



2020 ANNUAL REPORT



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

SHIONA HOBART [TAMBREY PRIMARY SCHOOL]



FROM THE PRINCIPAL

It gives me great pleasure to present the 2020 Tambrey Primary School Annual Report.

This Annual Report is the collation and explanation of data gathered over the past year. It includes:

- contextualised information about student achievement
- progress on identified priorities
- school annual accounts
- highlights of the school year
- requirements in agreements between the State and Australian Governments

Detailed, evidence-based information is provided through Schools Online and supported through school data and the Independent Public Schools Independent Review Report which we undertook last year. This information allows parents, carers and members of the wider community to not only reflect on all our successes, but also provide us with the opportunity to recognise areas of need. Implementing the recommendations of 2019 ensures the Annual School Report is a valuable instrument for the future educational development of the whole school community.

This Annual School Report is not a stand-alone document and, to gain maximum benefit, should be used in conjunction with other information, including student school reports, ongoing communication with classroom teachers, Principal updates and other school documents.

2020 brought with it a complex start to the year and an ongoing need to work closely with our school community to navigate through complex issues and difficult times. Cyclone Damien caused significant damage to our school and our community early in the year, COVID-19 then tested all our resolve. We had some time learning from home and I know we all appreciated how much easier face to face teaching was! I thank our parents and staff for their patience and resilience as we all took on new learnings and challenges.

We farewelled Mr Troy Withers and his family as he won a position down south. I started my journey at Tambrey mid-year and have been overwhelmed by the wonderful welcome I have received.

Throughout all these changes, the staff, students and parents continued to support each other. We were able to maintain our students as our focus and have seen many positive opportunities emerge which we have embraced.

We continued building trust through transparency, high impact low variation instruction and educative behaviour management.

The third year of our engagement in the Fogarty Foundation EDVANCE school improvement framework has seen considerable success in survey data around our focus areas. We invested heavily in building Excellent Educators and an Orderly Engaging Learning Environment, providing world class professional learning and coaching support in Explicit Direct Instruction, Restorative Practices and Positive Behaviour Support.

Our fifth year as an Independent Public School saw our community partnerships strengthen as we embraced empowerment and autonomy. The shared vision to ensure all that we do centres around student success through our motto of Nurture, Inspire and Achieve, with a focus on Excellent Educators, Orderly Engaging Learning Environment, Robust Relationships, and Strong Leadership and Governance strengthened at a school, community and Board level.

Some of the highlights of the year centred around community involvement with both new and traditional events- even if they became virtual. It is vital now that we continue to manage change, plan for future uncertainties, support the implementation of whole school practices and celebrate success.

I am very proud to present the 2020 Annual School Report to the School Community as evidence of our deep commitment to improving the outcomes for all children in our school. Our school website provides in depth information on school programs and events. Visit our school website: <http://tambreyps.wa.edu.au/>

Shiona Hobart
Principal





TAMBREY SCHOOL COMMUNITY

Tambrey Primary School was established in 1989 and is named after Tambrey Station, one of the first cattle stations in the district.

We welcome enrolments from the suburbs of Nickol, Nickol West and Tambrey Estate. We cater for students from a diverse range of social and cultural backgrounds, with fluctuating enrolments of approximately 680 students.

We are committed to the motto of '*Nurture Inspire Achieve*' and share high expectations of ourselves and our students. Our school is a professional learning community where there is a culture of continuous improvement, collaboration and evidence based practice.

We offer a balanced curriculum. Specialist and support programs complement classroom learning to cater for the range of backgrounds, interests and abilities of our students.

Our school is community orientated. We actively support and participate in the Karratha School Network. Student learning is strengthened through partnerships with parent groups, industry, local business, Government agencies, not for profit organisations and Aboriginal corporations to ensure a quality education for all students. Numerous events are held each year with great participation from parents and community members.

The school has a relatively low, though steadily increasing, socio-economic index with an ICSEA rating (Index of Community and Socio-Economic Advantage) of 966. This rating considers family background information provided to schools directly by families, including parental occupation and education. The location of the school and the proportion of Indigenous student enrolment are also considered. It is used to determine 'Like Schools'.





Board Chair – 2020 Annual Report

The role of the school board is to ensure that the School has a clear set of strategies, objectives and priorities that will deliver the best outcomes for the students, staff and the entire school community. Our board consists of a diverse mix of 7 members. We have four parent representatives in myself, Ceanne England, Nikki Hemmett and Greg Townsend; two staff representatives in Helen Cusworth and Jackie Tomlins; and School Principal, Shiona Hobart.

What a year 2020 has been! It has thrown us many challenges, but we finish the year stronger and more resilient than we ever thought possible. I would like to share some of the memorable moments of 2020:

- In Term 1 we got off to a tough start, with a direct hit by Tropical Cyclone Damien. We lost some of our big trees and most of the carpet in the school.
- Soon after TC Damien we started feeling the impact of COVID-19 and this changed everything. We are still feeling the impact today. We all navigated a period of no school, no assemblies, virtual learning, social distancing, and parents unable to drop kids to the classroom. Although this was particularly difficult, we saw a great increase in independence and confidence as the young ones learned to arrive at the classroom without parents and carers.
- In Term 3 we said farewell to Mr Troy Withers and welcomed our amazing new Principal, Mrs Shiona Hobart. Mrs Hobart brings so much passion and energy to Tambrey and we are in great hands.
- From a student performance point of view, we delayed NAPLAN for one year but we are seeing positive trends in Maths, Reading and Science. Our improvement areas are well understood and we have strong plans for 2021.
- Our new Tambrey logo and uniforms are well transitioned and look amazing on students and staff.
- Teacher recruitment for 2021 was successful and we are seeing excellent teacher retention. This is a very positive sign that our staff love Tambrey and are here to move us forward.

I want you to 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 2020.

Aaron Bruce
School Board Chair

SCHOOL PERFORMANCE AGAINST OUR FOCUS AREAS

The school's identified priorities are ***Excellent Educators, Orderly Engaging Learning Environment, Robust Relationships, and Effective Leadership and Governance***. These were established through consultation with staff and community, analysis of school performance data and are in line with systemic directions. The Business Plan was reviewed and changes were made in close collaboration with all staff in Semester Two. These changes were supported by the school board.

Each priority areas' Key Indicators have been reported against using a simple traffic light system.

EXCELLENT EDUCATORS

Focus Area	Target	Progress
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.	No NAPLAN 2020
Mathematics	Year 3 and 5 cohorts of students tested in 2022 NAPLAN will be at or above the State mean performance in Mathematics.	
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)	
National Quality Schools Framework	Continue to meet the standard: Educational program and practice.	
STEM	Increase staff confidence in teaching STEM.	



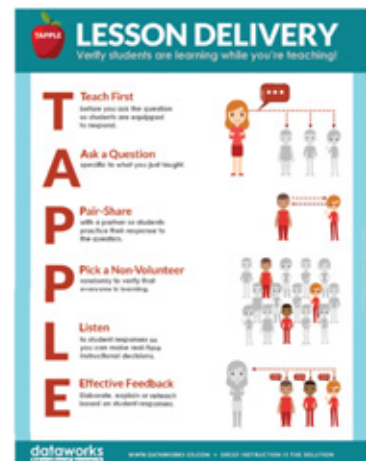
The most significant factor contributing to student success that is within a school's control is quality teaching. Our work through the Fogarty EDVANCE School Improvement program continued to focus our efforts on high quality low variation teaching. The Tambrey Lesson Design process will continue to be imbedded across all classrooms.

Leadership will conduct lesson observations and provide feedback according to the Lesson Design template.

The capability of staff was strengthened to provide a balanced and differentiated curriculum by engaging in and actioning professional learning across a broad range of areas that support system and school strategic direction. This included: Explicit Direct Instruction, Positive Behaviour Support, STEM and Talk 4 Writing. Staff worked in teams to develop Operational Plans which will lead our teaching and learning focus for 2021. Operational Plans also guide budget allocation and training requirements.

Accountability practices included teaching staff reflecting on the Australian Institute for Teaching and School Leadership (AITSL) Professional Standards for Teachers, a stronger culture of peer accountability through an understanding of classroom observations and peer coaching, and the Code of Conduct.

Professional Learning Communities were further supported with a focus on data informed practice, leadership and coaching support in collaborative meetings.





Learning Intention Overviews

The 2020-2022 Business Plan has a focus on robust relationships and the staff at Tambrey Primary School work to promote relationships that are built on trust and transparency within the school community. Positive partnerships improve teacher capability and student achievement, engagement and wellbeing.

The National Quality Standards framework outlines that 'Quality Schools' engage with families to provide information about the educational program and their child's learning and wellbeing. Learning outcomes are best achieved when educators work in partnership with families. The Learning Intention Overview developed by staff allows the educational program at Tambrey to be made available in a way that is accessible, understandable and meaningful when read in conjunction with the end of semester report.

Staff collectively reviewed the individual domains of the National School Improvement Tool as part of our improvement processes. Domain 7: Differentiated Teaching and Learning led us as a staff to review and evaluate our reporting processes. As a result, we then began the process to move from reporting how the students have performed, to how students progress over time and include how the learning opportunities are tailored to the progress students have made. Attention was directed to suggest and find ways in which parents can support their child's learning using a platform that was innovative and accessible. This is now known as the Learning Intention Overview which is provided in the form of an online Padlet. It is hyperlinked into the end of semester report for each student which ensures over 90% of our families have multiple ways to access the information provided.

This acknowledges that Tambrey Primary School is striving towards enhancing the teaching, assessing, communication and reporting cycle each semester. Staff continue to be engaged in the process of creating the Learning Intention Overviews and meet fortnightly during collaborative planning sessions. They are committed to continuing to find ways to improve the quality of individualised report comments with teachers closely monitoring the progress of individual students and continually adjusting their teaching in response to the progress the students are making.

In 2021, staff will continue to develop and enhance the Learning Intention overviews collaboratively each semester.

English

Staffing: Jacqui Archer, Curriculum Coach

How are we doing?

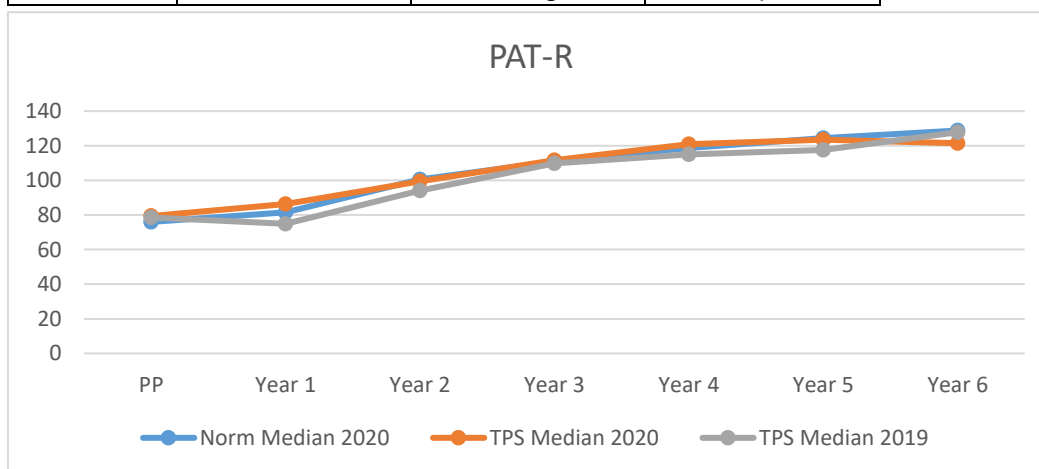
The PAT-R (Reading) data for 2020 results show that in Pre-Primary, Year 1, Year 3 and Year 4, our averages are above the norm median. This is fine-grained data to show how each year level compares to the normalised average in Progressive Assessment Data (PAT) assessments or standardised tests. The norm 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.

The norm median for Tambrey PS has also improved for every year level from 2019-2020, again indicating that we are progressing towards being at or above the norm median for all year levels.

Overall, this data indicates that there is some effectiveness in our reading comprehension instruction, however the opportunity to make further gains in this area is evident.

How do we know?

PAT Reading Median			
Year Level	Norm Median 2020	TPS Median 2020	TPS Median 2019
PP	76.0	79.4	78.6
Year 1	81.6	86.3	74.9
Year 2	100.5	99.4	94
Year 3	110.9	111.7	109.9
Year 4	118.7	121	114.9
Year 5	124.5	123.5	117.5
Year 6	128.8	121.5	127.8





At the beginning of 2020 staff reflected on the writing program 'Talk for Writing' and updated the model texts used in its instruction. This made sure that all texts were suitable and of a high standard, and that all English writing curriculum was covered across each year level. New staff also engaged with professional learning in this important program. Throughout the year, staff continued to embed the program into their English lessons and worked collaboratively to plan units of work.

Letters and Sounds continued to be the synthetic phonics program followed in Pre Primary to Year 3 classrooms. Teachers collaboratively developed explicit lessons following the recommended phonic sequence. Students in Year 4 to Year 6 continued to be taught spelling utilising the 'Spell-It' resource. All staff in these classrooms were upskilled in this resource, with some choosing to re-participate in the professional learning as a refresher opportunity. Students sat a screener at the beginning and end of 2020, showcasing a high number of students in each class making significant progress in their spelling skills.

Through our partnership with 'Multilit' (Making Up for Lost Time In Literacy) we were selected at the end of 2020 to participate in the trial of a new Year 3 Spelling Program for 2021. Students are to sit a spelling screening assessment (developed by MultiLit), and two additional standardised spelling assessments as part of the data collection of the trial.

What are we going to do?

The English Committee are developing a reading model to ensure consistency of high quality instruction in reading comprehension across classrooms. This will include sample lesson plans and supporting documents (e.g. annotation posters). This will be rolled out across Year 3-6 in Semester 1 of 2021, and is based on evidence based instruction and information shared by Dyslexia Speld Foundation and Fremantle Language Development Centre.

In 2021, Year 3 students will participate in the trial of a Year 3 Spelling Program being developed by MultiLit. This aligns with our use of Spell-It (also by MultiLit) in Year 4-6.

InitialLit (also by MultiLit) will be investigated for implementation in PP-Year 2 as a high quality, evidence based Phonics program. If we invest in the program, we will need high quality Professional Learning to support teachers to effectively instruct in this program. This also covers reading comprehension instruction.

Staff will continue to access high quality professional Talk for Writing from trained presenters. Staff will continue to be supported by our curriculum coach in Talk for Writing.

Mathematics

How are we doing?

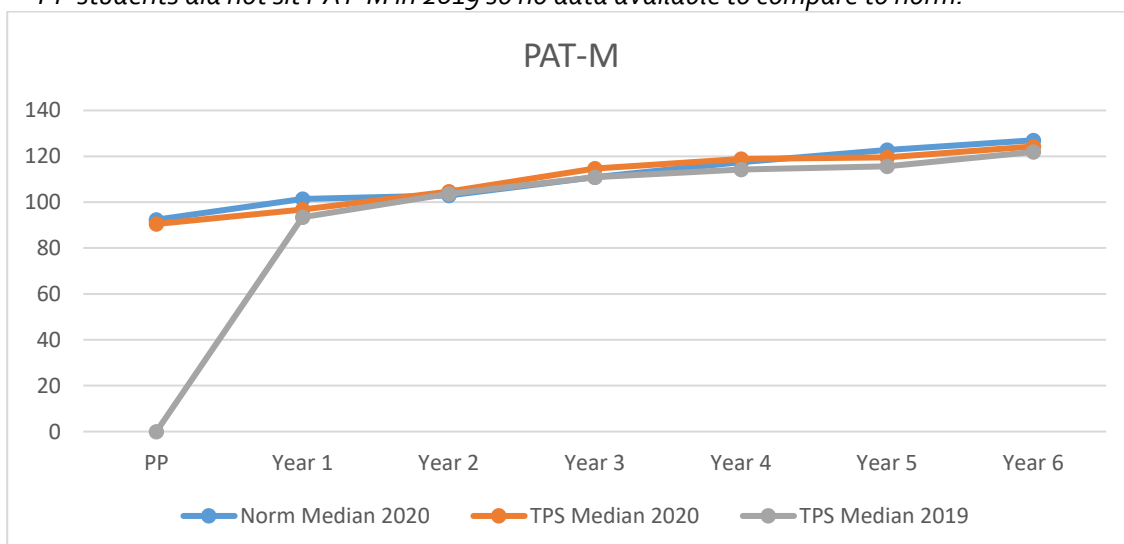
The PAT-M (Maths) data for 2020 results show that our Year 2-4 students are above the norm median. There is a drop in Year 5, however progress is made in Year 6. The median for every year level (PP not included) from 2019 to 2020 has increased, meaning we are making progress towards being at or above the norm median.

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.

How do we know?

PAT Maths Median			
Year Level	Norm Median 2020	TPS Median 2020	TPS Median 2019
PP	92.4	90.5	-
Year 1	101.4	96.8	93.4
Year 2	103	104.6	103.6
Year 3	110.9	114.7	110.9
Year 4	117.4	118.8	114.2
Year 5	122.7	119.6	115.6
Year 6	127	124.3	121.9

**PP students did not sit PAT-M in 2019 so no data available to compare to norm.*



2020 was the second full year of explicit Mathematics instruction using the whole school program 'Envision'. Teachers have become more proficient in their delivery of lessons utilising the program and this has impacted positively on student results. This program is retiring at the end of this year, however.



What have we done?

In Semester 2, 2020, a Maths committee was formed to explore alternative programs to replace Envision mathematics. Chosen committee members represented each of the Years P-6, had an interest in Mathematics and were committed to meeting each week. Staff feedback and student data indicated the need for a hands on approach to mathematics that was well resourced and supported. Brandon Docking and Brett Mullen visited Malvern Springs, a Fogarty Edvance school, to discuss their recent experience with Prime and iMaths programs. Mixed results led to Malvern Springs developing their own approach to Mathematics by developing scope and sequence documents which allowed teachers to use a range of resources.

In consultation with the maths committee, the decision was made to explore different programs: Prime, iMaths, Back to Front Maths and Top Ten programs. Members contacted program providers and schools to collect data regarding student achievement and engagement, implementation, resourcing, professional learning support and links to the Western Australian curriculum to name a few. The collective decision was made to trial the Top Ten program based on the merit of a hands on approach, links to First Steps resources, professional support and the use of the program within the Pilbara network. Top Ten, Dampier Primary School and Wickham Primary School shared a range of documents which allowed members to trial lessons to further ensure it was the best fit for Tambrey. Visits were also scheduled for committee members to attend Top Ten observation and Dampier Primary School which proved highly effective.

Although students are at different stages in their learning and may be progressing at different rates, all students are capable of learning successfully if motivated and given appropriate learning opportunities and necessary support. Given this, the committee collectively decided to develop a Tambrey scope and sequence as Top Ten would not be the stand-alone program in the school. Top Ten is centred around Number and Algebra and would have to be supplemented by additional resources for Measurement and Geometry, Statistics and Probability.

Committee feedback regarding Top Ten was very positive. Students were excited about maths and would look forward to a hands-on, Top Ten lesson in lieu of the abstract and language based Envision. It was clear that Top Ten would have to be well resourced and supported by professional learning. With approval, the Top Ten program was purchased and the committee created scope and sequence documents for each year group. This process involved linking Top Ten lessons to the WA curriculum and identifying gaps that would need to be supplemented with additional resources. A school audit was conducted and items ordered through suppliers to ensure all resources arrived in January, 2021. Top Ten professional learning was booked for Term 1.

What are we going to do?

The school leadership team is clearly committed to finding ways to improve on current student outcomes. This is reflected in an eagerness to learn from research evidence, international experience and from other schools that have achieved significant improvements. We are in the process of creating a Top Ten network within the Karratha network to support teacher development and student outcomes. We have made great progress with Dampier Primary School through collaborative staff meeting and planned staff development days.



Indonesian

Staffing: Stephanie Aguiar, Lorraine Grey

How are we doing?

The Indonesian program at Tambrey Primary School acknowledges the importance of understanding both the language and culture of a country. In 2020, junior primary students learnt the basics of Indonesian and by the end of the year they could introduce themselves. Middle primary students learn how to introduce their friends and family members. Senior students learnt about traditional housing and how to describe a house in the target language. There was a big focus on culture in 2020 with students performing folk stories, using traditional puppets for plays and participating in the whole school celebration for Indonesian Independence Day.

What are we going to do?

Students regularly use Indonesian around the school and are engaged during class time. In 2021 an Operational Plan, which aligns with the budget, has been developed for Indonesian. This Operational Plan states our aim that by the end of 2021 75% students are to achieve a result of satisfactory or higher.

Humanities and Social Sciences (HaSS)

How are we doing?

The Humanities and Social Sciences Curriculum (HaSS) subjects include a range of skills that can be represented broadly as questioning and researching, analysing, evaluating and communicating. By studying HaSS, students develop the ability to question, think critically, make decisions based on evidence, devise proposals for actions and communicate effectively.

How do we know?

Our 2020 – 2022 Business Plan identified Cross Curriculum Priorities of embedding Aboriginal perspectives into the HaSS curriculum and General Capabilities of continuing to embed ICT skills through all year levels. Through the analysis of reporting to parents data, we can see that a number of students received a score that is heavily weighted toward a 'C grade' indicating a lack of rigour in curriculum assessment and moderation.

What are we going to do?

In 2020 the HaSS committee agreed to trial the website 'Inquisitive Learning' which provides planning, lessons and activities that are available in all four aspects of HaSS. Many staff integrate HaSS into other curriculum areas such as Reading and Writing and Inquisitive Learning has provided a series of assessment activities that may formulate our common assessment tasks in 2021.

This will lead to improved collaboration, moderation and accountability of staff in this learning area. Realistic student outcomes will improve the validity of end of semester reports, planning for effective teaching and assessment practices.

Digital Technologies

Staffing: Jackie Tomlins

How are we doing?

It is recommended that the Digital Technologies (DT) curriculum be taught for two hours each week. At TPS, students attend DT once a week, therefore, lesson content is planned over a two-year cycle to cover all curriculum outcomes. As DT is a relatively new learning area, some lesson content for Intermediate and Senior students has been taken from lower levels of the curriculum to build skills and concepts to meet current year levels.

In Semester One we focused on learning about how digital systems work and connect together to form networks. We examined the roll of technology to store and process data.

Semester Two's focus was learning to code through coding platforms, robots and programmable chips.

DT collaborates with Science to give deeper context and purpose to learning. For example, Juniors represented data by classifying animals; Seniors explored biomimicry to create prototypes of robots to explore Mars.

How do we know?

Our first year participating in CSIRO's Bebras Australia Computational Thinking Challenge was a success. The competition is aligned with the Australian Digital Technologies Curriculum and was held in September with students from Year 3 to 6 participating during their DT lesson. Those, who returned permission, participated on-line while others worked through practice questions.

Achievement	Year 3 and 4 (80 participants)	Year 5 and 6 (53 participants)
Participation (0-59)	51	18
Credit (60-86)	19	9
Merit (87-101)	8	21
Distinction (102-113)	1	2
High distinction (114-134)	1	3

What are we going to do?

Looking forward to 2021, most students have now been provided with the prior knowledge to be taught the content that matches their year level.

Collaboration with Science strengthens as Tambrey is now a Science and STEM TDS school, therefore, there is greater emphasis on linking Science and STEM to design purposeful, real world learning experiences. Through TDS, support will be provided for teachers to incorporate more technology into class lessons.



In Semester Two, we plan to enrol in the Bebras challenge again and encourage more online participants. We also hope to participate in the annual Pilbara RoboCup.

Science

Staffing: Anna Ritzema

How are we doing?

This year Science was returned as a specialist subject. Classes from Year 1-6 have all enjoyed a one-hour lesson of Science in the classroom each week. Older years have complimented this with an additional hour of Science in their classrooms. Science is taught in reference and in conjunction with other areas of the curriculum. The skills acquired in Digital Technology are required for many of the tasks the children undertake in Science. The school is also committed to the cross curricular priorities and Science works alongside the ACARA ATSI framework. We have our own ATSI Science program of study which reflects the students and country we are on.

In line with our STEM focus, we look to provide opportunities for the students to see the pathways from classroom to workplace. We seek investment from local community members and partnerships with educational organisations. The following Incursions have taken place over the course of the year:

ESWA (Earth Sciences Western Australia) - Year 4 and 5

Woodside Electrical Circuitry- Year 6

Bureau of Meteorology- Year 4 and 6

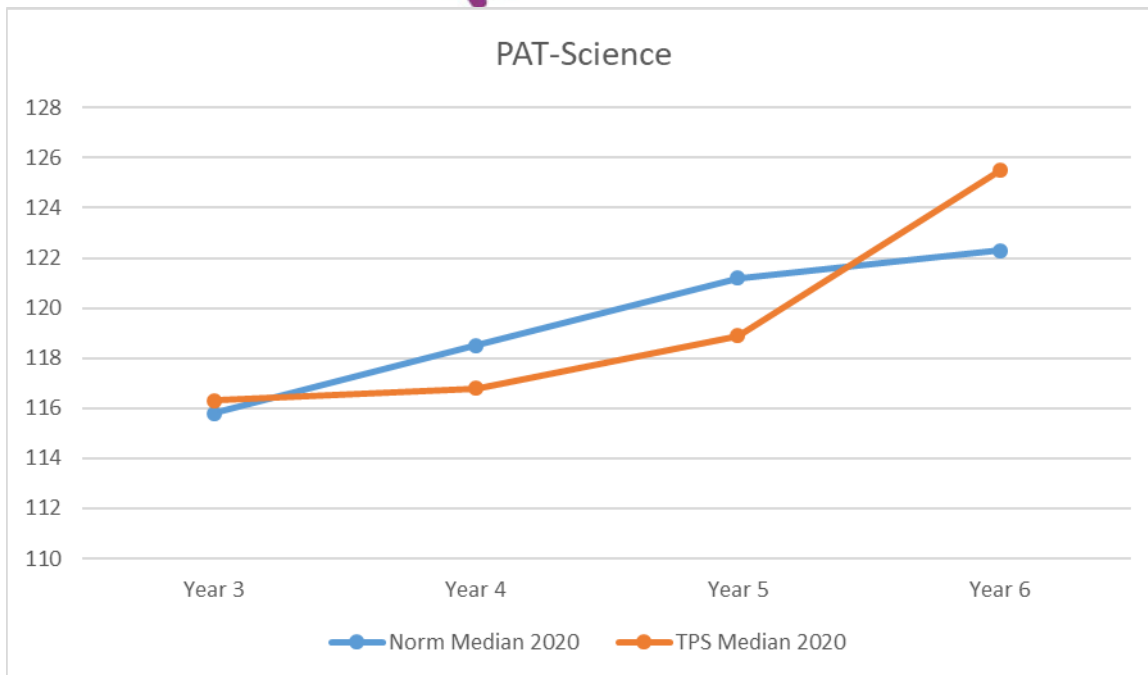
Mangrove Mates (Pilbara Ports)- Year 2

PAT Testing Results:

This year we have invested in PAT Science as a means to record and track student data. We have had some excellent results. Significant mention for our Year 3 and 6 whose results are above national average. We have identified that we have a high proportion of students that are way above national results, and continued opportunities such as STAWA Science Talent and online programs will help develop and extend their learning.

PAT Science Median		
Year Level	Norm Median 2020	TPS Median 2020
Year 3	115.8	116.3
Year 4	118.5	116.8
Year 5	121.2	118.9
Year 6	122.3	125.5

**PP-Year 2 students do not sit PAT-Science.*



Science Awards and Recognition:

Isla Germon and Sebastian Bulinski, winners of the STAWA Science Talent Search

Two Tambrey Primary School students won first place in a Statewide award that recognises the excellent science work of students. Sebastian Bulinski, 11, and Isla Germon, 6, represented the school in the Science Teachers Association of WA science talent search that aims to develop the scientific interests of students from kindergarten to Year 12.

The contest also gave students the opportunity to expand their scientific literacy, by showing interest and understanding in the world around them and engaging in discussions about science. Sebastian was crowned winner of the engineering award for his work Tap Off, while Isla won first place in the science poster award for her Save our Oceans poster.

In addition to Sebastian's award for Tap Off, he was also presented with a Shape Award from Curtin University as part of the Game Changer Virtual Awards 2020 for showcasing outstanding work and innovative applications of STEM. These Awards are an opportunity for children in Year 3 to Year 10 to showcase their innovative solutions to the world's challenges (UN's 17 Sustainable Development Goals) using innovative thinking through project-based learning, STEM skills, organisational skills, teamwork and presentation skills. Sebastian Bulinski will now represent WA at the National BHP Science and Engineering Awards.

Pilbara News

Students tapped for science smarts

Caitlyn Watts | Pilbara News
Wed, 11 November 2020 8:29AM



Tambrey Primary School students Isla Germon, 6, and Sebastian Bulinski, 11, won first place in the Science Teachers Association of Western Australia science talent search.



Two Tambrey Primary School students won first place in a Statewide award that recognises the excellent science work of students.

Sebastian Bulinski, 11, and Isla Germon, 6, represented the school in the Science Teachers Association of WA science talent search that aims to develop the scientific interests of students from kindergarten to Year 12.

The contest also gave students the opportunity to expand their scientific literacy, by showing interest and understanding in the world around them and engaging in discussions about science.

Sebastian was crowned winner of the engineering award for his work Tap Off, while Isla won first place in the science poster award for her Save our Oceans poster.

Sebastian, who wants to be an inventor or engineer when he grows up, said winning was exciting.



Science Technology Engineering Mathematics (STEM)

Staffing: Anna Ritzema, Wayne Ritzema, Candice Eisenkoeck, Jackie Tomlins, Scott Ross, Madeline Wheeler, Michelle Downes

How are we doing?

Tambrey Primary School plays a vital role in promoting STEM education in regional Western Australia. Our STEM expertise has allowed us to form positive relationships with members of the community, further enhancing our ability to advocate for STEM learning environments. With high-level resourcing, Tambrey provides a platform for the delivery of the Karratha STEM Centre program, which is an initiative between Rio Tinto and the Polly Farmer Foundation.

How do we know?

The Karratha STEM Centre has grown from strength to strength and has become a real asset to the education community. There is a high demand for places and those who do attend are showing significant increase in their Science and Maths grades. In 2019, graduates left their respective schools as Dux, Aboriginal Excellence award winners and Science Award winners. Through our involvement in the Karratha STEM Centre, Tambrey Primary School plays a critical role in developing strong and innovative future problem solvers, creators and critical thinkers.

This year STEM built on the work the school has participated in as part of the STEM enterprise Pioneer schools' program. This involved mentorship with Karratha Primary School and Millar's Well Primary School. On a weekly basis, staff from these schools come to Tambrey for mentoring sessions and also have the opportunity to watch and observe lessons. These staff have now taken on leadership roles with the Pilbara network. Tutors from the Centre also travel to Roebourne District High School run STEM based activities each week. This initiative assists with the upskilling of staff whilst engaging students in similar programs.

A new STEM committee was also formed this year and we saw an increased interest and participation from staff. One STEM initiative introduced this year was the Tambrey Primary Garden Gurus team. This recently established gardening program promoted the active engagement of students to enhance integrated teaching. The Garden Guru's team is led by Year 2 teacher Melissa Melbourne and is made up of 8 Year 2 students who plant, grow and tend to vegetables and plants in the Tambrey Community Garden. Students in the Garden Gurus team are given additional responsibilities such as watering duties before school, maintaining the garden or updating their peers about the initiative during assemblies. Students work towards a goal of growing enough to supply some fruit or vegetables to our canteen and local community. Through this program, Tambrey Primary promotes sustained conversations, intentional teaching and positive dynamics between staff and students.

Karratha SHS extension Science, Gumula Mirnuwarni and Girls Academy students all went to [Tambrey Primary School](#) to help out with their STEM Day. Each class was doing different STEM activities and our students were excited to assist. Our Hospitality Certificate II students made some awesome cakes as a special addition to the day. These were themed to Science Week 2020's 'Deep Blue: innovations for the future of our oceans'. All students were given a piece of cake to celebrate.



The school continued to integrate STEM into its curriculum and to seek opportunities to enhance the STEM skills of students. This year culminated in the annual STEM Day based on an 'Ocean' theme. At Tambrey, STEM days provide an opportunity for students to have a hands-on learning experience and acquire new skills. We encourage problem-based learning, challenges and collaborations between students. In 2020, Karratha Senior High School extension Science students, Gumula Mirnuwarni Polly Farmer Foundation Follow the Dream students and Karratha Girls Academy students all joined Tambrey Primary for STEM day, supporting students through the activities. Industry representatives including those from the Department of Biodiversity, Conservation and Attractions, Rio Tinto Dampier Salt and Pilbara Ports Authority gave talks to the students and provided professional insight into real-world STEM processes.

STEM Awards and Recognition:

Tambrey School STEM finalists in the Governor's STEM Awards

In 2020, our Science specialist teacher Anna Ritzema represented Tambrey Primary as a finalist at the 2020 Governor's School STEM Awards. These awards recognise and celebrate Western Australian Schools that demonstrate excellence in leadership, advocacy, engagement and achievements in STEM education and are delivered by the Department of Jobs, Tourism, Science and Innovation working in partnership with Scitech. Tambrey was listed as one of four primary school finalists and was the only regional school represented in the finalists of these awards. As part of our nomination, Tambrey Primary hosted a visit from the judging panel, which met with students and the STEM leadership team to watch classes in action.



Government House Western Australia

November 25, 2020 · 🌐

...

The Governor hosted the 2020 Governor's School STEM Awards in the Government House Ballroom.

These awards recognise and celebrate Western Australian Schools that demonstrate excellence in leadership, advocacy, engagement and achievements in STEM education and are delivered by the Department of Jobs, Tourism, Science and Innovation working in partnership with [Scitech](#).

"Congratulations to all finalists. Each of you can be proud that you and your schools have been judged to be doing some of the best work in Western Australia in STEM.

A lot of the jobs our kids will have in the future don't even exist yet. The world is evolving at such a rapid rate as innovation and new technologies continuously change the way we live and work. The problem-solving, critical thinking and digital skills that come from studying STEM are relevant to all future jobs.

These awards recognise schools that are leading the way in building STEM culture in Western Australia. I particularly want to congratulate all school representatives here for your efforts. You have all set important examples of what success looks like in STEM education."

📄 <https://bit.ly/2KzU2a1>

Anna Ritzema- WA Science and Engineering Teacher (STAWA) 2020, representing WA at BHP national competition in December

In December 2020, Anna Ritzema was named the Science & Engineering Teacher of the Year by the Science Teachers' Association of WA – STAWA, representing Western Australia in the national finals. Anna believes STEM education opens up future career opportunities for students.

"I just see (STEM) as the real future, especially being here in the Pilbara with whatever is around us. I think to be able to be competent in those key areas is something that is really important," she said.

"We look at the trend towards career pathways and a lot of them will involve STEM and a lot of them will involve the skills that you acquire from STEM like flexibility, co-operative learning, all those things.

"I think if we can teach them and get the children passionate at the youngest age we've got much more hope of getting them through into the upper years when it gets a bit tougher and harder."

"We've had children who have come into the program and now after three years in the program are now getting Bs and As in their science who previously weren't, and also 100 per cent attendance at school which is pretty amazing."



Pilbara NEWS

Pilbara News

Teacher has the winning formula

Caitlyn Watts | Pilbara News
Wed, 16 December 2020 11:08AM



STAWA Science and Engineering teacher of the year Anna Ritzema.



A Karratha teacher involved in bringing science, technology, engineering and mathematics to the forefront of Pilbara education has taken out a top award.

Tambrey Primary School teacher Anna Ritzema, pictured, was recently awarded the science and engineering teacher of the year by the Science Teachers' Association of Western Australia.

Ms Ritzema is the school's science specialist and also the STEM co-ordinator for The Graham (Polly) Farmer Foundation Karratha STEM Centre.

STEM

Partnerships:

20



CSIRO

Tambrey Primary engages in the CSIRO STEM Professionals in School program. This year we have the support of Alexandra Motus from Rio Tinto, expert in non-invasive rock sampling Dr Eric Ramoudiou, and Bureau of Meteorology's Dr Joe Courtney.

Earth Science Western Australia

ESWA provide staff Professional Development and incursions to students. Tambrey Primary highly value their expertise, especially in the mineral rich environment that we are in.

North West Recycling & Containers for Change

Tambrey Primary School has teamed up with North West Recycling for the Containers for Change program. When students drop off their bottles and cans, proceeds can then be donated back to the school, with money raised going towards our school gardens.

Pilbara Ports Authority

Representatives from the Pilbara Ports Authority regularly attend Tambrey Primary as part of the Mangrove Mates initiative. This program is Pilbara Ports Authority's environmental education initiative, developed to educate primary school-aged children about the importance of mangroves to the local environment. The program is delivered to hundreds of students in primary schools across the Pilbara each year, featuring in-class presentations and hands-on activities including potting mangrove seedlings to be raised in their mangrove nursery.

Rio Tinto Dampier Salt

Industry representatives from Rio Tinto Dampier Salt attended the 2020 Tambrey Primary STEM Day and gave talks to the students, providing professional insight into real-world STEM processes.

Staff Results: Pre Test	Staff Results: Post Test
<p>1. How confident are you at understanding what STEM is?</p> <p>17 responses</p> <p>★★★★☆ 3.82 Average Rating</p>	<p>1. How did you enjoy STEM Day?</p> <p>11 responses</p> <p>★★★★★ 4.82 Average Rating</p>
<p>2. How well do you understand what STEM looks like in practice in school?</p> <p>17 responses</p> <p>★★★★☆ 3.35 Average Rating</p>	<p>2. How engaged were your students?</p> <p>11 responses</p> <p>★★★★★ 4.91 Average Rating</p>
<p>3. Do you enjoy teaching STEM?</p> <p>17 responses</p> <p>★★★★☆ 3.88 Average Rating</p>	<p>3. Would you feel more confident to teach STEM yourself?</p> <p>10 responses</p> <p>★★★★☆ 4.00 Average Rating</p>
<p>4. How confident are you at delivering a STEM lesson?</p> <p>17 responses</p> <p>★★★★☆ 3.24 Average Rating</p>	<p>4. To be a TDS (Teacher Development School), the criteria is for 4 members of staff to be confident to run PL. In addition, funds would be allocated for internal PL, so that more staff could be trained in STEM. With this information in mind, how confident do you feel about application for Tambrey to be a TDS school?</p> <p>11 responses</p> <p>★★★★☆ 4.36 Average Rating</p>
<p>5. Is there any part of STEM you would like to know more about?</p> <p>8 responses</p> <p>Latest Responses <i>"I would like to gain more knowledge around language and how it is implemented at Tambrey. As a new staff member"</i> </p>	<p>5. TDS asks for a second choice of subject to apply for in the process. Which other curriculum area do you think we could apply for?</p> <p>9 responses</p> <p>Latest Responses <i>"Writing"</i> <i>"Maths - we have a great committee who are really passionate and 'Digi Tech' - or does that tie in with STEM?"</i> </p>
<p>6. How confident do you feel about Tambrey applying for Teacher Development School for STEM?</p> <p>17 responses</p> <p>★★★★☆ 3.59 Average Rating</p>	<p>6. Is there any particular part of STEM you would like more support in?</p> <p>9 responses</p> <p>Latest Responses <i>"How best to implement in the classroom and integrate it"</i> <i>"Integrating into everyday lessons."</i> <i>"Interdisciplinary - sometimes I feel that I do things that are to"</i> </p>
<p>7. If we were to apply for TDS, what questions do you have?</p> <p>7 responses</p> <p>Latest Responses <i>"Would we receive training? Do all staff have to be fully pr"</i> </p>	<p>7. Any other feedback regarding STEM Day?</p> <p>11 responses</p> <p>Latest Responses <i>"The guest speaker from Dampier Salt was really interesting b"</i> <i>"Thank you to the STEM committee for the amazing day. I love"</i> </p>

The Arts: Music

Staffing: Madeline Wheeler

How are we doing?

The music program at Tambrey Primary School provides a holistic and integrated approach to music education. In 2020 students at Tambrey engaged in a variety of activities where they were encouraged to create, perform and respond to music. All primary students began to consciously develop basic music skills through the combined use of traditional and modern music from a range of music styles and cultures. The elements of music (rhythm, tempo, pitch, dynamics, form and timbre) were introduced to all students in 2020. The rate and complexity at which these elements were taught was dependent on the year level of students. Additional performance opportunities were provided to students by means of the Tambrey Primary School Choir. The choir participated in community events such as the 'Carols by Glowlight' and received wonderful reviews from the organisers of the event and other members of the community.



What are we going to do?

An Operational Plan for 2021 was developed for the music program at Tambrey. The Operational Plan included a budget to facilitate the development of the music program at Tambrey. The Plan has included the purchasing of new instruments, such as ukuleles to support students in their music education. It also includes more performance opportunities for students, such as incursions from professional performing arts organisations. In 2021 we aim for 75% students to achieve a result of satisfactory or higher in music.





An effective Primary Music Program provides experiences from which children can discover that:

- Music can be softer or louder (dynamics)
- Music can be faster or slower (tempo)
- Size and material of the sound source can affect quality of sound produced (timbre)
- Singing voice and speaking voice
- Sounds can be longer and shorter (principles of rhythm)
- There is a regular underlying pulse (beat)
- We can move in different ways to music e.g. walking/marching/skipping etc. (experiencing various music times and styles)
- There are places in songs for taking a breath (phrase)
- Sometimes phrases may be the same – others different (form/structure)
- Pitches may move higher or lower or repeat (melody)
- Music can be internalised (inner hearing)



Physical Education

Staffing: Scott Ross

How are we doing?

Throughout 2020 students engaged in weekly 60-minute Physical Education (PE) lessons that focused on providing learning experiences that taught and developed transferable, fundamental sport skills. Tambrey achieved well during the limited events that proceeded during 2020, ranking highly at the interschool athletics events.

How do we know?

The commitment and passion that Tambrey has for sport was demonstrated by the consistent attendance at all relevant training sessions. Another notable achievement was the successful applications for funding grants through the Sporting Schools initiative that allowed our PE department to regularly upgrade equipment, as well as secure professionally presented learning opportunities for students of all ages.

What are we going to do?

There is a lot of excitement at Tambrey for upcoming sporting events in 2021, including the Dockers Cup, Winter Carnival that hosts a range of sports, athletics carnivals, cross country races, hockey, and basketball and soccer competitions.

Looking toward the future, Tambrey will continue to demonstrate leadership in the local Physical Education Network, with our PE Specialist Teacher Scott Ross recently taking over the role of Network Coordinator. At a school level our PE program is refining its direction through the development and implementation of an Operational Plan with an integrated budget.



ORDERLY ENGAGING LEARNING ENVIRONMENT

Focus Area	Targets	Progress
Attendance:	Increase the number of students who attend school 90% or more of the time, from below 65% to above 65%.	62.5
Behaviour:	<i>Using Tell Them from Me Survey (Student)</i> students with positive behaviour at school- students that do not get into trouble at school for disruptive or inappropriate behaviour will be above 95%.	94%
	A positive learning climate-students understand that there are clear rules and expectations for classroom behaviour will be maintained above the TTFM Norm.	7.5
	Using the Organisational Health Index Survey (Staff) We will maintain placement in the top decile.	92
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.	84%
	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.	81%
	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.	6.1



SURVEYING THE SCHOOL COMMUNITY

Our involvement with the Fogarty EDVANCE School Improvement program incorporated a comprehensive suite of school and community surveys. The Organisational Health Index (OHI) was used to survey school staff, and the Tell Them From Me (TTFM) was used to survey staff, parents and students. The following is a collation of key data and summary reflections of both surveys.

This information is provided as a supplement to the data used to make judgments against the Business Plan targets as it demonstrates considerable improvement and celebration and provided guidance to the school improvement journey.

Organisational Health Index

Reflection on the OHI results identified that there were significant improvements in both outcomes and practices. There is stronger and more positive alignment than in 2019. Tambrey are now achieving in the top decile in all areas, with our overall OHI score being 92. This is certainly cause for celebration.

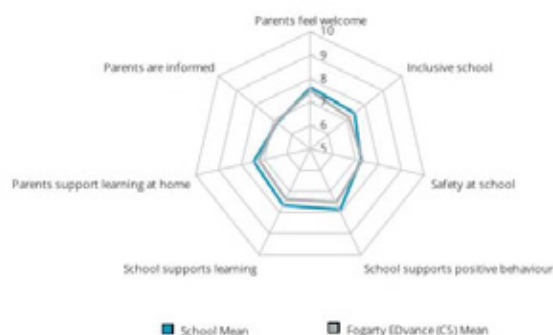
We aim to improve in the areas of Accountability and Coordination and Control, as well as maintaining our focus – review and reflect rather than take on new areas.

Tell Them From Me (TTFM)

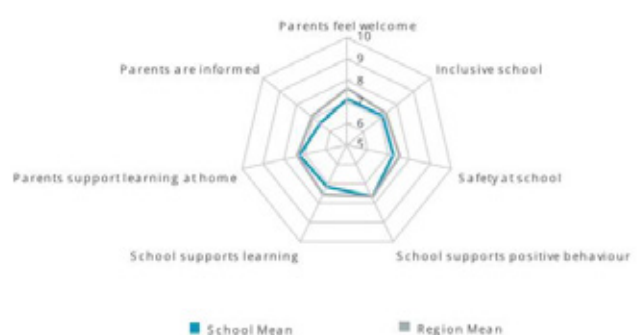
The Tell Them From Me surveys of Parents, Teachers, and Students is a high level tool to gauge the success of key school improvement measures; Parent perceptions, Drivers of Learning and Student Engagement.

Parents

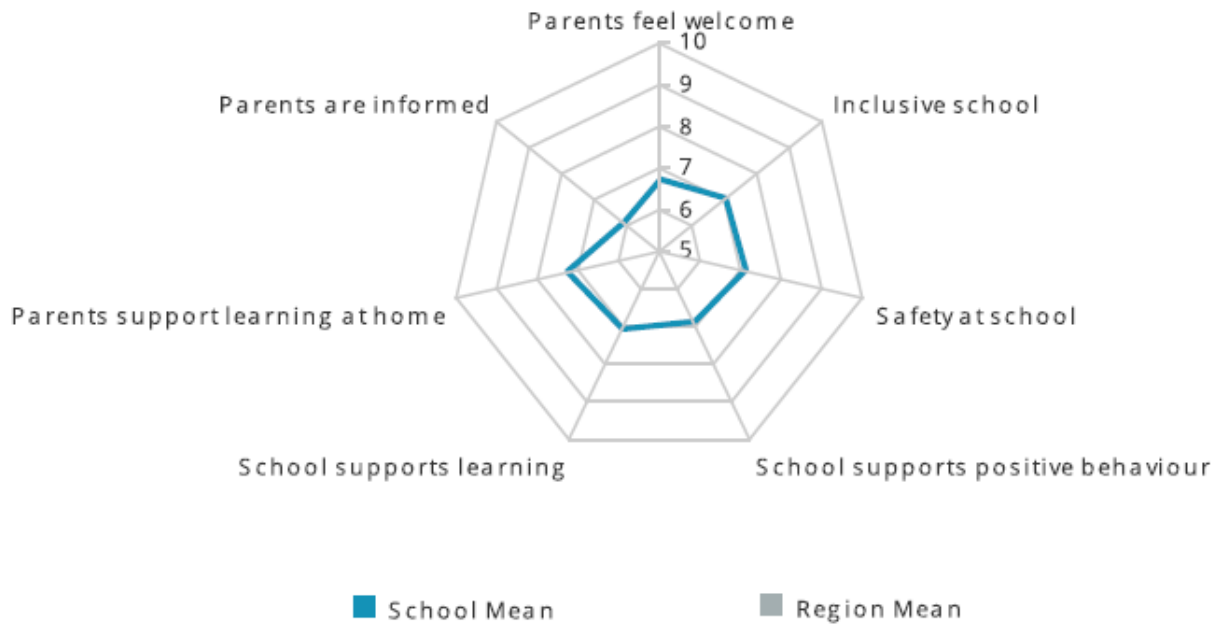
60 respondents in 2018



38 respondents in 2019



16 respondents in 2020



A similar pattern, albeit with lower scores, for response from parents exists from 2018, 2019 and 2020 with scores between 7-8 for all areas. There was a low respondent rate for 2020 so we will need to encourage this opportunity for Parent voice more strongly in 2021.

Teachers

15 respondents 2018



16 respondents 2019



24 Respondents 2020

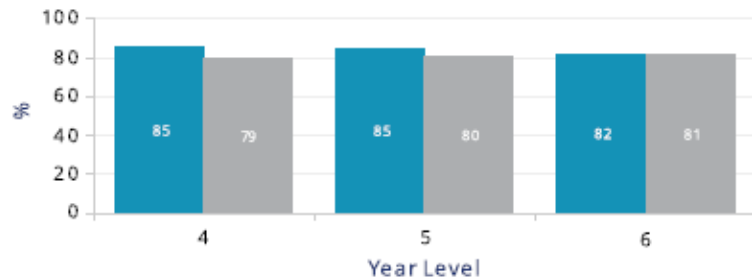
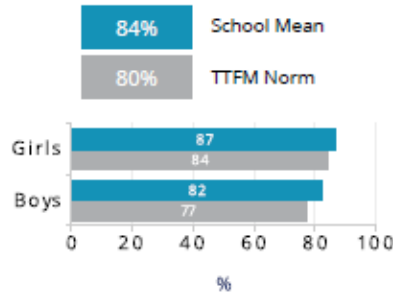


Finer analysis of the Teacher TTFM data demonstrated growth in Leadership, Teaching Strategies, Parent Involvement and Learning Culture, and ongoing strength in Collaboration, Inclusive Schooling. Use of technology by teachers needs to be a focus.

Social-Emotional Outcomes

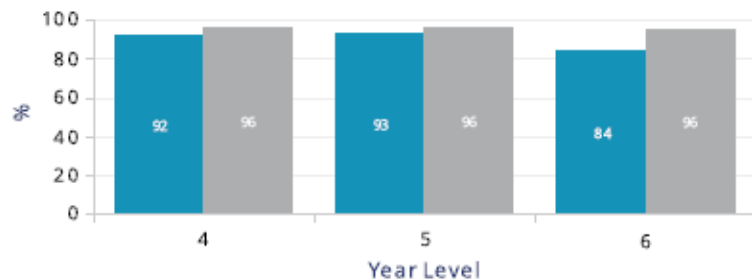
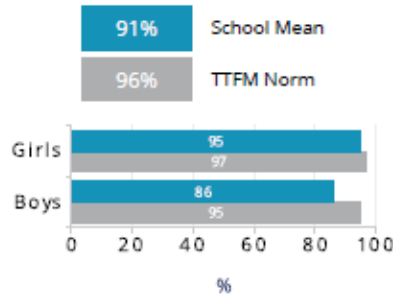
Students with positive relationships

Students have friends at school they can trust and who encourage them to make positive choices.



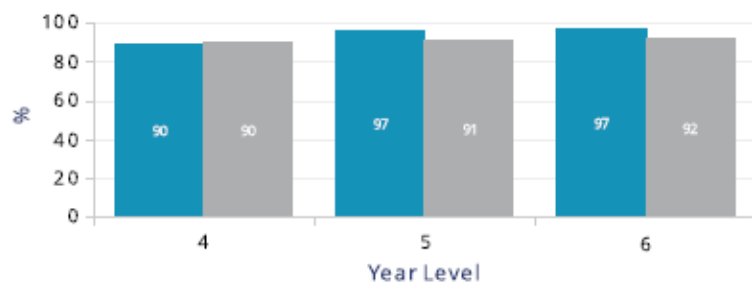
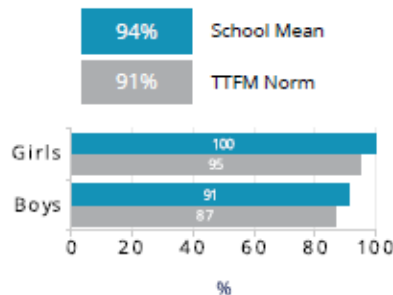
Students that value schooling outcomes

Students believe that schooling is useful in their everyday life and will have a strong bearing on their future.



Students with positive behaviour at school

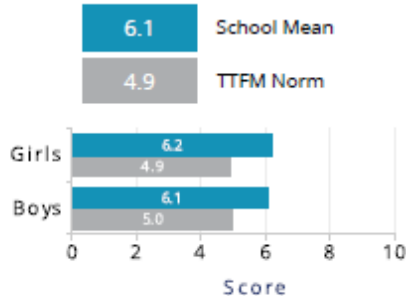
Students that do not get in trouble at school for disruptive or inappropriate behaviour.



DRIVERS of Student Outcomes

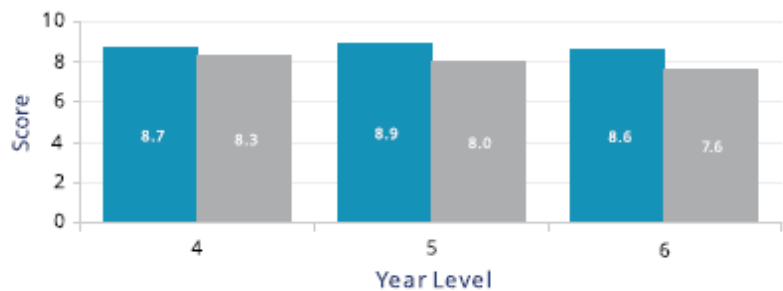
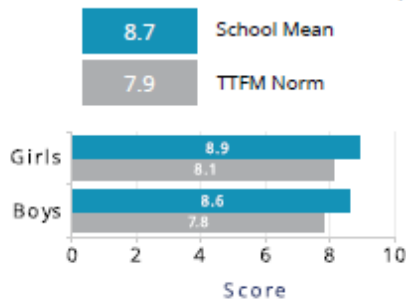
Advocacy at school

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.



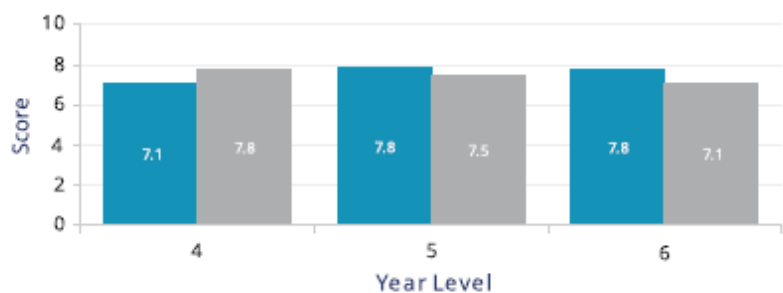
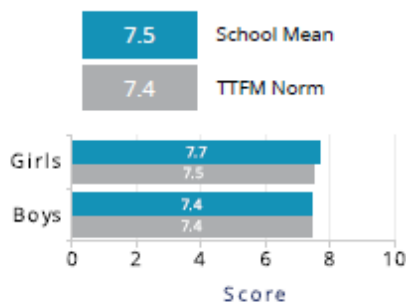
Positive teacher-student relations

Students feel teachers are responsive to their needs and encourage independence with a democratic approach.



Positive learning climate

Students understand there are clear rules and expectations for classroom behaviour.



Reflection on the student TTFM results identified strengths in Quality Instruction, Advocacy at School, Effort and Positive Behaviour.

Positive Behaviour Support

Staffing: Anissa Hinchcliffe, Chelsea Slater, Michelle Fitzgerald, Helen Cusworth, Linda Willoughby, Shannon Richards, Sam Gardener, Jennifer Hill, Shelley Alder-Ross, Julie Pullen, Shiona Hobart, Troy Withers, Stephanie Aguiar, Lorraine Grey, Brett Mullen

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.

How are we doing?

The PBS team participated in Day 4 training in 2020. It was highly engaging and provided support in embedding our expectations across the school.

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:

Hobart's High Tea

One student from each class from P-6 is invited to join Mrs Hobart on the Hill for morning tea. Students are selected by consistently demonstrating the expected behaviours. Students are given an invitation and are encouraged to wear free dress. Hobart's High Tea is supported by Civeo which enables us to use local businesses such as Bakers Delight.



Faction Celebration

Students earn faction tickets by demonstrating the expected behaviours. 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 team.



Star Celebration Day

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

What are we going to do?

In 2021, we will continue to embed PBS across our school and the wider community. We will use consistent positive language and reteach undesirable behaviours until they are learned. Continue to monitor minor behaviours and office referrals. We will provide the wider staff Professional Learning opportunities through Staff Development Days and Staff Meetings.



Our PBS STAR Mascots



Attendance

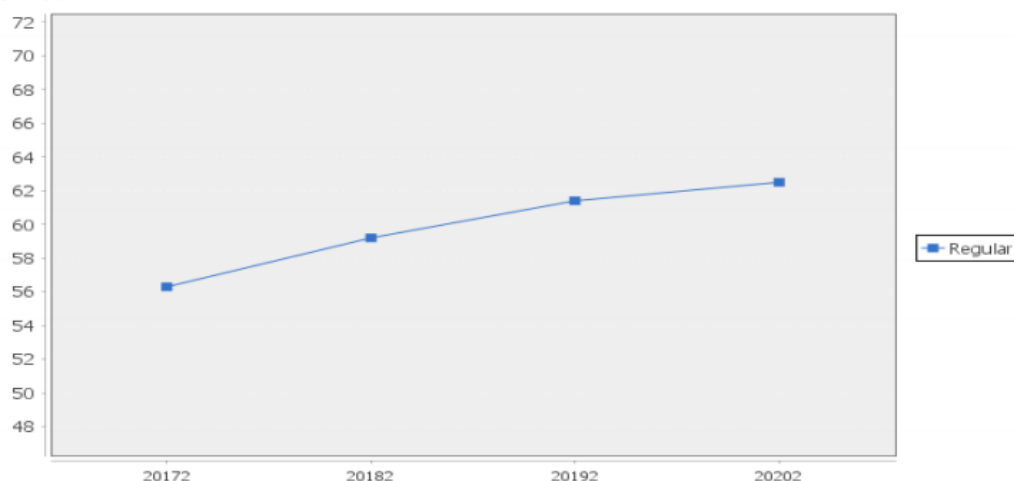
Staffing: Natasha Leslie, Francis Bosman, Sarah Wilkinson

	Non Aboriginal	Aboriginal	Total
Semester 1	84.9%	67.7%	80.5%
Semester 2	92.3%	62.2%	86.0%

The overall attendance for Tambrey in Semester 2, 2020 was 86%. This data was greatly influenced by Covid-19 due to families being unable to travel back from overseas and/or interstate. Semester 1 data was impacted on by prolonged periods of absences from vulnerable students and/or family members being at risk.

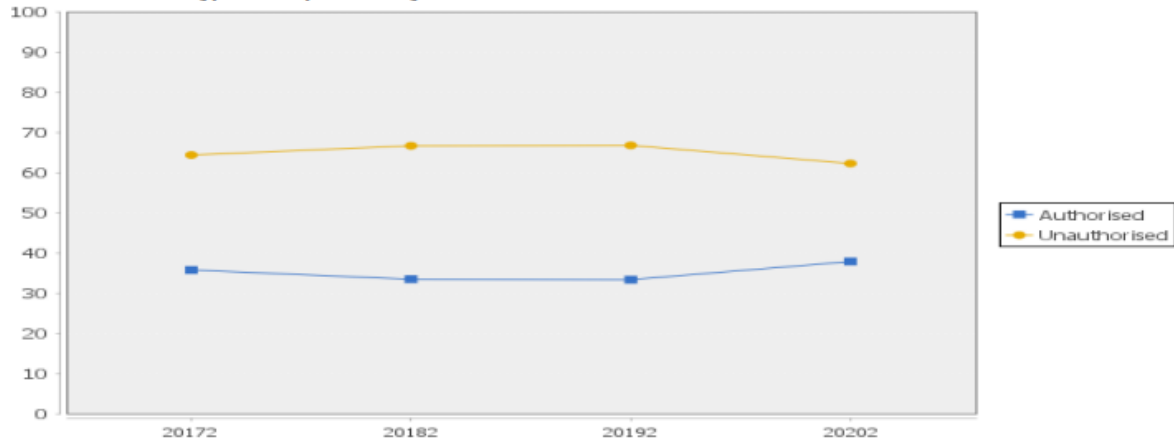
Throughout 2020, there was a big focus on student attendance and ensuring students were aware of the importance of attendance. It included fortnightly Attendance assemblies where data were displayed and discussed with students. Whole class and individual rewards were introduced, alongside the message 'Everyday Matters'. Longitudinal data showed an improvement in regular attendance at Tambrey in 2020.

Chart 4: Proportion of Students in Regular Attendance Category by Collection Period for TAMBREY PRIMARY SCHOOL



Encouraging and listening to student voice during these assemblies, we became aware that students did not have control over their attendance in most instances. We wanted students to feel valued and heard. We changed our attendance rewards from 'The class with highest attendance' to 'The class with least amount of unauthorised absences'. Students were able to get parents/carers to send a note, SMS or email with a reasonable excuse for being absent. This strategy has seen improvements in our data throughout 2020.

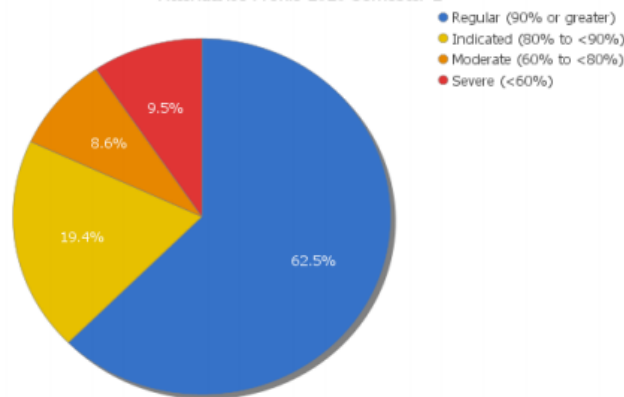
Chart 2: Absence Types Composition by Collection Period for TAMBREY PRIMARY SCHOOL



Attendance Profile

Enrolments	Regular Total (%)	Indicated Total (%)	Moderate Total (%)	Severe Total (%)
Current	353 (63%)	107 (19%)	46 (8%)	53 (10%)
Former	17 (52%)	8 (24%)	5 (15%)	3 (9%)
All	370 (62%)	115 (19%)	51 (9%)	56 (10%)

Attendance Profile 2020 Semester 2



Looking forward, we have created realistic targets in our Attendance Operational Plan for 2021. One of these goals is to improve our Severe at Risk attendance data. All students in this category will be placed on an Individual Attendance Plan and will be closely monitored and case managed. A school Based Attendance officer is funded one day a week to support our targets in the operational plan.



Students At Educational Risk (SAER)

In 2019 the SAER team identified the need for a Whole School program that focused on the Personal and Social capabilities of the WA curriculum. The team researched and trialed the Friendly Schools Plus program and in 2020 it was fully implemented alongside PBS. Teachers have reported that students are becoming more self-aware of their emotions and looking forward to 2021, the school is investigating surveys that will track student voice/emotional literacy data.

A huge celebration from 2020 is RUOK day. We have implemented this as a weekly mental health and well-being check-in for Year 1-6 students. On a Thursday at our mini-assembly, we do a Thumbs-up-Thursday check in. During the assembly students are given strategies to deal with anxiety, stress, friendships and many other relevant issues that may arise from the previous week. On conclusion of the assembly students are asked to show thumbs-up and if they feel the need to talk to someone they can stay behind to do so with a Deputy. Depending on what is discussed, further referrals to the Chaplain/external agencies are made and in some cases parents contacted for additional support at home.

In 2020 the school decided to fund a third Deputy in order to further support the complex needs of the school and to coordinate referrals with various external agencies, families and to manage the Student Services caseload at Tambrey PS. The school has formed strong partnerships in 2020 with various service providers whom provided access to therapeutic interventions at school. Strong collaboration has allowed staff to become familiar with specific needs of students and how to accommodate for them at school. The school invested in additional DOTT (Duties Other Than Teaching) time to release staff in order to meet with the Deputy and School Psychologist for case conference management of individual students. This time was also utilised to plan for the National Consistent Collection of Data census in Term 3.

At the end of 2020 the SAER team reviewed and made necessary changes to the SAER policy at Tambrey PS. Some changes included a clear process for referrals and the responsibility of all staff at Tambrey in terms of SAER. Due to the continued growth of student numbers, it was decided to fund an additional day for the School Psychologist (now four days a week) as well as a funded Chaplain for two days a week in 2021.

2021 will also see staff being upskilled in developing individual student planning/reporting through SEN.

ROBUST RELATIONSHIPS

Focus Area	Target	Progress
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.	6.7
	Parents are informed is raised to 6.5 or better.	6.1
	Using National Quality Standards Framework: Continue to meet the standard: Collaborative Partnerships with families.	
	Using the 6 Star Survey: Staff will score above 3.0 in all 6 dimensions.	New- will be completed in 2021

2020 started with Cyclone Damien. Our Tambrey community certainly showed true spirit and resilience in the rapid response to the clean-up of our school so that we could open our classrooms up for learning as soon as possible.

We held our usual community events this year. Each event provided opportunities to strengthen relationships within the school community. COVID-19 meant they were somewhat different in the way of parent representation. Our school ventured into the online platform of Seesaw. This allowed us to film events and share with parents rather than cancel them. We were still able to go ahead with our Twilight Faction Carnival, Learning Journey, ECE Father's Day BBQ, LEAP presentations to parents, Book Week Assembly, Presentation Assembly, Graduation ceremony, swimming lessons, Tambrey STAR Celebration Days, Interschool Sports events, fortnightly assemblies and many other events. The Tambrey car conga was a huge success, which certainly lifted community spirits.

Beyond a difficult year for fundraising opportunities, the P&C provided a forum for discussion on educational issues and continued to be strong advocates for the school in the community.

Partnerships with local schools, Regional Office, Central Office, Fremantle Speech and Language Development Centre Outreach program, Dyslexia Speld Foundation, Department of Children and Family Services, Rio Tinto, Woodside, Pilbara Ports, Pilbara Turtles and Wildlife, Polly Farmer Foundation, Dampier Salt, Karratha Senior High School and the City of Karratha continued to provide professional capacity building engagement for staff and improved learning opportunities for students.

P&C

President: Stuart Dale

Vice President: Leah Lobato

Treasurer: Candice Ladner

Secretary: Nikki Hemmett

Uniforms: Lauren Bruce

Canteen Coordinator: Leah Lobato

School Banking: Lana Armstrong

Even through the complexities of COVID-19 the P&C ran a number successful fundraising events throughout the year with the funds being put back into the school to support our teaching and learning programs.

Special events included Canteen on Wednesdays, Mothers' & Fathers' Day stalls, Twilight Faction Carnival, and plate decorating. We certainly appreciate the ongoing support from our P&C.



EFFECTIVE LEADERSHIP AND GOVERNANCE

Focus Area	Target	Progress
Staff	Using Tell Them from Me Teacher Survey: Leadership is rated above 8.0 or better.	7.0
	Using The National Quality Standards Framework: Continue to meet the standard: Governance and Leadership.	
	Using the National School Improvement Tool: Targeted use of resources will remain between high and outstanding.	

National School Improvement Tool (NSIT)

One of the focus areas of the 2020 – 2022 Business Plan is Effective Leadership and Governance. Staff engaged in a process to look in depth at the data collected against the National School Improvement Tool (NSIT) as a means of self-assessment. There are nine domains and as a school, we aim to achieve in the 'Outstanding' phase. Through rigorous interrogation of our data we currently remain between 'High' and 'Outstanding'. In 2020 staff continued to engage in school self-assessment against the criteria outlined in the NSIT.

Data collected through the use of surveys indicated a positive trend in focus areas of; An explicit improvement agenda, and Analysis and discussion of data. However, it was identified that these domains require continued focus for improvement in 2021, and include:

- Increasing staff engagement with the School Improvement Plan through regular team meetings, professional learning communities and collaborative year level meetings to target areas that require attention.
- Using operational plans to direct human and physical resources to encourage innovation and flexibility to improve student achievement outcomes.
- Professional learning to build the capacity of staff in collecting, analyzing, interpreting and using data to improve student outcomes.
- Time to be allocated for in-depth staff discussions of achievement data and strategies for the continuous improvement of student outcomes.

National Quality Standards (NQS)

In 2020 we made steady progress to maintain the National Quality Standards. The NQS team and K-2 staff worked collaboratively to reflect on our school's on-going progress. This allowed staff to celebrate positive changes across the school, as well as plan for continued improvement as part of the NQS Operational plan.

Our journey of as part of the Fogarty EDvance team has seen our school go from strength to strength in the focus area of Quality Area 1 – Educational Program and Practice. With the implementation of whole school programs and Explicit Instruction alongside a rich learning environment, we have seen improved student engagement and participation during all lessons.

As per the NQS Operational Plan (Quality Area 3 - Physical Environment), the outdoor environment was a continued focus for Tambrey Primary. With growing student numbers, the need for more engaging play spaces became a priority. Additional toys, games and activities were sourced and were allocated to students in the Year 1-6 play spaces. This alleviated congested playground and waiting time at the sport shed to access equipment. Student leaders and faction captains took on the responsibility for distributing the equipment trolleys each day.

It was agreed by all staff in our 2020 Self Reflection Tool that we are continuing to meet all six of the other Quality Areas. The Self Reflection tool was completed by 30 staff members.

National Quality Standard Reflection - summary

Date: 30 October 2020

Overall Quality Area recording		Working Towards (WT)	Meeting (M)
Quality Area 1	Educational program and practice		x
Quality Area 2	Children's health and safety		x
Quality Area 3	Physical environment	x	
Quality Area 4	Staffing arrangements		x
Quality Area 5	Relationships with children		x
Quality Area 6	Collaborative partnerships with families and communities		x
Quality Area 7	Governance and Leadership		x

A continued focus for improvement as per the Tambrey Primary School Business Plan and the NQS Operational Plan, is for learning and teaching to meet cultural learning styles for all Aboriginal and Torres Strait Islander and EAL/D students. This will include focus areas of improvement for Quality Areas 1, 5 and 6.



EDvance

In 2020 we continued our journey with the Fogarty Foundation and the EDvance School Improvement programme. EDvance is a three-year programme that leads schools through self-reflection, data analysis and a systematic plan for improvement. The Tambrey leadership team attended the professional learning and workshop days to better develop our understanding of change management and what makes a highly successful school. We have worked on a three-year plan that is the basis for our 2020-2022 Business plan.

We have three focus areas:

- High Expectations
- Excellent Educators
- Learning Environment

We have developed detailed strategic plans that systematically lead us through a plan to achieve our key performance indicators in these three areas.

We will become part of the EDVANCE Alumni in 2021.



School Policies Reviewed in 2020

Good Standing

At Tambrey Primary School, all students commence the year with and retain 'good standing' whilst exhibiting behaviours that align with the school's values and beliefs. This is articulated in the school's behaviour policy and also the Department of Education's 'Keeping Our Workplace Safe Initiative'. The Good Standing Policy is also supported by our Positive Behaviour Support Program at Tambrey which reinforces our STAR behaviours; Strive for Personal Growth, Take Responsibility, Act Safe and Respect. To maintain 'Good Standing' students must:

- Comply with the Tambrey Primary School's behaviour policy and,
- Follow the school's Positive Behaviour Support program.

Student Leaders

Tambrey Primary School aims to nurture, inspire and develop student leadership opportunities, and broaden student experience within the local school community. Potential student leaders are invited to participate in activities that will assist them in developing their leadership skills and to achieve positive outcomes for themselves, their cohort and the school.

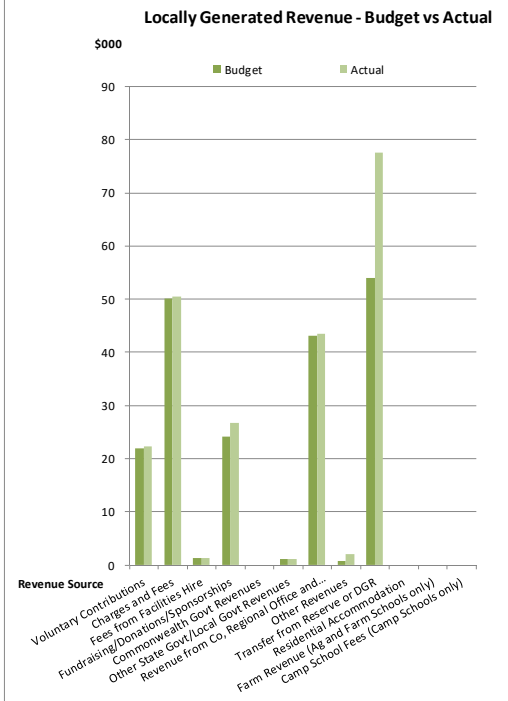
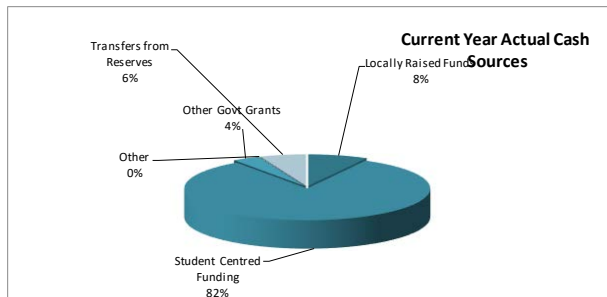
Students in the final year of primary school will be given the opportunity to demonstrate and develop responsibility. There are many who, during their years at school, have shown qualities which indicate they can contribute to the school in terms of:

- Assisting in suitable tasks that facilitate the smooth operation of the day to day running of the school.
- Contributing student voice in relation to school operation and procedures.
- Enjoying sport and aspiring to help increase the level of sports activities at Tambrey Primary School.
- Providing positive role models to other children.

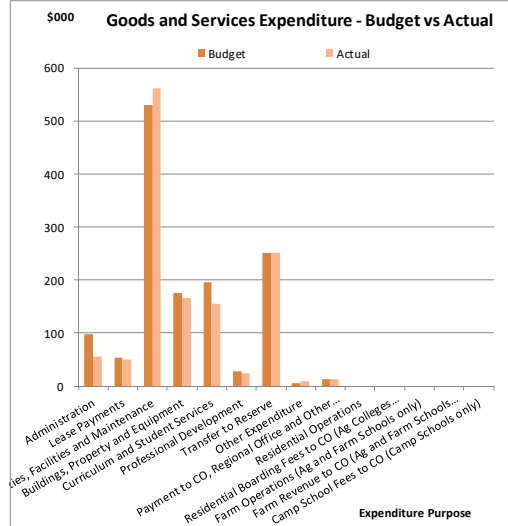
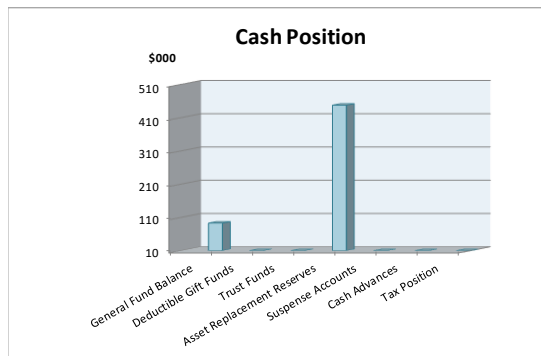
Insert your School
Logo Here or
Delete if not
required

Tambrey Primary School Financial Summary as at 31 December 2020

Revenue - Cash & Salary Allocation	Budget	Actual
1: Voluntary Contributions	\$ 21,900.00	\$ 22,261.00
2: Charges and Fees	\$ 50,128.00	\$ 50,427.39
3: Fees from Facilities Hire	\$ 1,364.00	\$ 1,363.64
4: Fundraising/Donations/Sponsorships	\$ 24,200.00	\$ 26,705.27
5: Commonwealth Govt Revenues	\$ -	\$ -
6: Other State Govt/Local Govt Revenues	\$ 1,100.00	\$ 1,100.00
7: Revenue from Co, Regional Office and Other Schools	\$ 43,136.00	\$ 43,563.20
8: Other Revenues	\$ 758.00	\$ 2,147.47
9: Transfer from Reserve or DGR	\$ 53,906.04	\$ 77,509.04
10: Residential Accommodation	\$ -	\$ -
11: Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12: Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 196,492.04	\$ 225,077.01
Opening Balance	\$ 105,986.00	\$ 105,986.02
Student Centred Funding	\$ 1,051,193.00	\$ 1,051,192.60
Total Cash Funds Available	\$ 1,353,671.04	\$ 1,382,255.63
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 1,353,671.04	\$ 1,382,255.63



Expenditure - Cash and Salary	Budget	Actual
1: Administration	\$ 97,971.37	\$ 56,307.43
2: Lease Payments	\$ 53,750.00	\$ 50,348.50
3: Utilities, Facilities and Maintenance	\$ 529,250.00	\$ 562,000.70
4: Buildings, Property and Equipment	\$ 176,022.94	\$ 166,181.54
5: Curriculum and Student Services	\$ 196,290.43	\$ 155,109.64
6: Professional Development	\$ 27,000.00	\$ 24,898.33
7: Transfer to Reserve	\$ 252,000.00	\$ 252,000.00
8: Other Expenditure	\$ 5,100.00	\$ 9,246.16
9: Payment to CO, Regional Office and Other Schools	\$ 13,100.00	\$ 13,282.00
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)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 1,350,484.74	\$ 1,289,374.30
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 1,350,484.74	\$ 1,289,374.30
Cash Budget Variance	\$ 3,186.30	



Cash Position as at:

Bank Balance	\$ 535,622.37
Made up of:	\$ -
1: General Fund Balance	\$ 92,881.33
2: Deductible Gift Funds	\$ -
3: Trust Funds	\$ -
4: Asset Replacement Reserves	\$ 447,462.91
5: Suspense Accounts	\$ 3,682.13
6: Cash Advances	\$ -
7: Tax Position	\$ (8,404.00)
Total Bank Balance	\$ 535,622.37