

## **2019 Annual Report**

### *From the Principal*

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It gives me great pleasure to present the 2019 Tambrey Primary School Annual Report. Celebrations centred around our 30<sup>th</sup> anniversary, building trust through transparency, high impact low variation instruction and educative behaviour management. Our first Public School Review earned us a rating as an Effective School.

The second 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 Engaging Learning Environment, providing world class professional learning and coaching support in Explicit Direct Instruction, Restorative Practices and Positive Behaviour Support.

Our third 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 an ethos of Nurture, Inspire and Achieve, with a focus on Excellent Educators, Engaging Learning Environment, Sustainable Partnerships, 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: Father's Day camp out, Colour Run, Twilight Faction Carnival and Presentation Night. It is vital now that we manage change fatigue, support the implementation of whole school practices and celebrate success.



We are all unique but together we make a school



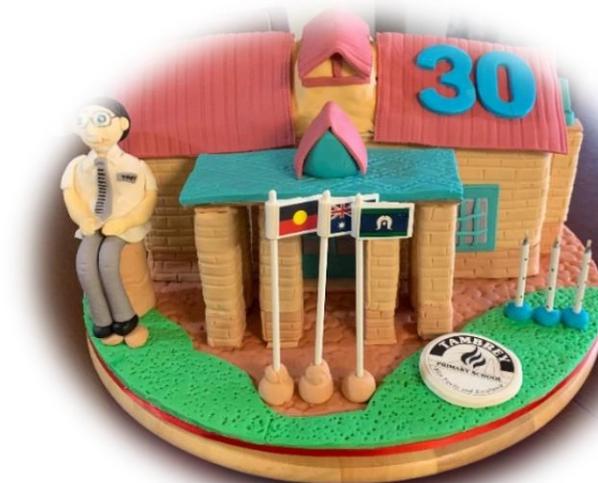
## *School Community*

Tambrey Primary School is located in the town of Karratha situated approximately 1600 kilometres north of Perth in the Pilbara Education Region. Established in 1989 and named after Tambrey Station, one of the first cattle stations in the district, we welcome enrolments from the suburbs of Tambrey, Jingari, Nickol and Nickol West and cater for approximately 650 children from a diverse range of social and cultural backgrounds.

We are committed to the ethos of nurture, inspire and achieve, and share high expectations of ourselves and our students. We are a dynamic, innovative and inclusive community that nurtures and inspires lifelong learning and high levels of achievement for all. Our school is a professional learning community where there is a culture of continuous improvement, collaboration and evidence based practice. Our balanced curriculum includes specialist programs in the arts, physical education, languages, digital technologies, science, talented and gifted, and intervention, as well as whole school literacy and numeracy programs that ensure high quality low variance teaching.

Our school is community orientated. We actively support and participate in the Karratha schools network. Student learning is strengthened through partnerships with parent groups, industry, local business, Government agencies, not for profit organisations and Aboriginal corporations working together to ensure a high quality education for all children. 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 945. 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'.



30<sup>th</sup> Anniversary Cake courtesy of the talented Mrs Mort

## *Performance against our targets*

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Our Business Plan academic targets relate to student achievement in system wide data being equal or better than students in like schools.

### Academic Targets (Appendix 1)

Our 2017 – 2019 Business Plan articulates our Academic Targets as:

#### **English:**

*Year 3 and 5 cohorts of students tested in 2019 NAPLAN will be at or above the mean performance of like schools in Reading and Writing.*

#### Year 3

Reading – target exceeded by 0.6 standard deviations from the expected mean

Writing – target exceeded by 0.7 standard deviations from the mean

#### Year 5

Reading – the target was met at precisely the expected mean

Writing - the target was met at precisely the expected mean

#### **Mathematics:**

*Year 3 and 5 cohorts of students tested in 2019 NAPLAN will be at or above the mean performance of like schools in Mathematics.*

#### Year 3

Numeracy – target exceeded by 1.2 standard deviations from the expected mean

#### Year 5

Numeracy – the target was not met by -0.5 standard deviations from the expected mean.

However progress of the cohort is better than Like Schools by 8 NAPLANs.

#### **Science:**

*Year 3 and 5 cohort of students tested in system assessments will be at or above the mean performance of like schools.* We were unable to make this judgment with validity and reliability based on available assessment instruments. (Progressive Assessment Test – Science, will be used in the future to provide better clarity.)

#### **NAPLAN summary**

Our results are pleasing, particularly in Year 3, and our targeted areas. In line with our beliefs around high expectations, our 2022 Business Plan targets will rise to be comparable to WA State Schools. Our efforts to focus on consistent evidence based, data driven whole school practices is paying off and will continue into 2020.

### Non-academic targets

Our 2017 – 2019 Business Plan articulates our Non Academic Targets as:

**Attendance:** (Appendix 2)

The percentage of students in the at risk categories are similar or better than those of like schools. Achieved only in the moderate category.

**Behaviour:** (Appendix 3)

There is a positive trend in behaviour management analysis and National School Opinion Survey results

**Community Perception:** (Appendix 4)

There is a positive trend indicated by National School Opinion Survey results in regards to leadership, communication and consultation

**Staff perception:** (Appendix 5)

At least 80% (70% actual) of staff report positively in National School Opinion Survey that their professional capability and wellbeing is supported



Father's Day camp out fun



## *School Performance against our Focus Areas*

The school's identified priorities are Excellent Educators, Engaging Learning Environment, Sustainable Partnerships, 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.

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

Tambrey's focus on the whole child enables each child to feel valued and safe within the environment. There are many systems in place to reward successes at any level. The school is well resourced and children receive good care. There is an extensive range of subject specialisms on offer and the children have access to teaching of a high quality. They also have good support staff who show great care and concern for the students.

### *Excellent Educators*

Strategic Intent	Key Indicators	Progress
All staff are capable and effective	<ul style="list-style-type: none"> <li>A workforce management plan meets the changing needs of the school</li> <li>Recruitment processes meet Public Sector standards and the needs of the workforce management plan</li> <li>Professional development is targeted to whole school approaches; Response to Intervention (RTI), Classroom Management and Instructional Strategies (CMIS), GROWTH Coaching, Inclusive Education</li> <li>Teachers supported to be actively involved in PLCs</li> <li>80%&gt; of staff report that their wellbeing is supported (National School Opinion Survey NSOS)</li> </ul>	
All staff are accountable	All staff undergo formal Performance Management and Development Systemic and school based expectations of all staff are clearly understood	
All staff are Culturally Responsive	Progress through the standards is collectively mapped, recorded and reported	
All staff work to meet the National Quality Standards	Alternate annual Internal and External audits indicate that each standard is met	2019 internal
All staff share a sense of empowerment	80% > of staff self-reflect positively on surveys in regards to their sense of empowerment and growth mindset	

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 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, Restorative Practice, STEM, Talk 4 Writing, and Trade Union training.

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.

We are so lucky at our school to have so many teachers who are not just there for work but are invested in their students educational and emotional learning. Looking to the future - I would like to see the school recruit specialist teachers for art, music and science.



Staff screen printed *Choose KIND* on their duty vests

My kids love to tell me about what is happening in their classroom. They come in and are engaged and ready to learn. Their teachers have clear expectations and provide a safe and engaging environment for them.

## Engaging Learning Environment

Strategic Intent	Key Indicators	Progress
Classrooms are engaging and inclusive	National School Opinion Survey (NSOS) results reflect positively	
Educative Behaviour Management policy and practice.	Expectations of behaviour are clearly understood by student, staff and parents (NSOS) Positive trend in Behaviour analysis (SIS and NSOS)	
Students are prepared for 21 <sup>st</sup> Century Learning	Reliable and sustainable infrastructure, hardware and software is in place NAPLAN online results are comparable or better than original NAPLAN format	
Improved attendance.	Attendance rates improve Percentage of student in at risk categories decrease	
Playgrounds are engaging and inclusive	Nature playgrounds are available for all students	
The academic, social and emotional needs of students are met	No student is below National Benchmark for English and Mathematics High Achievement on NAPLAN corresponds with Moderate or better Progress The school is represented in at least one interschool level academic competition e.g.. Optiminds, RoboCup	
Buildings and Infrastructure maintained and enhanced	Faults and maintenance are managed effectively, and minor works projects are identified and completed	



Our PBS STAR Mascots

Our rich and diverse student cohort, requires a broad range of academic, social and emotional programs, strategies and resources to meet their needs. Our intervention program saw 0.6 teacher FTE plus 4x0.64 Education Assistants implement an intensive program of supplementary Letters and Sounds synthetic phonics. Student Services were supported through a part time Learning Support Coordinator role / or deputy position A teacher was employed 3 days a week to run Talented and Gifted programs that targeted students across the years with various strengths ranging from coding, robotics, visual arts and cultural studies. Students were involved in diverse out of school competitions on the sporting field, in maths competitions, Optiminds and RoboCup.

Our Positive Behaviour Support (PBS) journey continued as an overarching framework for our approach to behaviour management, in line with systemic and school strategic expectations for an educative and restorative policy and practice. Built on the premise that behaviour can be learnt; just as we teach a child when they get a sum wrong, we must teach a child how to behave when they get it wrong. Clear expectations, modelling, common positive language and explicit teaching, underpin the approach.



Father's Day camp out fun



## Sustainable Partnerships

Strategic Intent	Key Indicators	Progress
Foster trust based relationships with parents and carers	<ul style="list-style-type: none"> <li>Regular educative communications to community on Facebook</li> <li>Principal actively engages with P&amp;C</li> <li>Parents and Carers attendance and feedback at and following organised events is positive</li> </ul>	Green
Foster partnerships to improve teacher capability	<ul style="list-style-type: none"> <li>Teachers report positively regarding support received for their professional capability (NSOS)</li> </ul>	Green
Foster partnerships to improve student achievement, engagement and wellbeing.	<ul style="list-style-type: none"> <li>Incursions, excursions and camps are organised for each year level</li> <li>Grants, in-kind support and partnerships exist</li> <li>Students At Educational Risk (SAER) are triaged, referred and supported with a Documented Plan</li> </ul>	Green
Promote the school positively in the community.	<ul style="list-style-type: none"> <li>The school is recognised as a Good School in NSOS data with a score of 4&gt;</li> </ul>	Green
Use school facilities and resources to foster positive relations with the school community.	<ul style="list-style-type: none"> <li>Community Use Agreements exist</li> <li>OSHC operates from the school site</li> </ul>	Green Yellow



Relationships is what our school does very well. Parents feel very welcome at any time and teachers make themselves available to meet with parents if requested. Parents are welcome in classrooms each morning. Our school community features very strongly in decisions and plans being made.

Water Fun STAR Celebration Day supported by our Karratha VFRS

We celebrated our 30<sup>th</sup> Anniversary with an Evening on the Green and took lapathon to a new level with a Colour Run. The Father's Day camp out / movie night was a huge success. Our usual community events: Twilight Faction Carnival, Learning Journey, ANZAC service, Book Fair, Father's Day Picnic, TAGS presentations to parents, Presentation Night, Graduation ceremony, swimming lessons, Tambrey STAR Celebration Days, Pink Stumps Day, Interschool Sports events, fortnightly assemblies and many other events, provided opportunities to strengthen relationships within the school community.

Beyond fundraising, 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, and the City of Karratha continued to provide professional capacity building engagement for staff and improved learning opportunities for students. Scitech provided particular support in the field of STEM (a collaborative pedagogical approach to science, technology, engineering and mathematics).



Year 5 Interschool Science and Engineering Challenge Champions

I have watched the school community become stronger in the last three years. Parents, teachers, support staff and school leaders have become partners in learning and provide a very support environment for the students.

## Effective Leadership and Governance

Strategic Intent	Key Indicators	Progress
Build a culture of distributed and empowered leadership.	<ul style="list-style-type: none"> <li>All leaders report an empowered and growth mindset</li> </ul>	Green
Leaders seek improvement in themselves and others	<ul style="list-style-type: none"> <li>Engage in 360 feedback / DiSC profile</li> <li>Leaders engage in Performance Management and Development</li> <li>Aspirant leaders report to line managers that they feel supported</li> <li>Leaders responsible for performance management are trained in GROWTH Coaching</li> </ul>	Green
Reflect on and respond to the needs of the school community	<ul style="list-style-type: none"> <li>National School Opinion Surveys and school based survey results are analysed by executive team and the Board</li> </ul>	Green
Accountability	<ul style="list-style-type: none"> <li>The Executive Leadership team, Finance Committee, and School Board contribute to the oversight of the DPA / Funding agreement, Business Plan and Annual Report</li> <li>An agreed whole school approach to performance and development, and accountability processes are embedded which include classroom observations and a professional learning community culture</li> </ul>	Green
An effective School Board	<ul style="list-style-type: none"> <li>Membership reflects the context of our school community</li> <li>Board effectiveness survey results reflect positively</li> </ul>	Green

Mr Withers returned from Long Service Leave though the stability of the executive leadership team was tested due to long term illness. School needs were balanced with staff expertise and flexibility to ensure strong leadership. Mrs Woodvine moved to Karratha PS, while Mrs Bosman joined Mrs Pullen and Mr Mullen as deputy principal.

Our School Board welcomed 2 new parents and 1 new staff member. Mr Aaron Bruce was elected Board Chair.

Mr Withers was successful in winning a position elsewhere late in the year and was able to negotiate a Term 2 start to ensure a smooth transition to a new substantive principal in 2020.

Much has been implemented to support staff in the EDI approach, but what has also been refreshing is how trust has been put into staff to incorporate such approaches into their own style and subject knowledge. Staff have confidence to teach a whole child approach and to adapt their teaching appropriate to the child's needs. This is supported from above. Staff are required to collect, share data and to make use of collaborative time with one another. It is a supportive environment.

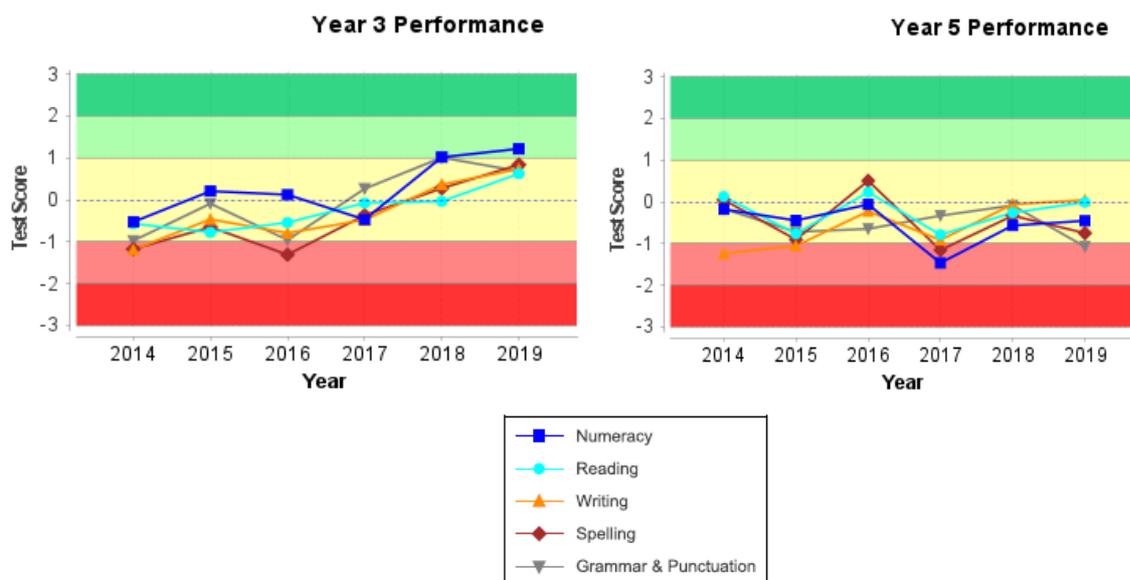
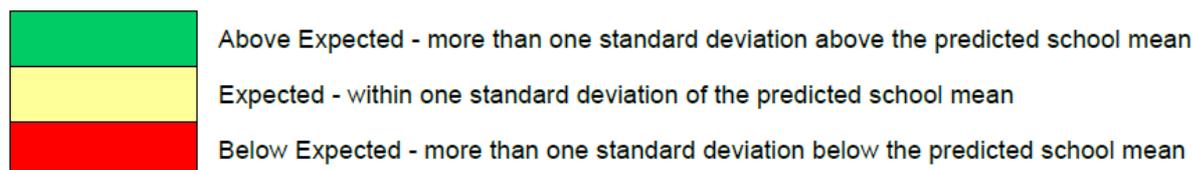
The leadership team are diligent and dedicated to instilling confidence among the rest of the staff. They provide a strong foundation for the school's philosophy and pedagogy and are encouraging of transparency and inclusion.

## (Appendix 1)

### Comparative Performance Summary

Though there are many indicators of Successful Students, the most systemically comparative reflection is of our NAPLAN results. The Comparative Performance Summary below shows pleasing results for Year 3s particularly in Numeracy, and slight improvement in Numeracy, Reading and Writing though a drop in Spelling, and Grammar and Punctuation performance for Year 5

	Year 3			Year 5		
	2017	2018	2019	2017	2018	2019
Numeracy	-0.5	1.0	1.2	-1.5	-0.6	-0.5
Reading	-0.1	-0.0	0.6	-0.8	-0.3	-0.0
Writing	-0.5	0.4	0.7	-0.9	-0.1	0.0
Spelling	-0.4	0.3	0.8	-1.2	-0.3	-0.7
Grammar & Punctuation	0.3	1.0	0.7	-0.3	-0.1	-1.1



**Student Progress and Achievement Compared with Like Schools**

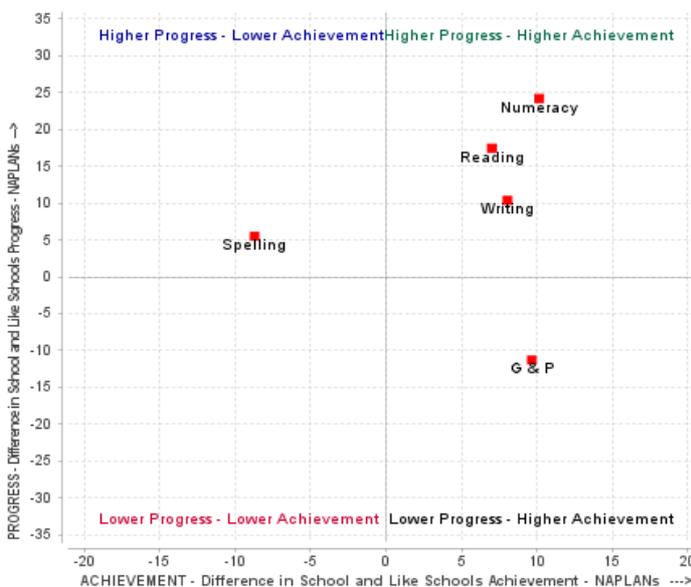
**NAPLAN Year 3 2016 to Year 5 2018**



■ Year 3 to 5

**Student Progress and Achievement Compared with Like Schools**

**NAPLAN Year 3 2017 to Year 5 2019**



■ Year 3 to 5

These graphs show progress and achievement for all NAPLAN tests of the Year 5 cohort from 2016 - 2018 and 2017 - 2019. It highlights significant improvement in Year 5 Numeracy progress, stability in Reading and Writing, though a drop in progress in Grammar and Punctuation and a drop in achievement in Spelling.

**(Appendix 2)**

*Attendance*

Business Plan Target:

The percentage of students in the at risk categories are similar or better than those of like schools. Achieved only in the moderate category.

Every day matters for every child. Despite considerable effort and resource allocation towards attendance, improving attendance data remains a challenge. There is evidence to celebrate. Attendance percentage of Aboriginal students increased by almost 4% while there was a decrease in Like and WA Public Schools, though we are still below both. Our attendance percentages of Non-Aboriginal students were slightly better than Like and WA Public Schools. Our total attendance percentages improved while Like and WA Public Schools decreased from the previous year.

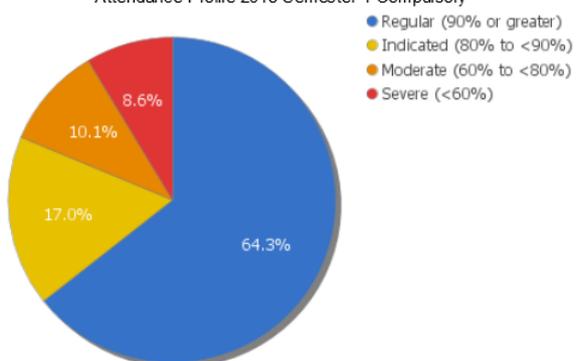
Efforts will be directed towards improving the quality and the perception of the value of education in order to indirectly improve attendance data.

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
<b>2017</b>	92.7%	93.3%	93.8%	77.8%	85%	81.2%	88.2%	92.2%	92.7%
<b>2018</b>	92.5%	92.5%	93.7%	74.2%	83.9%	80.8%	87.5%	91.2%	92.6%
<b>2019</b>	92.8%	91.7%	92.7%	77.8%	80.3%	79.5%	89%	90.1%	91.6%

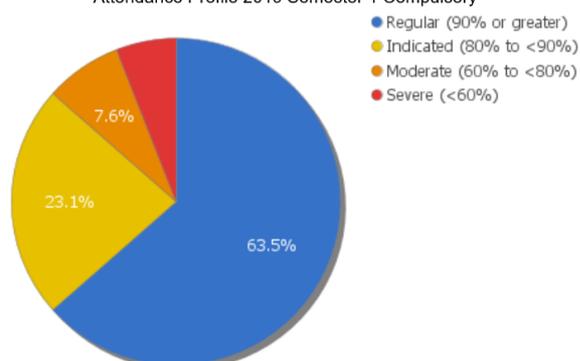
There has been improvement in the Severe and Moderate risk categories though the severe category is still higher than Like and WA Public Schools. The Indicated category increased by 6% while Regular attendance decreased by less than 1%.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
<b>2017</b>	62.5%	18.0%	12.0%	7.5%
<b>2018</b>	64.3%	17.0%	10.1%	8.6%
<b>2019</b>	63.5%	23.1%	7.4%	6.1%
<b>Like Schools 2019</b>	65.4%	21.5%	9.6%	3.6%
<b>WA Public Schools</b>	73.0%	19.0%	6.0%	2.0%

Attendance Profile 2018 Semester 1 Compulsory



Attendance Profile 2019 Semester 1 Compulsory



**(Appendix 3)**  
**Behaviour**

Business Plan Target:

There is a positive trend in behaviour management analysis and National School Opinion Survey results

Our Western Australia Positive Behaviour Support (WAPBS) initiative made significant progress in 2019. Highlights included the continuation of the Picnic with the Principal student reward, further staff training and behaviour expectation matrix STAR mascots.

Suspensions

Year	Suspensions	Students	Total Number of Days
2016	41	21	41.5
2017	83	29	113
2018	60	32	72.5
2019	55	23	80.5

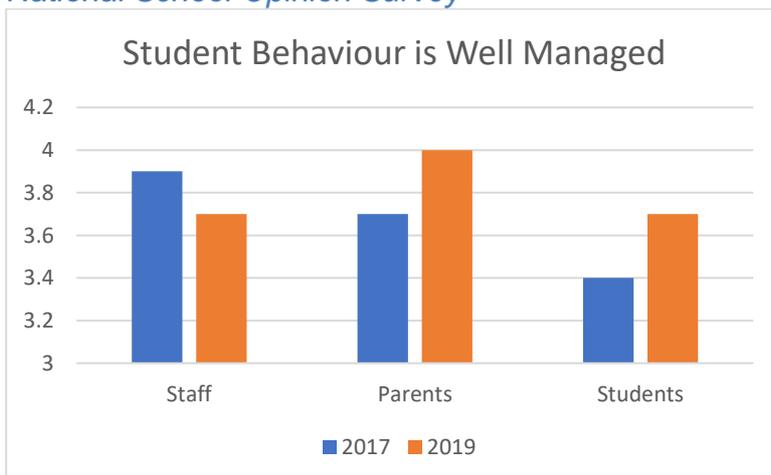
As at 06 Feb 2020

Suspensions by Year Group and Gender

2018					2019				
Year Group	Gender	Suspensions	Students	Days Suspended	Year Group	Gender	Suspensions	Students	Days Suspended
KIN	F	1	1	0.5	PPR	F	4	1	5.5
KIN	M	1	1	1	PPR	M	2	1	1
PPR	M	4	2	5.5	Y01	F	3	3	2
Y01	M	10	3	9.5	Y01	M	7	4	7.5
Y02	F	1	1	0.5	Y02	M	14	3	29
Y02	M	4	1	3.5	Y03	F	1	1	2
Y03	M	5	3	9	Y03	M	5	1	8.5
Y04	M	4	4	4.5	Y04	M	3	2	3
Y05	F	6	2	6	Y05	M	3	3	3.5
Y05	M	9	5	11	Y06	F	1	1	1
Y06	F	2	2	1	Y06	M	10	6	16
Y06	M	13	7	20.5	Y07	M	2	2	1.5

Raw suspension data showed a general decline in number of suspension, number of students suspended and total days suspended. Year group analysis identifies a particular anomaly against this trend in Year 2 boys. Additional support was put in place for this group during the year.

*National School Opinion Survey*



Students and parents reported a marked improvement in this area, while staff reported the reverse. This can be attributed to the significant change undertaken in this area.

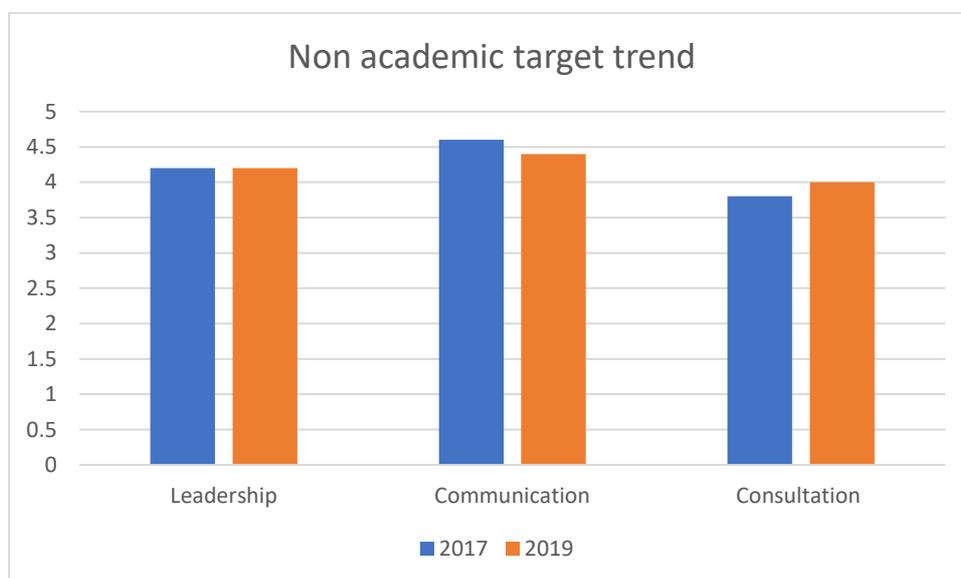
**(Appendix 4)**

*Community Perception*

Business Plan Target:

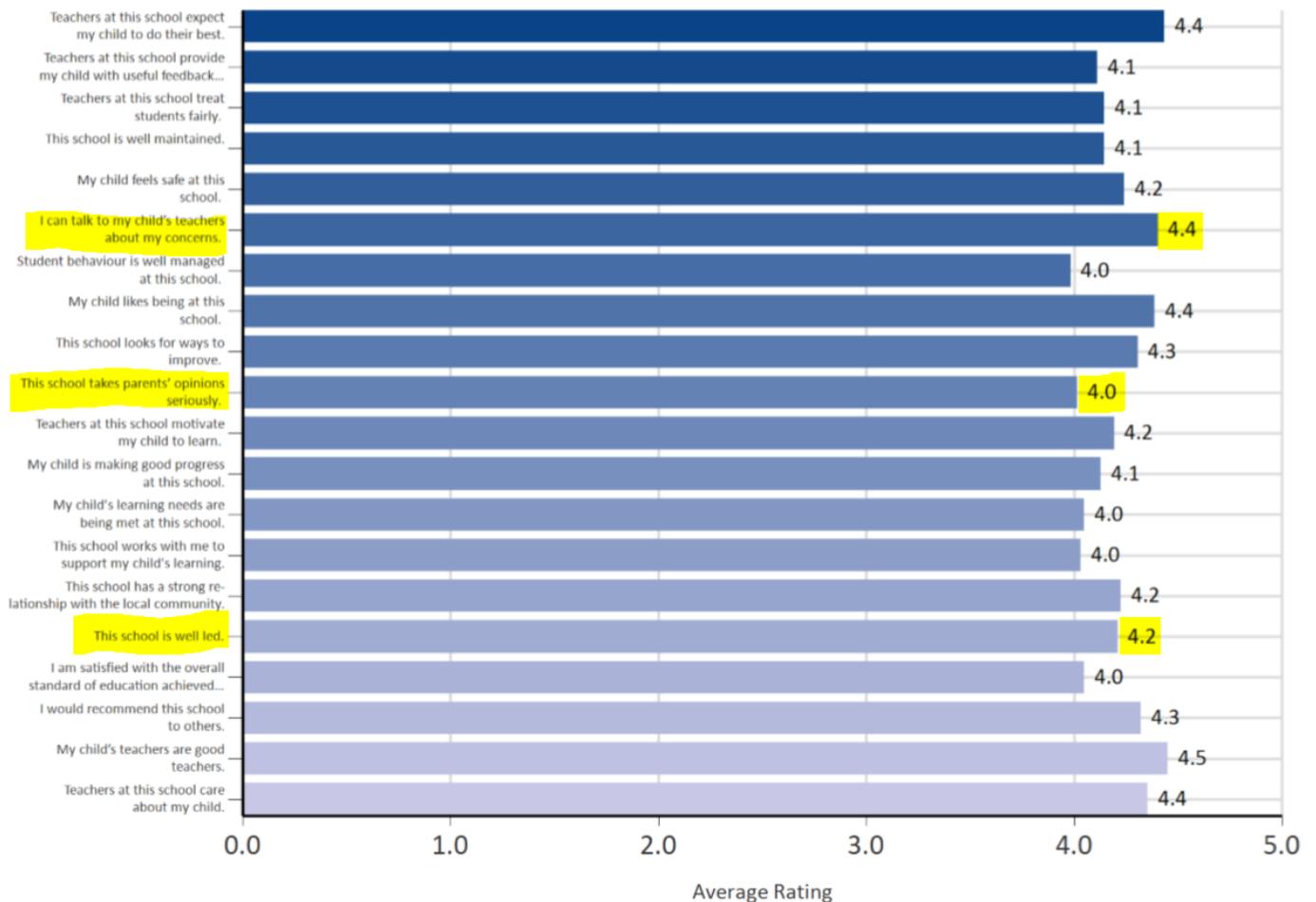
*There is a positive trend indicated by National School Opinion Survey results in regards to leadership, communication and consultation.*

		<i>Leadership</i>	<i>Communication</i>	<i>Consultation</i>
<b>2017</b>		4.2	4.6	3.8
<b>2019</b>		4.2	4.4	4.0



Parent Survey

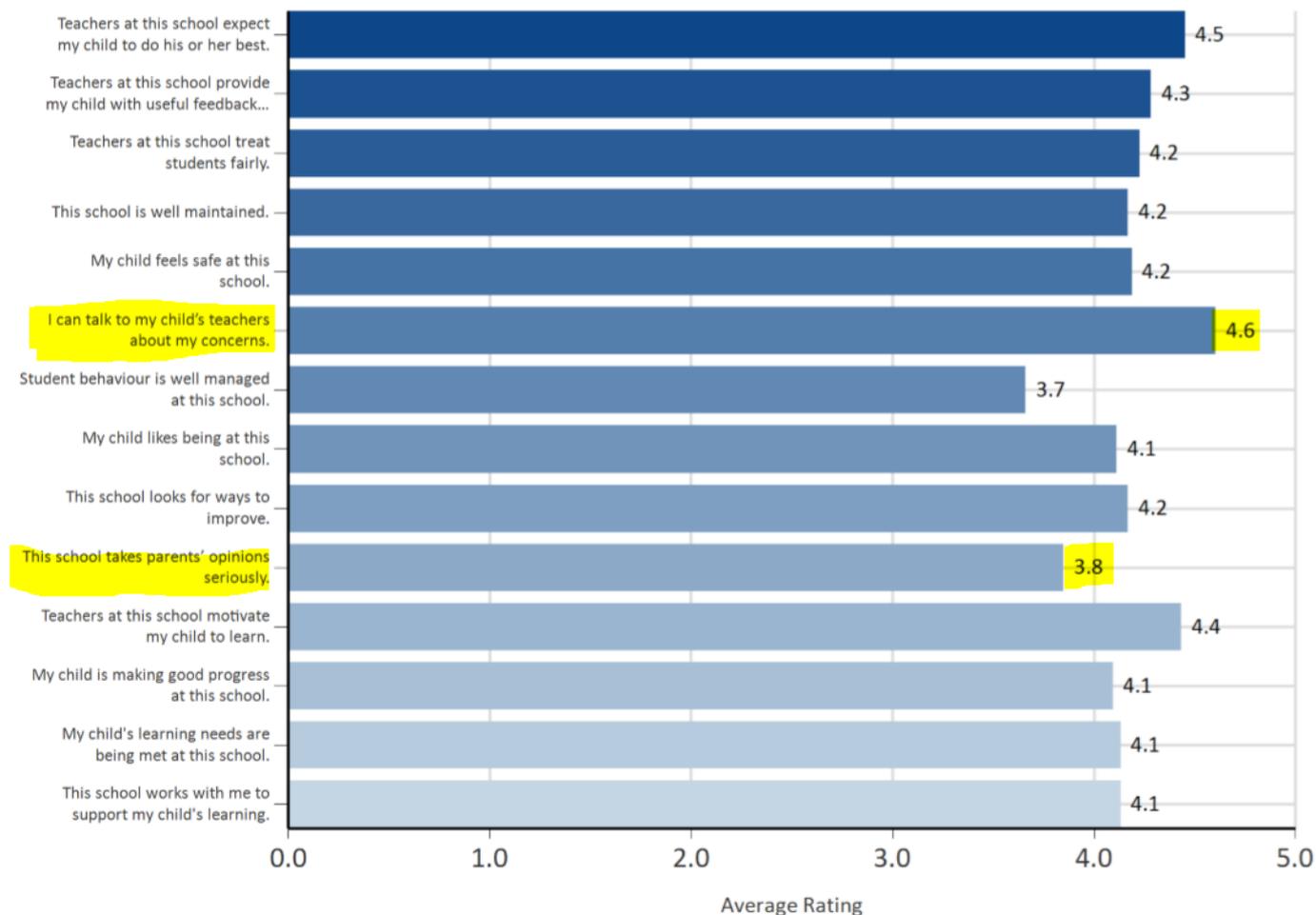
2019



We often reflect on how lucky we are to have such passionate, committed and caring teachers, staff and leaders at Tambrey. It seems as though they are all willing to go above and beyond for their students.

## Parent Survey

2017

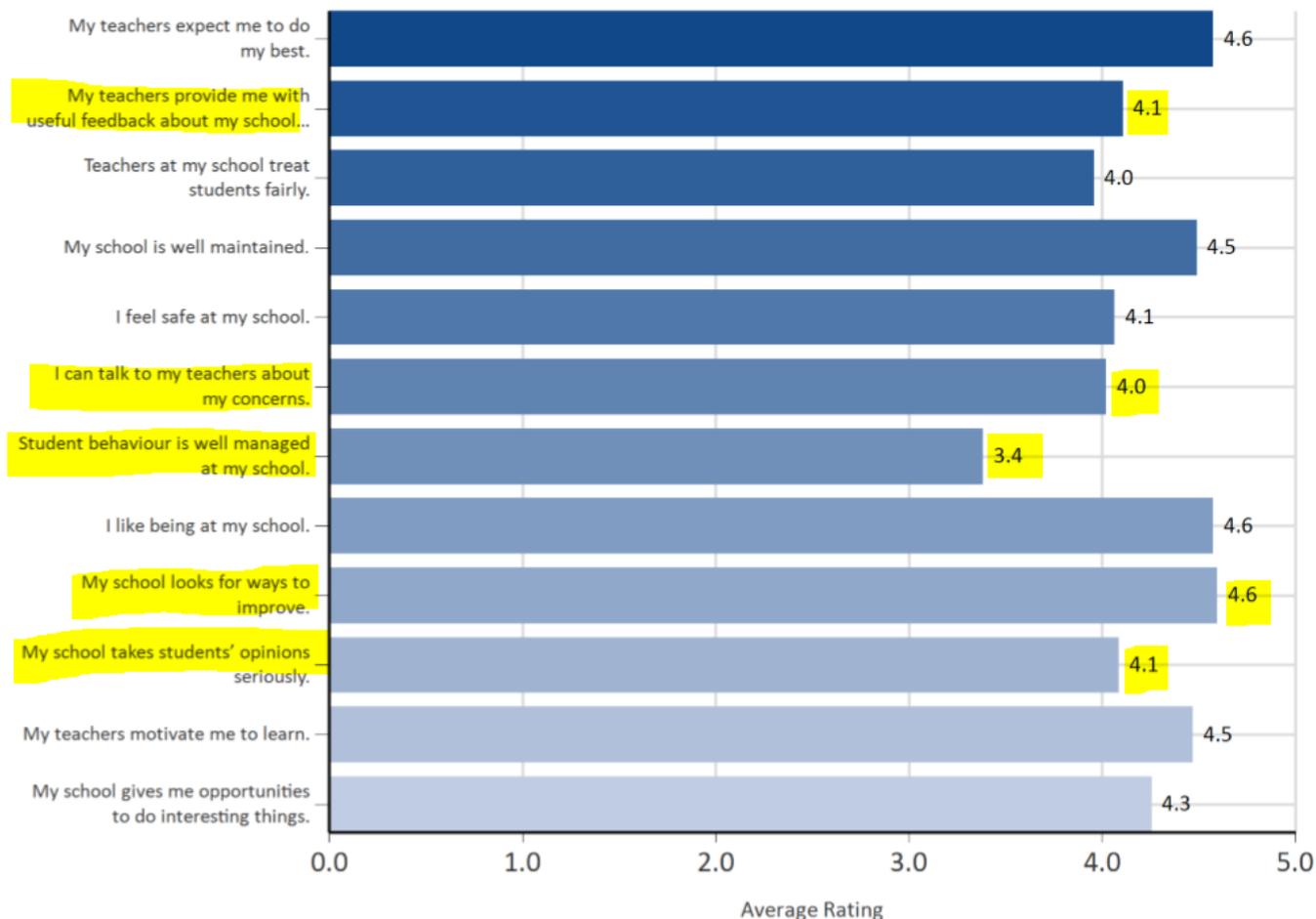


The kids are so well behaved on the whole. There are certainly challenges but the school embraces inclusivity. I really like that the school reflects the dynamic of our society. I've heard great things about PBS and Restorative Justice. My kid loved the picnic with Mr Withers. The school has had a noticeable spruce up. It must be hard to maintain what is a very unique building. Loved seeing the photos of its construction. The grounds seem better recently too.

Staff display tremendous dedication and commitment. There has been a real emphasis on embedding some of the improvements that are well underway. Teachers in particular are to be commended on their efforts to embrace change and improvement. Non-teaching staff offer tremendous support and ensure kids, families and staff are at their best.

Student survey

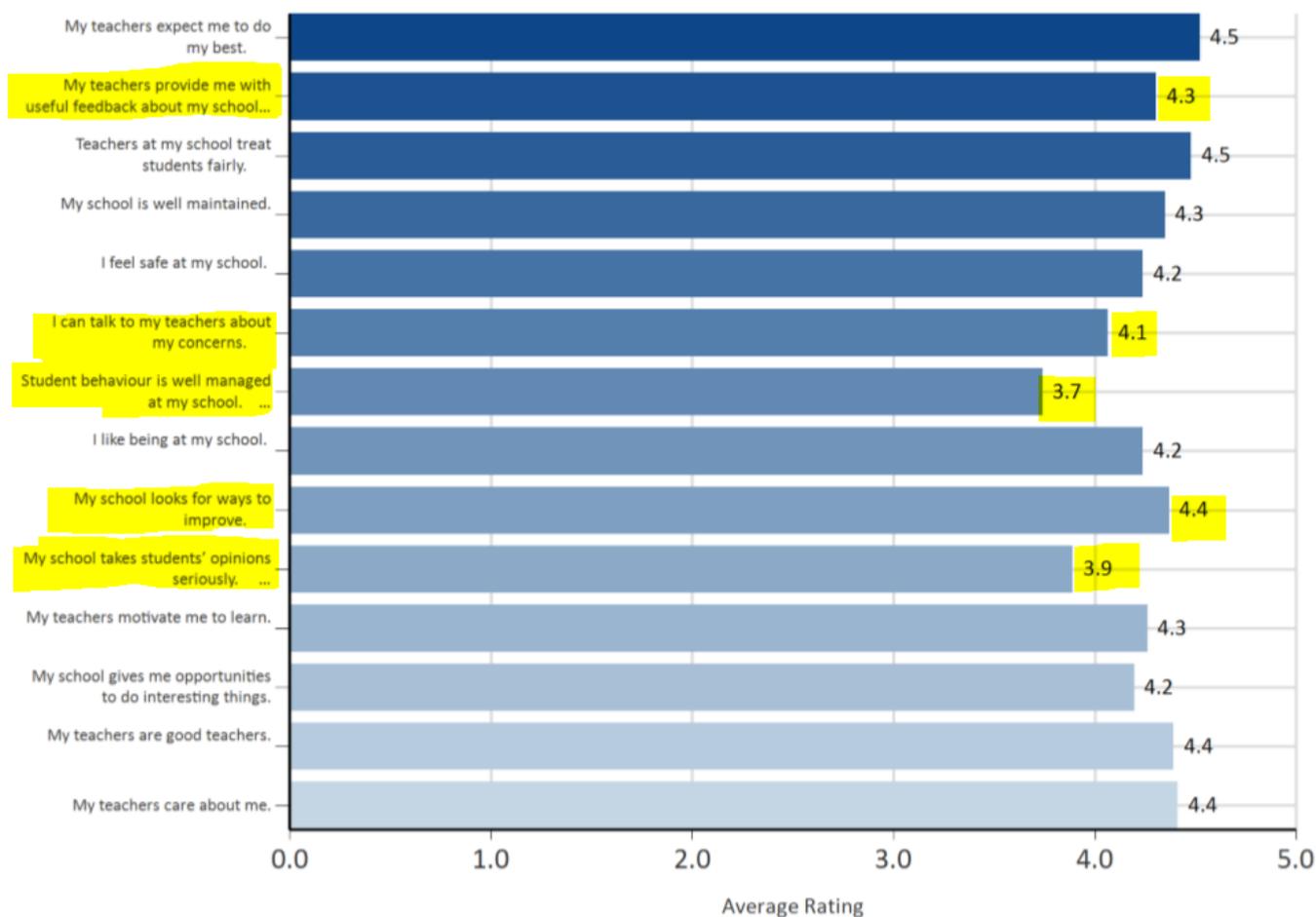
2017



I see the children engaging in the learning activities, the wonderful play time / learning activities they have organised for them. They are well- supported and managed beautifully. The kids have formed friendships and are learning to know what it is to interact together. They are all treated fairly and all given the opportunities they need to grow. I love how the Kindy classes sit together at meal times and all the teachers say G'day and greet parents during pick up and drop off, it's really great to know how much they care and acknowledge you're around.

## Student survey

2019



I like how we are a sun smart school and that we do excursions throughout the year. The teachers and staff are so friendly to all children. The teachers make us do better in all our subjects. The events that happen at our school are so fun. I like the P.B.S system, the four stars for success (Strive for personal growth, Take responsibility, Act safe, Respect). The playgrounds, the oval and the basketball courts.

I like that our school keeps upgrading and getting bigger. For example, we just changed our school logo.

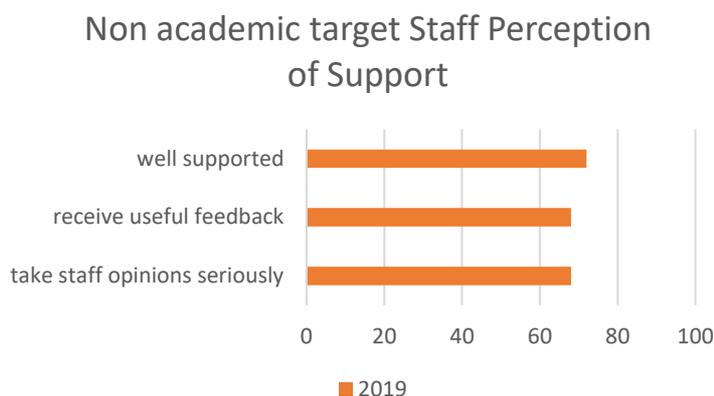
The students. The activities. The teachers. The celebrations.

**(Appendix 5)**  
**Staff Perception**

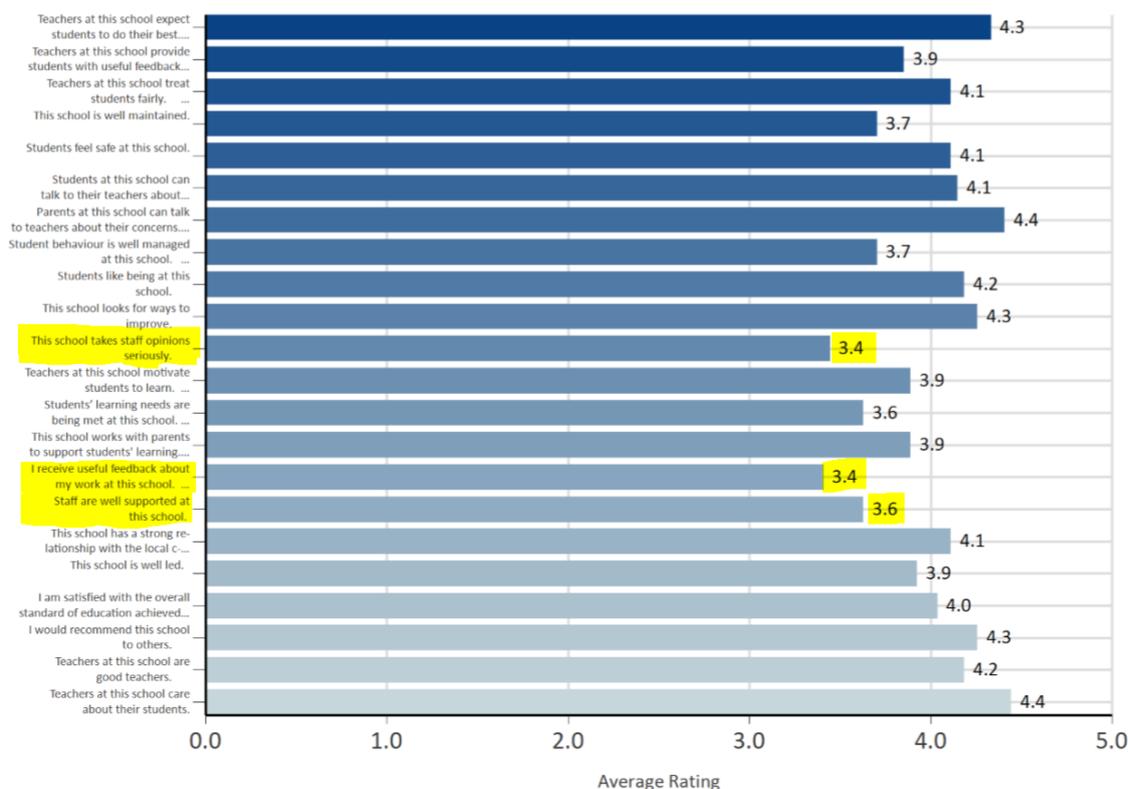
Our two targets relating to this reference the National School Opinion Survey (NSOS). Student, Staff and Parent surveys were conducted in 2019.

**Staff perception:**

At least **80%** (70% actual) of staff report positively in National School Opinion Survey that their professional capability and wellbeing is supported



Much has been implemented to support staff in the EDI approach, but what has also been refreshing is how trust has been put into staff to incorporate such approaches into their own style and subject knowledge. Staff have confidence to teach a whole child approach and to adapt their teaching appropriate to the child's needs. This is supported from above. Staff are required to collect, share data and to make use of collaborative time with one another. It is a supportive environment.

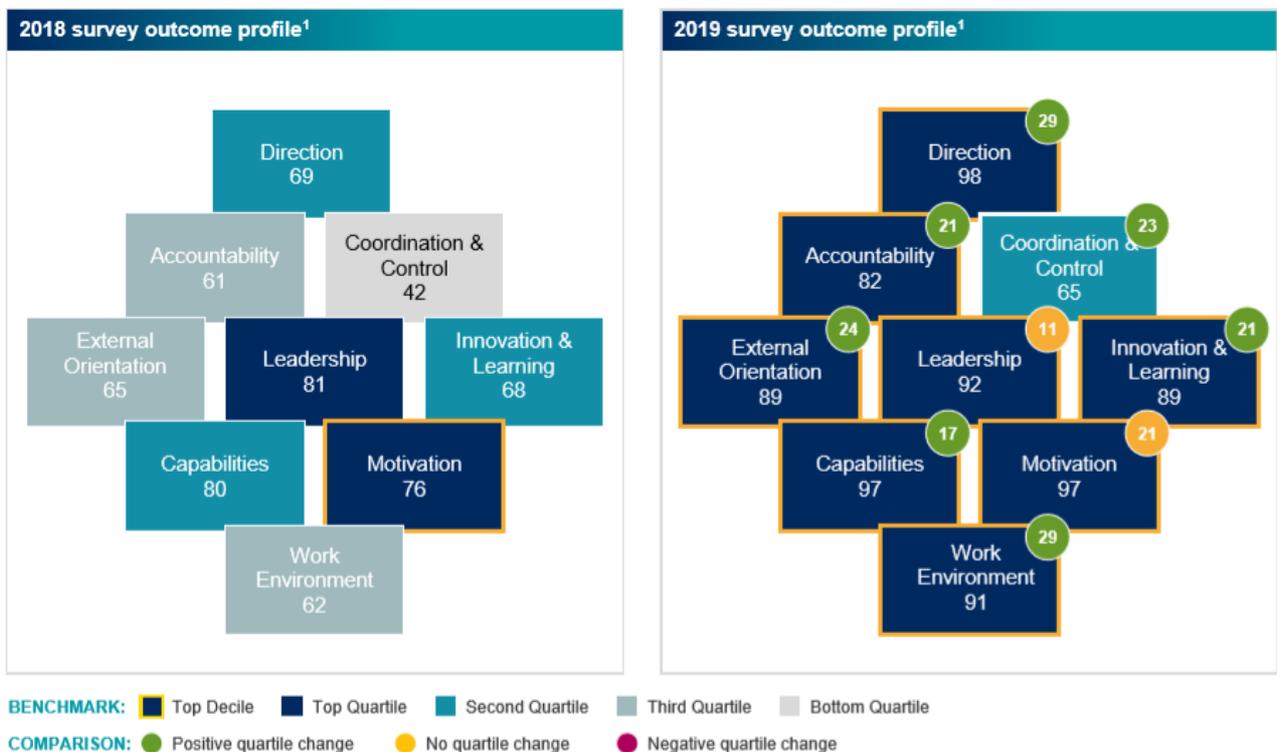


## Surveying the School Community

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



Practice	2018 OHI	2019 OHI	Change
Role clarity	53	76	+23
Performance contracts	41	65	+24
Consequence management	28	41	+13
People performance review	35	47	+12
Career opportunities	47	70	+23
Rewards & recognition	38	62	+24
Student focus	57	74	+17
Competitive Insights	62	81	+19
Business partnerships	65	86	+21
Government & community relations	55	78	+23

**BENCHMARK:** ■ Top Decile ■ Top Quartile ■ Second Quartile ■ Third Quartile ■ Bottom Quartile  
**COMPARISON:** ■ Positive quartile change ■ No quartile change ■ Negative quartile change # Practice score change

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 2018. There is still some discrepancy between Accountability outcomes and practices, suggesting that there is further work to be done. This is similar and related to Coordination and Control. There is some misalignment in Motivation, and External Orientation.



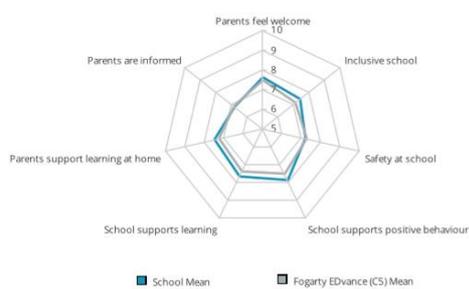
Colour Run Fun

### Tell Them From Me (TTFM)

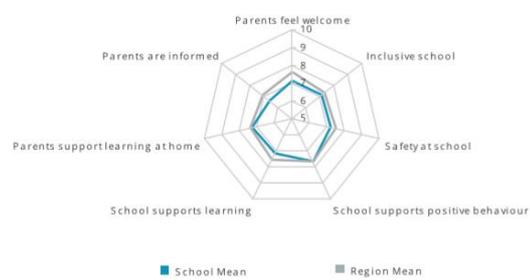
The Tell Them From Me surveys of Parents, Teachers, and Students is a high level tool to gauge the success of key school improvement measures; Parent perceptions, Drivers of Learning and Student Engagement.

#### Parents

60 respondents 2018



38 respondents 2019



A similar pattern, albeit lower scores, for response from parents exists from 2018 and 2019 with scores between 7-8 for all areas. Just over half as many parents responded in 2019 compared to 2018.



Reading is My Secret power – Book Week

*Teachers*

15 respondents 2018

16 respondents 2019

**Eight Drivers of Learning**

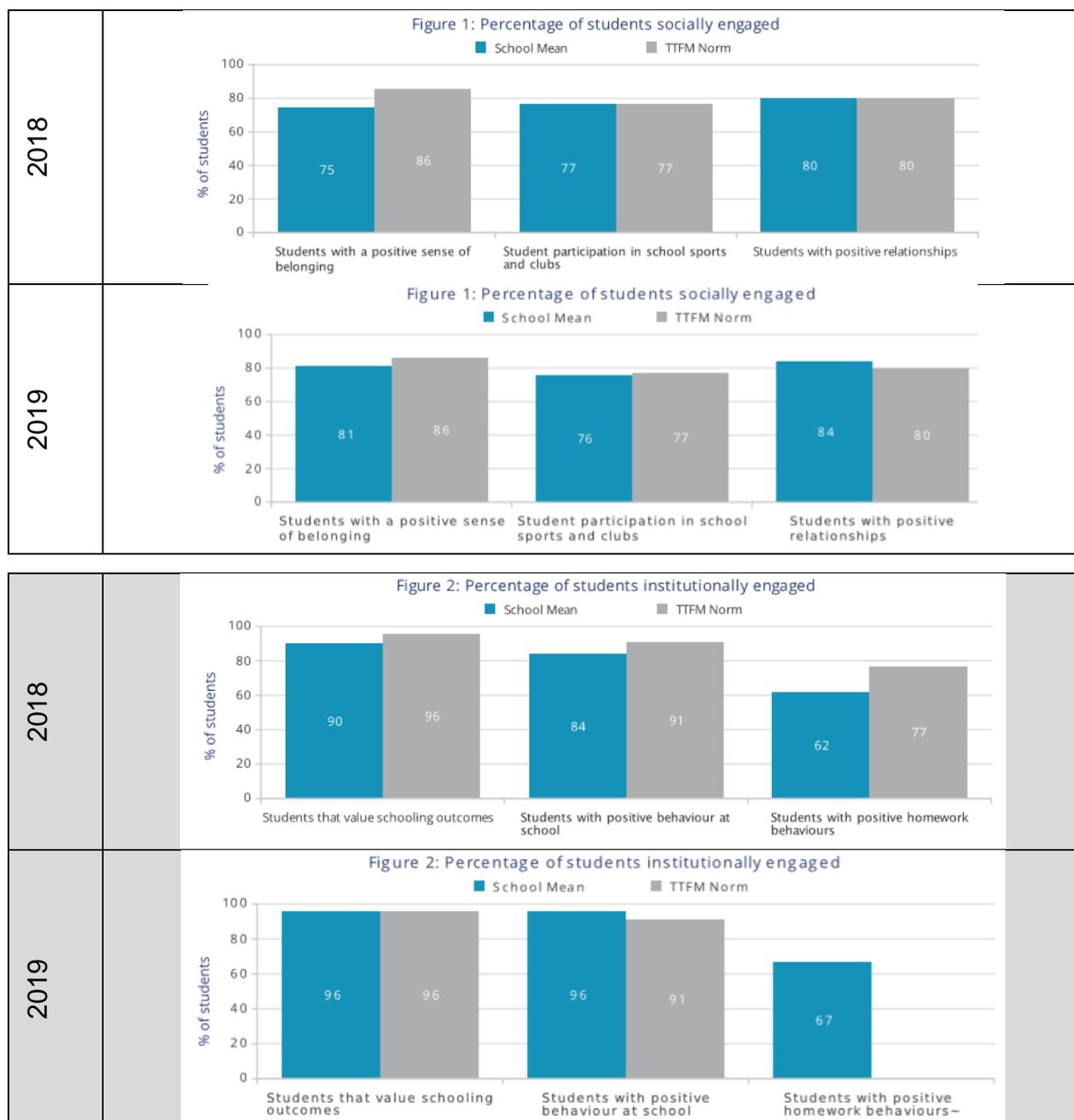


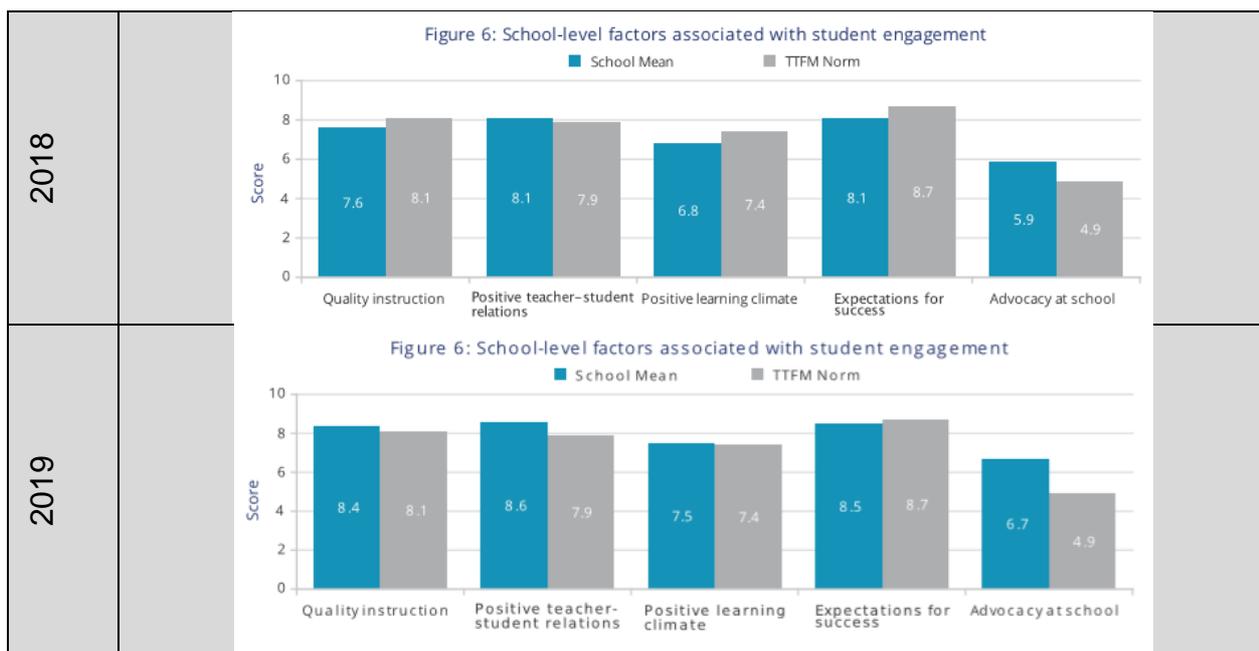
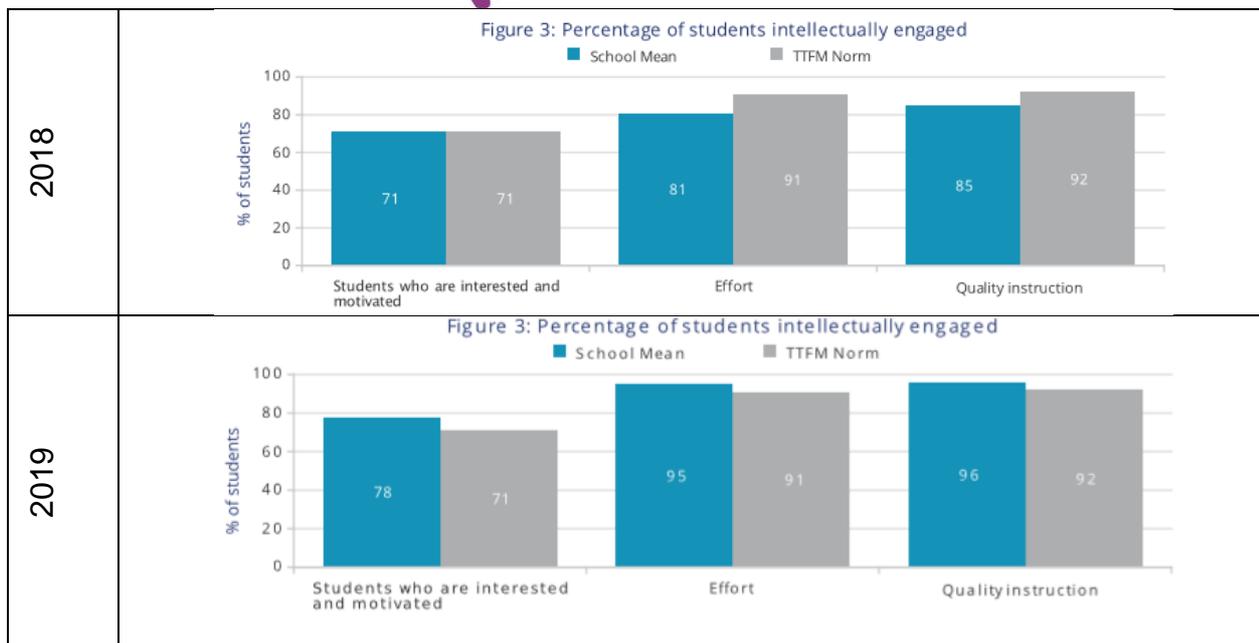
**Four dimensions of Practice**



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.

## Students

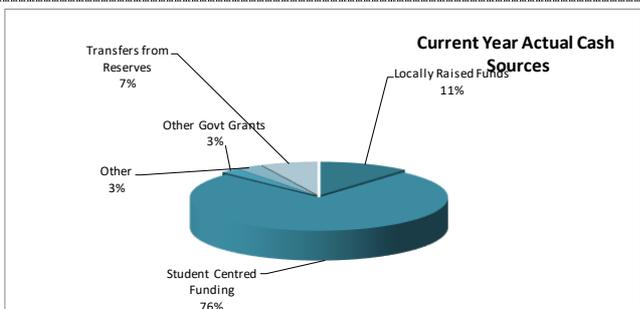
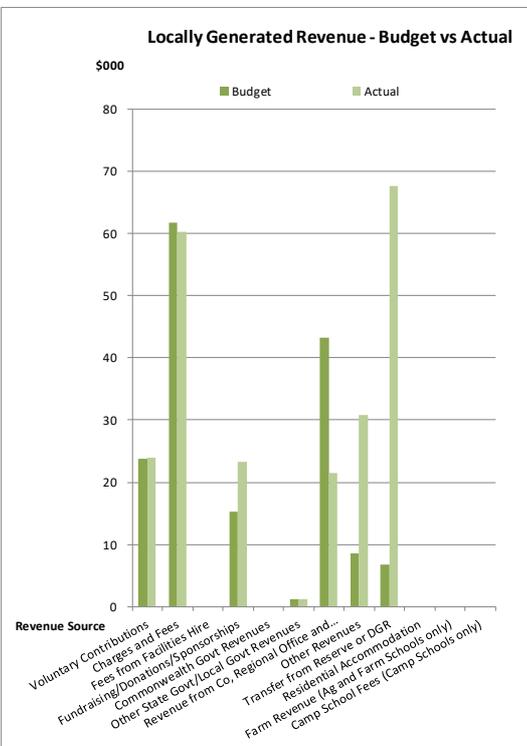




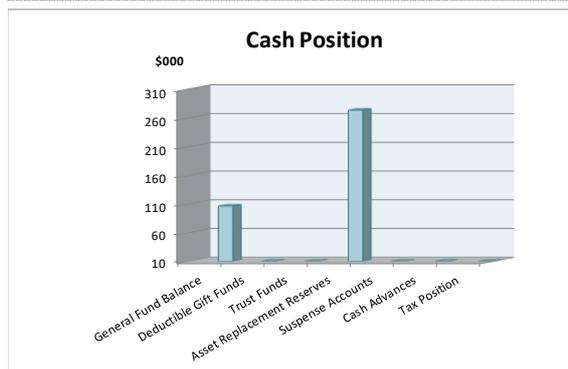
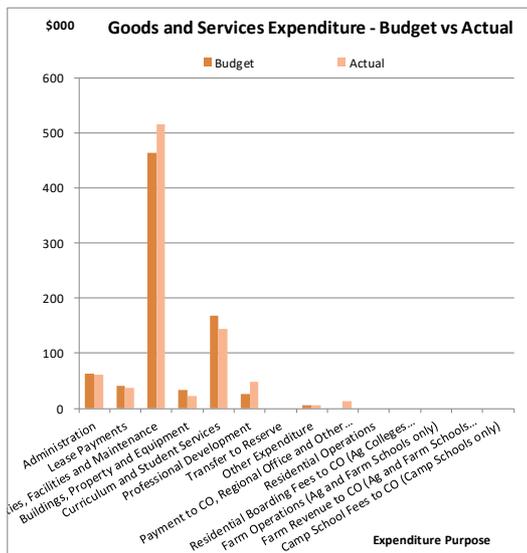
Reflection on the student TTFM results identified strengths in Quality Instruction, Advocacy at School, Effort and Positive Behaviour.

**Tambrey Primary School**  
Financial Summary as at  
31 December 2019

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 23,834.60	\$ 23,895.00
2 Charges and Fees	\$ 61,790.00	\$ 60,305.30
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 15,213.00	\$ 23,278.16
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	\$ 43,226.00	\$ 21,473.48
8 Other Revenues	\$ 8,610.54	\$ 30,838.19
9 Transfer from Reserve or DGR	\$ 6,800.00	\$ 67,646.09
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 160,574.14</b>	<b>\$ 228,536.22</b>
Opening Balance	\$ 3,923.00	\$ 3,923.69
Student Centred Funding	\$ 717,597.00	\$ 717,848.52
<b>Total Cash Funds Available</b>	<b>\$ 882,094.14</b>	<b>\$ 950,308.43</b>
Total Salary Allocation	\$ -	\$ -
<b>Total Funds Available</b>	<b>\$ 882,094.14</b>	<b>\$ 950,308.43</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 61,961.00	\$ 60,299.00
2 Lease Payments	\$ 40,000.00	\$ 37,835.09
3 Utilities, Facilities and Maintenance	\$ 463,800.00	\$ 514,803.58
4 Buildings, Property and Equipment	\$ 32,845.00	\$ 22,668.62
5 Curriculum and Student Services	\$ 167,613.00	\$ 143,093.56
6 Professional Development	\$ 26,000.00	\$ 47,722.63
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 5,500.00	\$ 4,882.93
9 Payment to CO, Regional Office and Other Schools	\$ -	\$ 13,017.00
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)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 797,719.00</b>	<b>\$ 844,322.41</b>
Total Forecast Salary Expenditure	\$ -	\$ -
<b>Total Expenditure</b>	<b>\$ 797,719.00</b>	<b>\$ 844,322.41</b>
Cash Budget Variance	\$ 84,375.14	



Cash Position as at:	
Bank Balance	\$ 347,294.11
Made up of:	\$ -
1 General Fund Balance	\$ 105,986.02
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 272,971.95
5 Suspense Accounts	\$ (21,308.86)
6 Cash Advances	\$ -
7 Tax Position	\$ (10,355.00)
<b>Total Bank Balance</b>	<b>\$ 347,294.11</b>