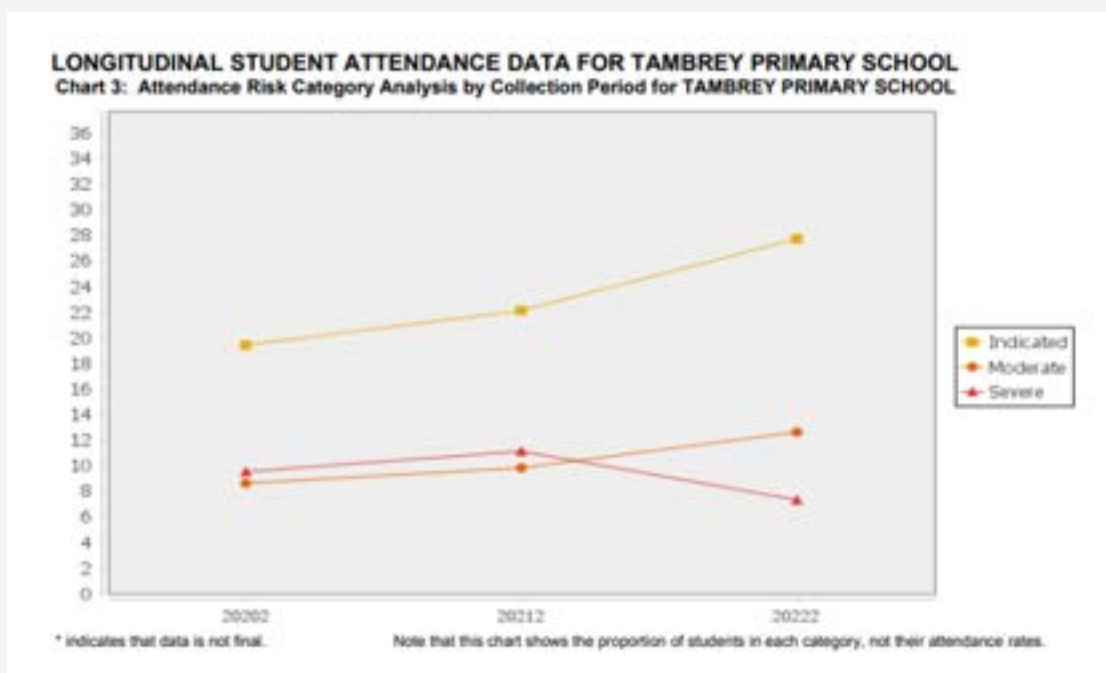
As per our Operational plan we set a goal for 2022 to become more Trauma Informed in everything we do. In 2022, 4 staff members were trained in the Berry Street Educational Model and a working party was established to implement a Trauma Informed Health program across the school. Some whole school strategies included implementing a Mindful Monday Assembly, Morning Circle, Check in scales and Ready to Learn plans. There was a noticeable reduction in office referrals and staff felt more empowered to support their students to identify and regulate their emotions. This will be an on-going focus for Tambrey in 2023 as per our NQS Operational plan.



# ATTENDANCE



In Semester 2, 2022 the overall attendance for Tambrey was 85.7% compared to Semester 2, 2021 which was 85.4%. A focus in the Attendance Operational plan was to decrease the attendance risk category of Severe (below 60% attendance) for students at Tambrey. Strategies implemented included the on-going employment of a School Based Attendance officer to support teachers in following up non-attendance, supporting with home visits and referrals to external agencies. The school liaised closely with involved external agencies to support families to access early intervention programs for students at risk. A continued focus for Attendance will be focusing on Indicated and Regular attendance throughout 2023.





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# SURVEYS

In 2022, Tambrey Primary School used an external tool to measure our organisational health. This is used to measure the culture and organisational health versus our performance on an annual basis and improvement targets are set based on our results and progress year to year.

In 2022 there were 61 respondents and the school achieved it's highest score thus far in our school improvement journey.

Results from start of School Improvement Journey

2018: Second Quartile

2019: Top Decile

2020: Top Decile

2021: Top Decile

2022: Top Decile

Following an analysis of the feedback provided from staff through this external tool the following celebrations were noted:

Overall working environment is significantly stronger  
Staff are feeling supported  
Collaboration evident throughout the school  
Motivation levels high  
Sense of community exists  
Strong & supportive leadership  
Student centered decision making  
Trust amongst staff  
Comments are mostly positive  
Sense of belonging scored highly  
Future direction is strong  
Quality teaching evident in classrooms  
Performance development is sought after  
High quality feedback provided  
Recognition/praise has significantly increased

Areas to work on in 2023 include:

A disparity between teaching and non-teaching staff was noted during this survey process with EAs feeling undervalued in their roles.

Build upon existing coaching model including support around SAER students.

Allocation of new students-teacher consultation.

Increase Team building opportunities.

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# SURVEYS

## TELL THEM FROM ME

This survey is provided to staff, families and students and will be replaced in 2023 with a Department of Education produced survey.

Responses from the parent, staff and student Tell Them from Me surveys were analysed by teaching staff. Common threads across the survey groups were discussed and addressed through planning for school and classroom focus on these specific items.

### Staff

Training in Special Needs and ASD  
Morning Circle in classrooms has had a positive impact  
More Teacher observations requested  
Peer observations to become a focus  
Managing challenging behaviours through embedded PBS  
Differentiation for diverse student needs  
Staff appreciation of collaboration opportunities  
Vary PL opportunities  
Streaming to fast track student progress  
Consistency with whole school programs  
More opportunities for cluster collaboration at Staff meetings/SDD

### Students

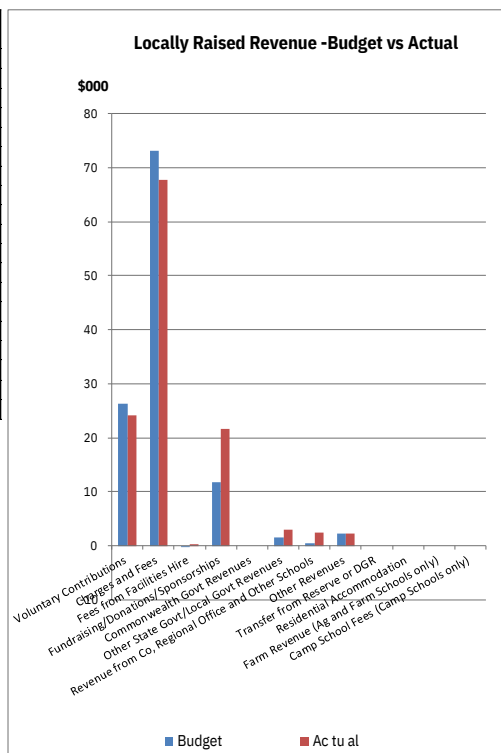
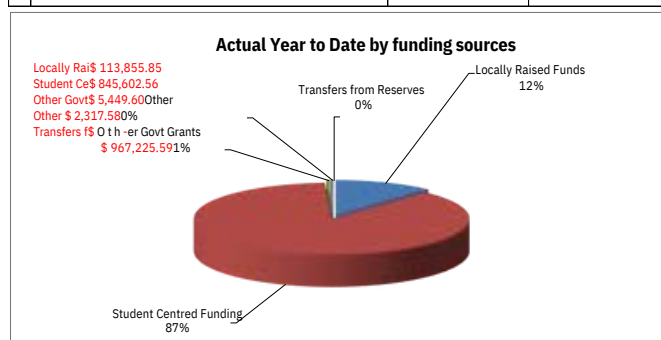
Kind supportive teachers  
Art is requested as a specialist subject (a lot!)  
Kind people  
Specialist teachers are liked and appreciated  
Requested clock in the UCA  
Feel safe at school  
Tambrey on Track  
Playground equipment requests  
Increased nature play

### Families

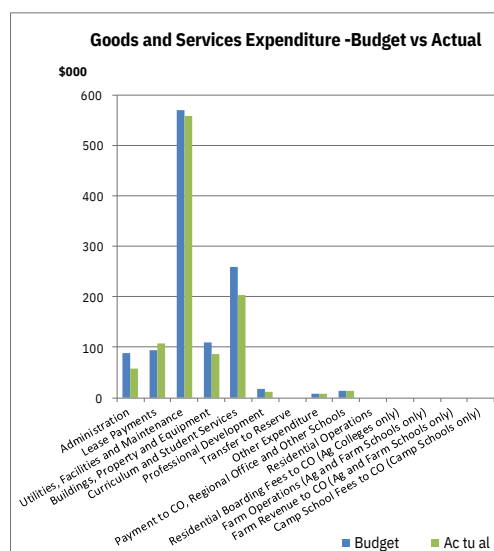
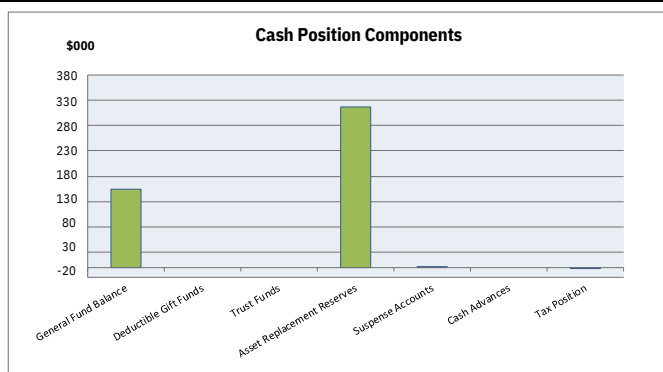
Welcoming community feel  
Strong leadership  
Good teachers  
Inclusive  
Improved communication  
Canteen opening hours  
Homework

**Tambrey Primary School**  
Financial Summary as at  
31-December-2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions\$ 26,395.00		\$ 24,235.00 \$
2	Charges and Fees\$ 73,081.00		67,749.25 \$ 227.27 \$
3	Fees from Facilities Hire\$ (227.00)		21,644.33 \$ -
4	Fundraising/Donations/Sponsorships\$ 11,821.00		\$ 3,000.00 \$ 2,449.60
5	Commonwealth Govt Revenues\$ -		\$ 2,317.58 \$ -
6	Other State Govt/Local Govt Revenues\$ 1,500.00		\$ -
7	Revenue from Co, Regional Office and Other Schools\$ 393.00		\$ -
8	Other Revenues\$ 2,298.00		\$ -
9	Transfer from Reserve or DGR\$		\$ 121,623.03 \$
10	Residential Accommodations\$ -		234,765.27 \$
11	Farm Revenue (Ag and Farm Schools only)\$ -		845,602.56 \$
12	Camp School Fees (Camp Schools only)\$ -		1,201,990.86 \$ -
	<b>Total Locally Raised Funds\$ 115,261.00</b>		<b>\$ 1,201,990.86</b>
	<b>Opening Balance\$ 234,765.00</b>		
	<b>Student Centred Funding\$ 842,203.00</b>		
	<b>Total Cash Funds Available\$ 1,192,229.00</b>		
	<b>Total Salary Allocation\$ -</b>		
	<b>Total Funds Available\$ 1,192,229.00</b>		



	Expenditure - Cash and Salary	Budget	Actual
1	Administration\$ 87,754.00		\$ 57,996.14 \$
2	Lease Payments\$ 95,000.00		107,948.04 \$
3	Utilities, Facilities and Maintenance\$ 569,404.40		558,296.22 \$
4	Buildings, Property and Equipment\$ 108,925.50		86,443.20 \$
5	Curriculum and Student Services\$ 259,530.04		202,859.58 \$
6	Professional Development\$ 18,000.00		11,649.14 \$ -
7	Transfer to Reserve\$ -		\$ 8,037.95 \$ 14,085.00
8	Other Expenditure\$ 7,552.00		\$ -
9	Payment to CO, Regional Office and Other Schools\$ 14,344.00		\$ -
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)\$ -		\$ 1,047,315.27 \$ -
	<b>Total Goods and Services Expenditure\$ 1,160,509.94</b>		<b>\$ 1,047,315.27</b>
	<b>Total Forecast Salary Expenditure\$ -</b>		
	<b>Total Expenditure\$ 1,160,509.94</b>		
	<b>Cash Budget Variance\$ 31,719.06</b>		



Cash Position Components	
	<b>Bank Balance\$ 472,500.55</b>
Made up of:	
1 General Fund Balance\$ 154,675.59	
2 Deductible Gift Funds\$ -	
3 Trust Funds\$ -	
4 Asset Replacement Reserves\$ 317,569.67	
5 Suspense Accounts\$ 1,057.29	
6 Cash Advances\$ -	
7 Tax Position\$ (1,602.00)	
	<b>Total Bank Balance\$ 472,500.55</b>