

ANNUAL REPORT



Nurture Inspire Achieve

2024

ACKNOWLEDGEMENT OF COUNTRY



As we gather at Tambrey Primary School,
we acknowledge the traditional owners of this ngurra,
the Ngarluma people.

We value their culture, knowledge and spiritual
connection to land, waterways and the sky
on this beautiful part of the country.

We work, learn and play together.

We pay our respects to Ngarluma Elders past and
present, as we walk together towards reconciliation,
sharing the responsibility of shaping future Aboriginal
and Torres Strait Islander leaders.



Nurture Inspire Achieve



2024 has been a year of exceptional growth and achievement, and it is with great pride that I reflect on the outstanding accomplishments of our students, staff, and broader community.

In 2024, Tambrey Primary School has continued to thrive, not only in academic success but also in the nurturing of talents, fostering creativity and an inclusive, collaborative spirit. Our school began the year with 697 students, and at the end of the school year we proudly stand at 702. This growth is a testament to the strength of our community and the trust that families place in us.

We focused heavily on the principles of Quality Teaching, Learning, and Leading. From meeting all 7 areas of the National Quality Standards to delivering outstanding NAPLAN results, surpassing Like Schools, and addressing learning gaps through targeted interventions, the efforts of our staff have been extraordinary. The dedication to excellence has been reflected in our student achievements across all areas, including our sporting success, where we proudly brought home the Interschool Athletics Shield. A key highlight of 2024 was the continued strength of student voice, particularly through events like Tambrey's Got Talent, where creativity flourished; and our leadership role in the Karratha Network Education Awards. We are especially proud that two of our staff were again recognised at the network level, and that six of our own staff members are among the 20 Network Future Leaders. These milestones are a testament to the exceptional talent and leadership at Tambrey.

Our partnerships with organisations such as Clontarf, STARS, Polly Farmer, and local community programs have continued to deepen, enriching student engagement and broadening educational opportunities. Our school proudly celebrates its diversity, with 45 nationalities and 20 Aboriginal dialects represented.

We marked key moments in the year such as NAIDOC Week and Reconciliation Week with meaningful events that raised awareness and brought our community together. Through the Galharra On Country Science program, over 500 students have participated in a deep exploration of local Aboriginal culture, practices, and perspectives, in collaboration with the CSIRO's Living STEM for Schools Program. Clinton Walker has been integral in this program, generously sharing his vast cultural knowledge with our students.

Tambrey Primary School has also continued to shine on the state and national stage. A notable achievement was the participation of five Tambrey On Track students who represented the school at the ICAN Championship in Canberra.

Our commitment to a safe and inclusive learning environment remains at the heart of everything we do. This year, we have made significant investments in infrastructure and furniture upgrades and have implemented new social-emotional strategies school-wide. The development of our new Student Services Centre reflects our commitment to supporting every child's needs and well-being. Finally, to our 95 incredible staff members, I express my heartfelt gratitude. Your professionalism, dedication, and shared vision of Nurture, Inspire, Achieve make Tambrey the outstanding school it is today.

As we look ahead to 2025, we are inspired by the achievements of 2024 and excited for the continued success and growth of our school community. Together, we will continue to build on our strong foundation, nurturing the potential of every student and empowering them to achieve greatness.

Sincerely,

Shiona Hobart

School Board Report

Jess Clarke
School Board Chair



Hi Tambrey community,

It is such a pleasure to celebrate another successful year at Tambrey Primary School, and to briefly share some reflections of the past year.

The role of the school board is to ensure that the school has a clear set of commitments, strategic focus areas and targets that will deliver the best outcomes for the students, staff and the entire school community.

This year, the school board continued its essential work:

- Reviewing and endorsing the Operational Budget and Funding Agreement
- Reviewing and endorsing the 2025 Contributions, Charges and School Development Days
- Engaging with key stakeholders to discuss important initiatives outside of TPS such as the Karratha ALS campus to ensure alignment with our commitment to a safe, sustainable and thriving school environment.

Our 2024 NAPLAN result are something to be very proud of.

We were really pleased to see the School Business Plan achievement targets were met in Numeracy, Reading, Writing, Punctuation & Grammar.

Our performance against like-schools is very positive, our focus areas are clear, and we have invested in programs to further support growth in the coming years.

The School Board made numerous composition changes throughout 2024. At the beginning of the year, we farewelled Rykia Blanco, Aaron Bruce and Nick Baker.

We were strengthened by new parent representative Anna Wailu, community representative Sarah Ugle and staff representative Zoe Thorpe (now Mrs Zoe Parker). The new members join parent representatives

Kym Farrugia, Brad Davy and myself, community representative Megan Barcock, staff representative Helen Cusworth; and School Principal Shiona Hobart.

On this note, and on behalf of the board, I would like to express our gratitude and appreciation for Helen Cusworth who is embarking on an exciting new adventure in Dongara in 2025. Helen joined the Board in 2018, and during her tenure the school has celebrated many positive milestones and achievements. Her professionalism has played a vital role in maintaining such a high level of competence and stability. We thank Helen for her outstanding commitment to the Board and wish her the very best in this new chapter.

If you are interested in getting involved or just want to see what it is all about, please mark your calendars for our first Board Meeting of 2025 which is held in Week 4 of Term 1.

Each year we hold an Open meeting to encourage parents, family or friends of the school community to attend. This is an opportunity to share insights, review and discuss upcoming initiatives and just encourage community engagement.

Our focus ensures a school environment that fosters not only academic excellence but also the personal and emotional growth of all students through the creation of a safe and supportive environment. Open communication is crucial and I encourage your involvement to help us shape the school's future together.

Thank you and kind regards,
Jessica Clarke
Chair
Tambrey School Board

Tambrey Primary School

Commitments

Tambrey's staff have committed to our school's vision of Nurture, Inspire, Achieve and through this vision we demonstrate ongoing commitment to ensuring that at Tambrey, all students thrive.

Nurture At Tambrey, everyone is seen and everyone's needs are met through:	Inspire At Tambrey, everyone has high expectations; we are motivated by:	Achieve At Tambrey, everyone experiences growth when:
Consistent use of social and emotional strategies to support the wellbeing of students and staff	Connection, challenge and celebration	Whole school, evidence based programs are embedded with fidelity
Culturally responsive practices of teaching, learning and connections	Genuine collaboration	Data is tracked, monitored and actioned
Reciprocal relationships and partnerships	High quality teaching and learning	Observations and feedback are actively sought and acted upon



In 2023, Tambrey Primary School's Business Plan was created in collaboration with staff and the community. It outlines the school's direction, staff's commitments and strategic focus areas. This business plan guides our school's until 2027.

FOCUS AREA 1

Quality teaching, learning and leading

- Stable cohort consistently perform at or above Like Schools in all areas of NAPLAN Years 3, 5 & 7 ✓ ✓ ✓
- Increase the percentage of students in Pre primary to Year 6 making at least one years growth on Progressive Achievement Tests in Reading & Maths (benchmarks to be est. 2025)
- Increase the percentage of students in the stable cohort achieving above 375 for Reading & 350 for Maths in On-Entry testing in Pre Primary ✓
- The QTS School Culture Staff Survey will score above 4.2 for the Leadership domain 'school leaders identify, develop & support leaders at every level of distributed leadership structures' -Biannually reported (2023) ✓

FOCUS AREA 2

Enriching relationships and partnerships

- ✓ Increase the number of families in each year level that complete the National Opinion Survey to ensure community voice is heard and acted upon. (2021-148/2023-148/due 2025)
- ✓ In the QTS School Culture Staff Survey 'parents and families are valued as partners in student learning' scores above 4.5 (2023-4.5/due 2025)
- ✓ Increase *agree* and *strongly agree* responses in the Parent NSOS survey to 'This school has a strong relationship with the community' to above 90% (2023-92%/due 2025)
- ✓ Increase the rating of students to above 4 of students who agree 'my school takes students opinions seriously' in the National Opinion Survey (2023-4.2/due 2025)

FOCUS AREA 3

Safe and inclusive learning environment

- ✓ Increase the percentage of schools resourcing from buildings, property & equipment to be spent on school revitalisation and improving outdoor learning environments
- Staff NSOS survey to score above 4.3 for Students learning needs are met at this school. (2023-4.5/due 2025)
- Annually utilise the ACER Social-Emotional Well-being survey for students in PP-Year 6, to identify the social & emotional needs of students & report on well-being to the school community (Thrive Team to drive in 2025)
- Develop a community 0-4 playgroup for Dads and alternative carers' in our Early Childhood space (no responses to EOI-2023)

Positive Behaviour Support

PBS

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



2024 has been a year of minor changes for Tambrey's PBS team. The departure of existing PBS team members and number of new staff arriving at Tambrey ensured that PBS remained at the forefront of everything that happens at Tambrey. The PBS Team has taken on a new look with some new additions, including an Education Assistant and a Specialist, adding fresh ideas and a wealth of experience. Some of the team took part in CMS training which runs alongside the PBS model. Tambrey as a school has begun to undertake the Tier 2 stage of PBS in order to better support teachers and students. As a whole school we reflected upon and updated our PBS focus cards, assisted in creating the non-example videos and introduced the 6 R's Whole School Behaviour Plan. This sits comfortably alongside the PBS expected behaviours and is consistently displayed in every classroom. We have now begun to collect data on unproductive behaviours which is discussed with staff and assists with measuring PBS and its effectiveness. We have also implemented a system of better communicating with Specialist teachers regarding Tambrey's expected behaviours.



Participate actively in all activities


When you take responsibility, you actively participate in all activities to the best of your ability.

When you actively participate you:

- Have a positive attitude
- Respect everyone's right to learn
- Ask for help when needed
- Follow classroom expectations

At Tambrey, we value students who participate in all activities.






Follow Instructions


Instructions tell us **WHAT** we need to do and **HOW** we need to do it.

By listening carefully and following your teacher's instructions you are giving yourself the best chance to succeed.

To follow instructions you:

- **Stop** what you are doing
- **Look** at the speaker
- **Be** still and quiet until the speaker has finished
- **Show** that you heard the instructions
- **Seek help** if you are unsure
- **Do** what you have been asked to do straight away





Be a Problem Solver


To be a problem solver means having the skills to solve problems in a positive way.

S Stop and identify the problem. This means understanding the problem.

T Think about your plan / strategy you will use. Brainstorm different solutions to the problem.

A Act: Pick a solution and then Follow your plan to solve your problem.

B Reflect: How did it go? Did you solve the problem? Find the answer?



Every three weeks we have a new whole school focus behaviour, and a PowerPoint lesson incorporating yes and no examples that are shown to the students. We have also continued to show the focus behaviour at our fortnightly assemblies. In 2024 we introduced keyrings instead of the previously used magnets to match our four PBS expectations. These are only given to students in exceptional circumstances. In addition, external signage and painting within the blocks will assist in PBS promoting expected behaviours to both the students and the community.

The PBS team like to acknowledge the amazing behaviours our students demonstrate daily. We acknowledge these behaviours in a range of ways such as: Faction Celebrations, Star Celebrations, Merit Awards, Tambrey All Star certificates and Hobart's High Teas. Students earn faction tickets by demonstrating the expected behaviours, in and out of the classroom. A portion school trialled a digital system with the rewarding of faction points with the aim of whole school implementation next year. We will save copious amounts of paper and time used to cut them out!

Positive Behaviour Support

PBS

PBS Leaders

2024 was Tambrey's second year of PBS leaders. The selected students are now an integral part of the student leadership group, meet weekly, ensure every space around the school is displaying the correct expected behaviours and speak at fortnightly assemblies. In Terms 2 and 3 they also wore mascot costumes representing the STAR behaviours at assemblies too. They have begun to wear the costumes at Hobart's High Tea celebrations too, which has been a huge success.

Faction Celebration

When a faction reaches a certain number of tickets, all students from Years 1-6 are invited to participate in a faction celebration. Students are asked to wear their faction shirt on the day of the celebration. Student Leaders and Faction Captains set up a range of engaging outdoor activities which is supported by members of the PBS and Exec team. If a faction earns this twice, the second time, each student also enjoys an icy pole.



Hobart's High Tea

Hobart's High Tea is an initiative of the Positive Behaviour Support committee. It was designed to recognise students who are regularly displaying the PBS expected behaviours. Each teacher from Pre-primary through to Year Six selects a student from their class to be invited to the celebration. Specialist teachers also select a student each to invite. Celebrations happen twice a term on the grass hill in the playground. Students join Mrs Hobart for an early recess. Each student receives a new PBS keyring and wears free dress for the day. They fill their tummies with a yummy morning tea. 2024 saw approximately 180 students formally recognised for displaying the PBS expected behaviours and invited to celebrate with Mrs Hobart. Over the year students have consumed some wonderful delicacies supplied by the local IGA – The Good Grocer. Hobart's High Tea is generously supported by CIVEO and the Good Grocer. It is a highly sought after celebration amongst all students and will continue in 2025.



Positive Behaviour Support

PBS



Star Celebration Days

At Tambrey we like to acknowledge our student's outstanding behaviour each term, by holding whole school celebration days. Each celebration day has a different theme. E.g. STEM Day, Water Fun Day, whole school movies and class choice. These days are thoroughly enjoyed by all the students.



Where to in 2025?

In 2024, we welcomed two new faces to the PBS committee, providing Tambrey complete coverage within the school with an Education Assistant and Specialist joining the team. This is an excellent way of disseminating information across all year groups and members of staff. In 2025, we will continue to embed PBS across our school and the wider community. We will implement a whole school digitalised system of rewarding students which will replace the physical faction tickets. The PBS Team will receive further training in the required areas, namely Tier 2. We will use consistent positive language and reteach behaviours until they are learned. Any unproductive behaviours that occur will be monitored and we will provide the wider staff Professional Learning opportunities through Staff Development Days and Staff Meetings. We will continue to raise parent awareness of PBS practices and procedures through assemblies and by sharing them on Facebook and Seesaw.



Talk for Writing (TfW) Refresher Professional Learning

All Year Three to Six teachers completed a six hour Talk for Writing Refresher Professional Learning (PL) as part of our Term Three Staff Development Day. This was facilitated to support those teachers who had not completed their initial Talk for Writing for some time and served to address the latest updates in practice.

Janet Gethin, from Dyslexia SPELD Foundation Literacy Services, flew from Perth to deliver the PL. Staff revisited the principles of Talk for Writing with an overview of the Imitation, Innovation and Independent Application phases of the TfW framework.

Teachers also revised cold task implementation to ensure unit planning is targeted to students' specific learning needs, regarding the writer's tools and grammar. They discussed activities to support students' growing knowledge of sentence construction using sentence innovation and sentence frames.

On completion of the PL, teachers reflected they had developed a greater understanding of using the 'short burst writing' lesson format to teach writer's tools, with a focus on the functional application of grammar. Additionally, PL participants acknowledged a more consistent understanding, across their teaching cohort, of identifying appropriate model texts and planning high quality units of work.

The Writing Revolution PL

In 2024, we were fortunate enough to have eleven staff members complete The Writing Revolution Professional Learning direct from New York. This included teachers from Pre-Primary to Year Six. Two of these teachers presented at a staff meeting to share strategies and successes they were having in their classrooms through implementing learned methodology.

Reflections from Pre-Primary

This year, we have embraced the strategies from The Writing Revolution, to enhance our students' writing skills across all areas of learning. We focused on explicit instruction in sentence-level writing, using techniques such as sentence expansions, structured notetaking, and teaching students how to craft clear, complete sentences. By breaking down writing into manageable steps and providing consistent practice, our students have made noticeable improvements in their ability to express their ideas effectively.

The impact on our teaching practices has been significant. We have shifted towards more focused writing lessons that integrate reading, oral language, and comprehension. Our approach now emphasises scaffolding, where students gradually take on more responsibility for their writing, leading to increased confidence and independence. The clarity and structure of The Writing Revolution have made writing more accessible and enjoyable for both students and teachers, helping to build strong foundational skills that will support future academic success. Overall, we are excited to continue incorporating these strategies into our curriculum and look forward to seeing even more growth in our students' writing in the years to come.

First Nations Perspectives in Literacy

This year, students in Year One and Two have studied a range of First Nations texts exploring themes of Identity, Family, Caring for Country, Seasons, Animals and some Dreamtime Stories. Students learned relevant Language words, including local Ngarluma words as well as those specific to the text. They also discussed how different cultures have different belief systems and values. The children had the opportunity to share and celebrate their own cultural perspectives while practising literacy skills being explored in the classroom. Students were enthusiastic and embraced the opportunities to discuss their own cultures and knowledge relating to culture.

Network Learning Community (NLC): Improving Reading Results

Following the 2023 Improving Reading Results NLC, one of our Year Three teachers was selected to lead other classes and schools in their adoption of the specific reading strategy: Read, Write, Discuss, Revise. In Week Three of Term One, teachers from Dampier Primary, Millars Well Primary and Onslow Primary came to observe the strategy in the classroom. They then implemented the Read, Write, Discuss, Revise strategy in their own classrooms, collecting data to measure impact. This led to greater awareness in the network, and a further observation from Karratha Primary in Term Four. Overall, it was a great experience where our highly skilled professionals were empowered to collaborate and improve on their teaching practice, making a significant impact on our students' achievement.

Holiday Reading/Home

In 2024, we continued to promote reading in homes through our whole school Home Reading Program and Holiday Reading Competitions. Students were acknowledged for reading in increments of 25 school nights with some amazing readers reaching over 175 school nights of reading. The Holiday Reading Competition was run over all holiday breaks within the school year. Entries from students, staff and families reading in many different locations and in many fun poses were received each time. Entries were shared on the school Facebook page with book prizes awarded to the winners.



PAT-R Data

The purpose of PAT-R (Reading) data is to show how each year level compares to the normalised average in standardise Progressive Assessment (PAT) assessments, as developed by the Australian Council for Educational Research (ACER). The norm average is based on annual results collected from participating schools Australia wide.

When looking at year on year growth our Year Two and Three cohorts achieved as expected. The growth for Years Four to Six demonstrated above expected growth. This confirms the effectiveness of our current Reading model framework consisting of diverse evidenced-based elements and practices.

When taking a deep dive into our Year One results, it was determined that approximately 17% of our students had not completed the test accurately, with many questions left unanswered. To ensure the reliability of future results, PAT-R testing norms for our younger students will be developed. It should also be noted that the early years norms established by ACER are based on students ranging from five to eight years of age.

Year Level	TPS Median 2023	Norm Median	TPS Median 2024	Growth
PP	72.9		72.9	
Year One	78.7	84.2	72.6	-0.3
Year Two	102.8	101.1	98.6	19.9
Year Three	113.6	113	108.2	5.4
Year Four	117	120.9	123.6	10
Year Five	119.5	125.8	127.8	10.8
Year Six	130.2	128.8	124.6	5.1

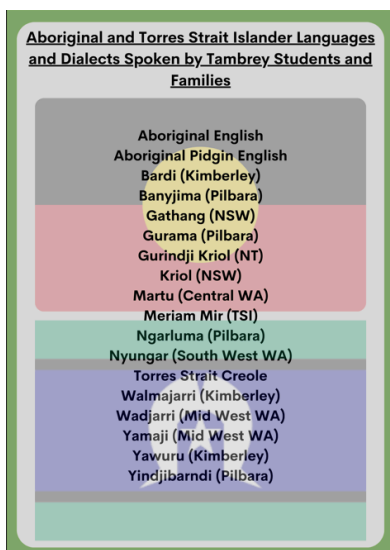
Below expected
As expected
Above expected

English as an Additional Language/Dialect (EALD)

2024 ended with approximately 117 EALD students enrolled at Tambrey. Results from our Family Cultural Survey recognised that over 40 international languages are represented by our community, with 20 Aboriginal and/or Torres Strait languages also represented.

Using our EALD Reporting Flowchart, teachers identified students to be reported on using the EALD Progress Map which provides support in developing Standard Australian English (SAE) in students who come from culturally and linguistically diverse backgrounds. These students were provided with an EALD Report providing information to parents regarding student progress in the modes of Listening, Speaking, Reading/Viewing and Writing.

Maintaining our professional relationship with EALD Outreach Service (School of Isolated and Distance Education), Kirsty Cunningham once again visited from Perth. Presenting at a staff meeting, Kirsty shared information around Aboriginal English and practical ideas for differentiation in the learning of EALD students.



Looking Forward to 2025

Beth Embleton will be taking over as the Literacy Co-ordinator at Tambrey in 2025. There will also be changes made to the current format of the English Committee, which will now merge with the EALD Committee. This will ensure the continued consideration of EALD students within the implementation of the English Curriculum and help streamline communication between relevant stakeholders.

After a Year Three trial in 2024, all Year Three to Six students will be completing an Ochre Education Novel Study in Term Four. These are high quality and adaptable teaching and learning resources which complement Tambrey's whole school scope and sequence of sentence writing strategies, as described by The Writing Revolution. These resources also support teachers implement text reading, explicit vocabulary activities, paired fluency and Daily Learning Reviews. MiniLit and MacqLit will continue to be implemented as our Response to Intervention programs for students in Years One to Six.



In 2024, we welcomed new staff members to Tambrey Primary School and provided them with support through an induction that included the rollout of key whole-school programs: Prime Mathematics, Essential Assessment, and Numicon (for kindergarten). In June, the Math Committee reconvened after a pause due to union actions and welcomed new members. Their focus was on resource allocation, accessing Prime and Essential Assessment, and analysing staff feedback.

Prime Mathematics was successfully implemented for students in Pre-Primary to Year 6. While Years 3 and 6 chose to stream their cohorts, other year groups opted to remain in their class groups. Despite limited meeting time and reduced collaboration, cohorts effectively navigated the Prime scope and sequence to ensure teaching content was at the appropriate level. Our dedicated Mathematics Committee continued to refine the term scope and sequence documents for Years PP–6.

In 2023, we decided to adopt Essential Assessment as our whole-school platform for formative and summative mathematics assessments. This program has proven to be a significant success, aligning with the Australian Curriculum and complementing Prime Mathematics. It not only provides valuable feedback for teachers but also helps students set learning goals, which they can access on their devices to work on both at school and home.

The instructional team, alongside the Shaping Minds program, continued to enhance instructional practices and upskill various staff members in DLR and engagement strategies. We have observed a notable improvement in the quality and content of TPS's Daily Learning Reviews, which effectively supports the Prime Mathematics program.

Following a successful trial in 2023, kindergarten teachers have now fully implemented the Numicon program.

Students at TPS participated in several mathematics competitions this year, including Have Sum Fun, organized by the Mathematics Association of Western Australia, where our students achieved fourth place out of 11 teams. However, Tambrey will not be hosting Have Sum Fun in 2025. The Learning Enrichment and Achievement Program continues to offer excellent extension opportunities, and Ngaire Satre remains committed to providing meaningful extension programs that complement our mathematics initiatives at Tambrey.

Looking forward to 2025

The Mathematics Committee have identified a need to further support our teachers with Prime Mathematics, Numicon and the Essential Assessment platform. We are exploring a number of avenues to achieve this in 2025 with professional learning.

Prime Mathematics will continue for Pre-Primary to Year 6, with kindergarten continuing Numicon. After seeking whole school feedback on Essential Assessment, Year 2–6 will continue using this assessment and differentiation platform. Years 3 – 6 will engage in a streaming format given the successful trial data from the Year 3 and Year 6 cohort.

PAT Maths Median				Growth
Year Level	TPS Median 2023	Norm Median 2024	TPS Median 2024	
PP	88			
Year 1	99.9	99.5	95.2	7.2
Year 2	102.3	108.3	101.5	1.6
Year 3	113.2	115.4	109.6	7.3
Year 4	118.8	121.1	118.8	5.6
Year 5	120.9	125.5	122.9	4.1
Year 6	130.1	128.9	127.8	6.9

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 Learning Enrichment & Achievement Program has been established at Tambrey PS for eight years and is designed to enrich and extend students beyond what they might experience in the classroom.

Mathematics Competitions

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

Year 4/5 LEAP mathematics students competed in the Maths Challenge run by the Australian Maths Trust. Over three months, students worked on math problem solving challenges earning one proficiency, seven credits and five distinction awards. Additionally, year 4 LEAP students competed in the Mathematics Association of WA Have Sum Fun Online Competition. Students were awarded 9th and 12th place out of 40 schools.

Senior LEAP mathematicians participated in the Maths Enrichment Ramanujan Course run by the Australian Math Trust. Enrichment materials covered in this course widen students' mathematical knowledge and skills and develop maths concepts not covered by the Australian curriculum. Students earned four credits, four distinctions, and two high distinction awards.

Other competitions senior LEAP mathematics students took part in included the Computational & Algorithmic Thinking Competition (CAT) and the Australian Mathematics Competition (AMC). Students received 10 proficiency awards and 4 credits in the CAT competition. In the AMC students received 7 proficiency awards, 7 certificates of credit & 3 certificates of distinction.

LEAP Courses

Scitech/Woodside Integrated Digital Technologies Micro:bits

LEAP students from years 4-6 participated in a Scitech/Woodside course using micro:bits. Students used the Pilbara ecosystem to code and create their own Pilbara Digi-Pet. They coded their digi-pets normal behaviour before considering and coding for adaptations that would make their Digi-Pet unique, help them to avoid predators, survive the elements and prey on other animals. Students developed food webs showing their Pilbara digi-pet. A guest speaker from Scitech visited and helped students to develop their coding skills and troubleshoot problems they were having with their code. Students built their digi-pets incorporating their microbits and parents enjoyed learning about the Pilbara digi-pets on LEAP Open Night.



Karratha Senior High School Science Fair

LEAP microbits student used their coding skill to code digi-pet behaviour onto microbits. Parents and students attending the Karratha Senior High School Science Fair, interacted with the microbits and used student created food webs to guess the identity of each digi-pet.

Catch A Hacker Night

Approximately 30 families from LEAP and Digital Technologies students attended Catch A Hacker Night at Tambrey Primary School as a part of the Scitech/Woodside Integrated Digital Technologies program. Families used their mathematical knowledge and coding skills to work on some nail-biting computational thinking problems to solve a hacker mystery.



Barking Gecko Inspire Residency

During 2024 LEAP students worked with an in school resident teaching artists from Barking Gecko Theatre to develop their drama skills. Through the Inspire Karratha Residency program over 80 LEAP students participated in fun filled drama workshops over three weeks developing their improvisation, characterisation, storytelling and world building skills.

Space & Robotics

Year 2/3 LEAP students learnt about space. Students researched key features of the planets, sun and moon in our solar system before creating posters. They studied the orbits of the moon and Earth, the reasons for daily and seasonal changes and the phases of the moon.



Year 2 LEAP robotics students studied robots. They learnt what is robot is, where to find robots and the use of robots, rovers and drones. Students studied the Mars rovers Perseverance and Curiosity before using WeDo 2.0 Programming Blocks to make their own science rover which was suitable for work on Mars. Students shared their knowledge of the solar system and robotics with parents on LEAP open night.



Sustainable Energy

Year 5/6 students used minecraft to study electrical energy. They studied the history of batteries and how batteries work. Students identified renewable and non-renewable energy sources, how these energy sources are used and the trade-offs. Students studied sustainability and how solar panels and cells work. They then built model electric and solar cars and boats.

3-Dimensional Printing

Senior LEAP students had the opportunity to participate in a 3-dimensional printing course. Students learnt about how technology is replacing jobs and the social, ethical and legal issues around 3-dimensional printing. Students learnt how to use Tinkercad before designing and printing nametags. Parents enjoyed trying to design in Tinkercad on LEAP Open Night.

Curriculum

Phys Ed

Students in Kindy, Pre-Primary through to year 6 at Tambrey Primary School have participated in weekly one hour, whole-class Physical Education (PE) lessons. Kindy, Pre-Primary, Year One and Year Two classes focus on developing their Fundamental Movement Skills (FMS) using UWA's KIDDO program. FMS include running, skipping, kicking, throwing, and catching.

As students' progress to year three and four they further develop these abilities by using them in games that become increasingly competitive. The year five and year six classes refine their skills and abilities by playing a range of modified games and sports that increasingly focus on more complex skills, such as moving into space, evading, and defending, creating, and reacting to effective play and communication.

TERM 1

Docker's Cup

- Training occurred in the morning, once a week
- Chelsea O'Donnell, Nicholas Baker and Tarryn Kenworthy
- Special visit by Vicki Agnew
- Both teams made the grand final being undefeated in their pools – both teams 2nd out of 8 schools.



TERM 2

Cross Country Carnival

- Different format for 2024 with increased distances to align with Interschool Cross Country distances – made a whole day event with a PBS reward afternoon.
- Resounding positive feedback from staff, students, and parents/guardians about the whole day format.
- Parents were able to come for their child's allocated time slot and return for presentations.
- Training sessions twice a week before school. Varied interval training and cross-country course training.

	Junior Girls	Junior Boys	Intermediate Girls	Intermediate Boys	Senior Girls	Senior Boys
Champion	Evie Jackson	Darcy McDonald	Mia Benbow	Noah Pozzari	Isabella Flahavin	Carter Ling
Runner-Up	Maisie Smith	Hudson Lee	Sophie Hughes	Brodie Taylor	Alyssa Vincent	Noah Wood

Winter Carnival

- TPS organised and ran this network event with 8 schools, 4 sports, 30+ high school student umpires and over 500 student participants on the day.
- Community partnerships – CORPS, surveying and line marking.
- Boys Touch – undefeated in their pool – Runner Up to Wickham PS

Curriculum

Phys Ed

Interschool Cross Country

Training twice a week in the mornings before school
Whole Event Result – Tambrey PS 2nd overall Champion School for the 2024 Interschool Cross Country Carnival
All students did exceptionally well in their divisions, running in the harsh conditions at Dampier Foreshore.

Individual Student Achievements

- Mia Benbow – Runner Up Champion Girl Intermediate Interschool Cross-Country Carnival
- Carter Ling – Runner Up Champion Boy Senior Interschool Cross-Country Carnival
- Noah Pozzari – Champion Boy Intermediate Interschool Cross Country Carnival



TERM 3

TPS Athletics Day 1 – Jumps and Throws

	Vortex Throw	Long Jump	Triple Jump	400m
Junior Girls	Hayley Sax	Scarlett Taylor		
Junior Boys	Hart Pindan	Lincoln Randall		
Intermediate Girls	Kimberley Kelly	Mia Benbow		
Intermediate Boys	Brodie Taylor	Noah Pozzari		
Senior Girls	Indee Davies	Isabella Flahavin	Lucy Green	Isabella Flahavin
Senior Boys	Kingston Bartlett	Royston Hubert	Royston Hubert	Royston Hubert

TPS Athletics Day 2 – Twilight Carnival

Well done to **RANKIN** the overall winning faction for the 2024 Tambrey Primary School Athletics Carnival.

1 st Rankin - 643	3 rd Griffin- 577
2 nd Goodwyn - 610	4 th Burrup- 518

Individual Student Results

	Junior Girls	Junior Boys	Intermediate Girls	Intermediate Boys	Senior Girls	Senior Boys
Champion	Selita Wailu	Zeremiah Smith	Mia Benbow	Brodie Taylor	Isabella Flahavin	Royston Hubert
Runner-Up	Scarlett Taylor	Lincoln Randall	Sophie Hughes	Noah Pozzari	Lyneve Kelly-Kroczeck Lucy Green	Hunter White

Curriculum

Phys Ed

Interschool Jumps, Throws and Athletics

Overall winning school – Tambrey Primary School
Junior Runner Up Boy – Zeremiah Smith
Intermediate Runner Up Girl – Mia Benbow
Intermediate Champion Boy – Brodie Taylor
Senior Champion Girl – Isabella Flahavin
Senior Champion Boy – Royston Hubert
The sportsmanship, teamwork and comradery shown by all Tambrey Primary School students, teachers and parents was nothing short of exceptional. Mr Baker, Mrs Kenworthy and Miss Barrett are completely over the moon, and we are filled with pride and happiness. We would like to thank students and their parents who committed to all the morning training sessions. Congratulations again Team TAMBREY!



TERM 4

School Slam Series – Basketball

Tambrey sent one boys team and one girls team to the School Slam Series in Term 4. There was a rigorous selection process for both teams as there was over 60 students who attended the tryouts. Over 10 early morning training sessions in the build up to the carnival meant the 16 selected students were ready to give it their best shot. Miss Old and Mr Baker were ecstatic with the sportsmanship and high level of competitive spirit shown by our amazing students. After both teams went undefeated through the group stage, the boys came away champions and the girls valiant runners up.



KIDDO – Fundamental Movement Skills

For our Kindy to Year 2 students, Tambrey Primary School implemented the KIDDO program. This excellent program ensured all students were taught necessary fundamental movement skills through engaging and targeted learning experiences. This program is directly aligned to the Western Australian Curriculum and allows for Health and Physical Education specialists to monitor and track progress of all individual students. Through implementing this program effectively, all participating students are better equipped with skills used in a whole range of sports. Tambrey Primary School hosted a network-wide Professional Learning by KIDDO and have been fortunate to have been selected to trial the Year 3-6 KIDDO program in 2025.

Where to in 2025?

As we head into 2025 Tambrey Primary School seeks to continue its prevalent local sporting identity through continued successes. There is a strong cohort of students heading into the senior year levels that will be eligible to try out for a range of interschool competition teams. Tambrey PS will continue to employ two Physical Education specialist teachers to develop the skills of students and engage with local sporting groups to ensure that students are offered the best sporting opportunities. The 2025 Physical Education Operational Plan will be a refined version of its 2024 predecessor, guiding the processes and events with a view of financial attention.

Tambrey on Track



**TAMBREY
ON TRACK**

Enrichment program

This year, Tambrey on Track evolved from being an Indigenous girls' program, to now offering the opportunity to both girls and boys in years 4-6. We made this decision as the Clontarf and Stars programs were now well developed, and they both had the opportunity to participate in separate programs.

In term 2, we continued working in partnership with The Indigenous Marathon to deliver the I-CAN program, a program that encourages school attendance and addresses inactivity through a range of fun games and activities. At the beginning and end of the program, a physical literacy screening was conducted. The data recorded showed that 63% of the students in year 4-6 who participated in the I-CAN program showed an improvement on 1 or more of the domains, Aerobic fitness, strength, endurance, power & coordination, and flexibility. In term 4 we had the pleasure of having two Indigenous Marathon Foundation representatives, Tahnee & Rhett, marathon runners from IMP, come to Tambrey and hosted a colour-run to celebrate the Tambrey on Track students completing I-CAN. It was a huge success with support from families, Miss Anna from STARS, Tui our Student Wellbeing officer, and Mrs Hobart.



We had a special visitor to Tambrey, Phil Gore, an Australian Ultra Marathon runner come in and share a little about his journey and what it takes to be a long-distance endurance runner. The students were amazed to find out that Phil Gore is the Australian Backyard Ultra record holder, running a total of 102 laps of 6.71kms, on the hour every hour for 102 hours, with covering a total distance of 684.42km. He spoke about resilience, persistence, motivation, and consistency, which the students understood and could relate to our PBS four stars.

Term 3, we took our focus to identity, self-esteem, gratitude & confidence. We played deadly yarning games and conversation starters, which encouraged us to speak, and listen to each other. We wrote down all the amazing things we are good at and our personality traits, making a visual of how special we all are individually. One of the highlights was the blind drawing activity, which was about getting the students to be in the now, sitting out of country and slowing down our thoughts while we listened to some meditation music. We wrote thank you letters to someone who we were grateful for, which emphasized how blessed we made everyone feel great. Some of our quieter students have really flourished this year. Our year 6's participated in shared reading to small groups of Kindy students. They demonstrated great leadership, role modelling and confidence.



Tambrey on Track

Enrichment program

Canberra I-CAN Championships

Towards the end of term 3, IMF invited us to attend the upcoming I-CAN Championships held in Canberra in term 4. This year we were offered 5 fully funded places from the Indigenous Marathon Foundation for students to attend the annual I-CAN Championships. The students were selected based on attendance, attitude, effort and behavior and commitment to the Tambrey On Track and I-CAN program. They participated in Traditional Indigenous Games against other communities around Australia, ran a 2.5km running event at Stromlo Running Festival, and had on-site learning through educational programs aligning to Australian Curriculum at Australian Parliament House, Museum of Australia Democracy, Australian War Memorial, Questacon and Australian Institute of Sport.



Enrichment program

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

This year has been another outstanding year for Clontarf and Tambrey Primary School. Clontarf at Tambrey has seen significant growth in numbers, now sitting at 43 students accessing the program in 2024. We have had a slight dip in attendance this year, but it still sits above our benchmark at over 82 % for the year.

I am extremely proud of the boys and their achievements in 2024. As I have said we now have 43 boys in the program this year across Years 4,5,6. This is a significant jump in numbers from the previous year and we are on track to go over 50 in the coming years. We also have had 7 boys leave unfortunately to other schools during the year meaning we have had 50 participate in the program over this year.

Attendance

As a group, the boys attended at a very credible 82% for the year considering the size of this group. 33% of the group finished the year at 90% or above. 23 of our boys finished at 80% or above our base figure for the foundation. Another 5 students were within 2 percent of the base figure as well just an outstanding effort from the boys. Some individual students came up to 20 per cent higher than the previous year and one student came 37% more than the previous year, this is not all due to the program, but also to the immense support and care from their teachers to engage the students and embrace the program so we can help the students gain a better education and a brighter future.



Engagement

We have engaged the boys through regular early morning training sessions and after school activities I am happy to report that most of the Tambrey group attended most weeks which is extraordinary. We have over half of the Academy at the Tambrey site, and this is reflected in the attendance to our core activities during the week. We tried to provide fun and entertaining fun sessions for the boys, covered a huge range of sports and games, followed by many cooked breakfasts, which we hope, set the boys up for a great day at school.

Our After School activities throughout the year provided the boys a great variety of events to attend. From trips to the pool in those super-hot months, rock art tours, beach cricket and BBQs at Hearson, Adventure playground visits, Lego & food games, Dampier fishing, hitting balls at the golf range, sports clinics, the good old slip and slide and ping pong comps the fun was endless!!!



Enrichment program

Clontarf Room

Our room is a magnet for the boys at Tambrey. This space is essential to the program offering a place to for the boys to come and chill out play some games and just chat to the staff to see how the boys are generally going at school. It also now has a small hygiene station where the boys can access toothbrushes and other hygiene products. It is also the place where I have continued to cook thousands of Toasted sandwiches and prepared many meals throughout the year to get the boys through their school week. We have been accommodating to other students and subjects when they have been looking for a space to run their activities and classes. We cannot thank the school enough for providing such a great room to run our program with and for the boys to feel safe and engaged. Parents are welcome to attend any time for a visit.

Community Engagement

This year the boys have also been active in going out into the community and promoting the school and Clontarf in a positive manner. This is changing perceived ideas some people may have of our boys in the general public. We have been involved in manned water stations at running events such as the Mother's Day Classic for breast cancer awareness. We were involved in school events such as Walk to School Day and the Reconciliation Walk. We engaged our parents with our Father's Day Dodge ball event and this year ran a similar event for the Mother's which was equally well received and another huge family success.



Camps and Excursions

We have been blessed to take the boys out for Camps throughout the Year and thank the support of the school to allow us to do this. We have been lucky to travel to places such as Exmouth. The Exmouth Year 6 Camp was a fabulous experience for the boys, we got to do surfing, swimming at all the best spots along the coastline. The Primary school visit also incorporated running fun clinics and a chance to see our very own Royston Hubert's artwork which hangs proudly in the front office of the school. This year we had the added bonus of a Partner visit from Water Corp and a cultural tour from Nyinggulu Joint Management at the Charles Knife Canyon. Our Big Day out adventures across the Terms rewarded boys who had attended at set high attendance rates to enjoy beach days, laser tag and aqua run madness for showing their commitment to attending school we got to have real fun and build stronger relationships with the boys.



Towny's thank you!

I would lastly like to take this opportunity to thank the families of the boys. I say it every year, but I am truly privileged to work with these great boys for what was another amazing year. It amazes me that I worked with the boys in the program back then that have become fathers of the boys I am now involved with. I will definitely miss this group of Year 6s who are now departing and would like to thank them for an outstanding 3 years, go well young men. It would not be possible without the fantastic support you show me, the other staff, and the program. I don't take this responsibility lightly and I look forward to working with you all in 2025, when we create even more great memories.

Curriculum

Visual Arts

The Visual Arts Program at Tambrey has seen students from Year one to Six participate in weekly, one-hour lessons. Mrs Felicity Collins and Ms Tess Hulshoff worked together teaching students from across the school. Visual Arts at Tambrey incorporates all three fields of art, craft and design. Students create visual representations that communicate, challenge and express their own and others' ideas through drawing, painting, design, print making, collage, clay work, sculpture and collaborative art projects. Our students have the opportunity to showcase their artworks at school and community exhibitions throughout the year to encourage budding artists to create works that showcase their learning and talents beyond the classroom. Students engage in whole school and community art projects and work alongside visiting artist-in-residence programs.



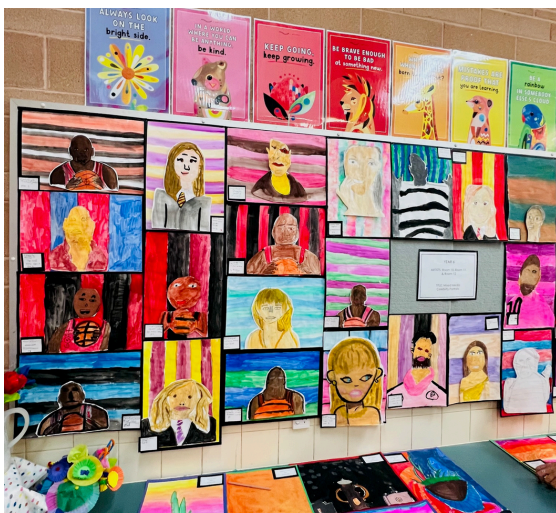
Throughout 2024 during class lessons, students from Years 1-6 were given the opportunity to get creative with clay projects, watercolour and acrylic painting, sketching and still life drawing. Students worked as a part of whole school collaborative projects and learned about some incredible local and international artists. Students were able to visit the Art Room at lunchtimes for Art and Craft Club to extend their interest.

In addition to this, Tambrey PS students participated in a variety of Visual Arts projects, workshops and whole school collaborative activities including;



Specialist Showcase

An evening where all of our incredible the specialist subjects and students work was on show. Specialist teachers delighted in the opportunity to be able to share the incredible work of their students. The Visual Arts showcase filled the Art Room and adjoining hallways with colourful exhibition pieces. A key feature was the 'Artist Hall of Fame' display in the main corridor showcasing selected pieces from each year group which were framed and presented on large easels. These pieces were selected for the high quality in their presentation and the commitment shown by the young artists throughout the making process.



Visual Arts

Dampier Community Association Art Exhibition

Students from Tambrey PS once again participated in the Dampier Community Association Art Exhibition and their creativity absolutely shone. Facilitated by Mrs Collins, Ms Hulshoff and visiting artist Pam Hulshoff, students were able to bring their exhibition canvases to the Art Room for 'Open Afternoons' after school to complete their art piece. Students were guided through their ideas and given the opportunity to use the resources and materials needed to bring it to life.



Cossack Art Excursion and Workshop Program

This year a group of Year 6 students were selected to attend the Cossack Art Excursion and Workshop Program. In addition to their efforts and endeavours during art classes, students had to complete a written expression of interest to attend. Woodside Energy and its Joint Venture partners generously sponsor the Cossack Art Awards education program, which invites students from across the City of Karratha to enjoy the exhibition and participate in educational workshops catered to their school year.



Curriculum

Visual Arts

Tambrey P&C Art Fundraiser

Students from across the school, including Kindy and Pre Primary completed a piece of art to be purchased and professionally made into note books, tote bags, gift cards etc. A very successful and popular fundraiser.



KSHS Arts Showcase and Exhibition

Students from across the school exhibited a selection of artworks for the annual KSHS Arts Showcase. The artworks included screen printing, painting, clay name plates, 3D insect sculptures, egg carton animals and a variety of paintings.

These lucky students had a tour guide for the day who took them around old Cossack town and they visited the annual Cossack Art Exhibition. A highlight was getting to vote for their favourite piece in this prestigious exhibition. They chose and drew their favourites, marvelled at the cost of some pieces and spotted amazing artworks created by talented Tambrey staff and some family members too! The students also participated in immersive art workshop with a local Artist in Residence and completed a clay workshop with artist Trisha, to create a Cossack inspired model creation which was collaboratively placed on a large mural of Cossack Town. It was such a fabulous day and experience.



Curriculum

Languages

The Languages program at Tambrey Primary School acknowledges the importance of understanding both the language and culture of a country and acknowledges the benefits of learning a second language.

Year 1 and 2

First Nations Perspectives in Literacy

This year, students have studied a range of First Nations texts exploring themes of Identity, Family and Caring for Country. Students have learned relevant Language words, including local Ngarluma words and those specific to the text. They have also discussed how different cultures have different belief systems and values. The children have had the opportunity to share and celebrate their own Cultural perspectives.



Years 3 to 6

Indonesian

In Indonesian lessons the year three students learnt how to introduce their friends and family members. Senior students learnt about describing their houses. This topic challenged them to understand the grammatical differences between Indonesian and English. Throughout the year students also compared housing in Indonesia and Australia. Students regularly use Indonesian around the school and are engaged during class time.

In 2024, all students engaged in a weeklong celebration for Indonesian Independence Day. Students participated in a range of craft activities and played some popular Indonesian games. Cultural celebrations also allow our staff to upskill themselves as the content is new therefore, they must learn before they teach.



Curriculum

Languages

International Languages Speaking competition

The Languages Network of Karratha and surrounds also like to get languages into the community. This is why we hold an annual speaking competition. This year was the third Interschool Languages Speaking Competition, which was a great success. After holding an in-school competition three students were picked to compete. 24 participants from 6 schools and over 100 audience members gathered at Dampier Community Hall in Term 4 for this amazing event. The ABC Pilbara also came along and interviewed some students and teachers. You can listen to the interview here

<https://www.abc.net.au/listen/programs/pilbara-breakfast/pilbara-breakfast/104552648>

There were several volunteers and donations which contributed to the night's success, including:

- \$1000 for catering, prizes and engraving from Kevin Michel MLA – local member for the Pilbara.
- Language specific prizes from LOTE Teaching Aids
- KREI
- Dampier Community Association
- Judges (community members)
- Performers (community members)



At Tambrey Primary School students engage in the four key areas of Science Understanding;

- Chemical Science
- Biological Science
- Earth and Space Science and
- Physical Science

Each week students participate in hands on inquiry-based projects that are focused on the local environment, industry, landforms and flora and fauna of the Pilbara and Western Australia. We incorporate Aboriginal perspectives and traditional knowledge into our term plans and activities. Students work in small groups to apply the information and skills they learn to come up with better solutions to solve real world problems.

In 2024 Year 1-5 each participated in 1 hour of Science, while Year 6's trialled having 2 hour Science lessons for the purpose of having the time to participate in more involved projects.

Portia Old and Kirsten Porter taught Year 1 and 2 Science and Kiara Sinclair taught Year 3 - 6 Science classes.

Science Events

Weatherwall

Year 5 students participated in Scitech/Channel 7 Weatherwall in Term 2 teaching them the importance of weather forecasting by monitoring local minimum and maximum temperatures, rainfall, wind direction and cloud information.

Future Shapers

Six students were nominated by Mrs Sinclair to be a CSIRO Young Future Shaper. Trevor Tonga, Isabella Flahavin, Jobie Patterson, Rachel Killen, Carter Ling and Ahlia McKenna. Future Shapers strengthens students confidence, capability, and connection with Science, Technology, Engineering and Maths (STEM). We are proud to have these students committed to achieving their best in Science.



Science Week

There were pythons, dragons and lizards slithering around the school for the beginning of Science Week! The theme this year was Species Survival: More than just Sustainability. The **Year 3 and 4** students had a visit from Red Dirt Reptile Encounters where they learned about different reptiles, how to treat a snake bite, ways to protect reptiles in our local environment and even got to hold a python and lizard! Students searched the playground for reptiles, collecting population numbers and tallied and graphed their results. Students also got creative to spread the word and bring awareness about our local Pilbara reptiles to our community!



Curriculum

Science

Year 5 and 6 students had a visit from the Department of Biodiversity, Conservation and Attractions – Parks and Wildlife. They came to talk to us about the threats to our local wildlife including feral cats, farming, cane toads and pollution and what DBCA do to help conserve animals such as the Ghost Bat, Pilbara Olive Python, Northern Quoll and the Night Parrot. We discovered that it is a lot of our nocturnal animals that are under threat.



The **Year 1 and 2** students spent the week learning all about birds. They enjoyed making their very own bird wings, creating origami birds, learning about bird habitats and took part in a very exciting bird walk! The students have had a lot of fun learning about the native birds in Karratha and how we can help to keep them safe.

Our **Pre-Primary's** had a very special day learning all about turtles. They participated in various activities and even had a special visit from Sarah McDonald from West Pilbara Turtle Program who taught them all about different breeds of turtles and how we can help protect them. Together they created a mural representing the turtles in the Pilbara, designed by our very own Odette Mundy and Jaye Jowett.

Science Fair

Tambrey ran a display for the Science Fair at Karratha Senior High School in Term 3 making thermochromic playdough. This playdough changes colour in different temperatures, much like some animals can do to protect themselves from predators. Some Year 6 students helped to run the stall, giving away the playdough and sharing their knowledge about animal adaptations for survival.



Digital Technologies

Digital Technologies (DT) has been implemented successfully as a specialised learning area at Tambrey Primary School for seven consecutive years.

During Term One, our first focus was online safety. All students participated in the YSafe Digital Experts Academy program. We then proceeded to learn about digital systems and their components including hardware, software, peripheral devices, local area networks and wide area networks.

In Term Two, students learnt different ways data could be collected and represented. Early and middle primary students used Micro:bits and software to collect data, create charts, graphs and tables. Upper primary students completed a unit on binary numbers.

During Semester Two, students completed projects where they were encouraged to design solutions.

Year 1 and 2 students participated in an integrated literacy and technologies unit where they were required to replicate the famous narrative Little Red Riding Hood using key events. They created maps, routes and algorithms to navigate a Beebot robot to travel through their story maps without encountering the wolf and other hazards.

Middle and upper primary students participated in a gaming project where they analysed simple games and designed a criteria for an effective game. They used Micro:bits to code, test and evaluate their prototypes. Upper primary students then proceeded to explore arcade games and used Micro:bits to design simple arcade games using sprites.

Woodside Integrated Digital Technologies Project

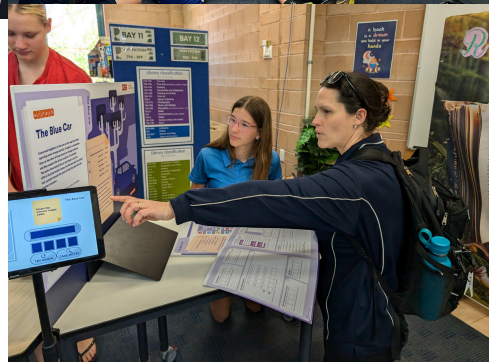
Tambrey Primary School was successful in attaining a partnership with SciTech through the Woodside Integrated Digital Technologies Project. A SciTech specialist representative, Ms Emily Grainger worked closely with Tambrey Primary School teachers to support the Digital Technologies learning area.

As part of the partnership, Tambrey Primary School received three class sets of Micro:bits to encourage integration of Technologies. These were used to facilitate the gaming projects for Middle and Upper primary. We are appreciative of this opportunity and would like to extend our thanks to Woodside and SciTech for granting this valuable partnership.



Catch a Hacker Night

To celebrate our partnership with SciTech and Woodside, Tambrey Primary School hosted a Catch a Hacker night on 5th September, 2024. Approximately 40 families attended the event and participated in a variety of computational problem-solving challenges. Families thoroughly enjoyed participating in this school event and provided us with an opportunity to further connect with our families.



Digital Technologies

Specialists Showcase

In Semester One, Tambrey Primary School hosted a Specialists Showcase event. All specialist teachers provided a variety of sample activities within their domain for families to take part in. Digital Technologies was highly popular with families participating in activities using computer and network hardware, Micro:bits, robotics and coding.



AMT Bebras Challenge

The Australian Math Trust have assumed the Bebras Computational Thinking Challenge. This challenge is an Australian Curriculum aligned project that aims to promote computer science in schools from Years 3 – 12.

This year, Tambrey Primary School participated in two rounds of the Bebras Challenge. In Round 1, we achieved 1 x Distinction, 1 x Credit and 38 Merit awards. In Round 2, we achieved 5 x Distinction, 5 Credits and 21 Merits.

ICT Leading Committee

In Term 4, an ICT leading committee was formed to encourage further integration of Technologies as supported by the Australian Curriculum, General Capabilities, Digital Literacy V9. The committee endeavours to develop whole school student digital literacy. Digital literacy skills are essential for success in the digital world. These include critical thinking, problem-solving and safe online behaviour.



Student Voice

Enrichment



Student Voice is an initiative that began in 2023 and has continued successfully this year. It is an integral part of Tambrey's positive school culture and places an emphasis on involving the students, hearing their contribution and ideas and valuing their input by implementing some of their suggested improvements for the school. This was exactly how Tambrey's Got Talent was borne.

Students from every class in the school are selected, usually democratically and then meet once a term. At these meetings students are encouraged to celebrate the awesome things already happening at Tambrey and discuss some things that would make Tambrey an even better place. Different students from each class are selected each term, so throughout the year there is a larger number of students having their voice heard. Prior to attending these meetings, class meetings are held to discuss the celebrations and even better ifs. Students are representatives from their class and proudly present their class report at the Student Voice Meeting.

Some common celebrations are the Faction Celebrations, Star Celebrations, incursions, excursions, assemblies, current class activities and special themed weeks, such as Indonesian Week to name just a few. Some initiatives that have already come from the "Student Voice" are Tambrey's Got Talent and our Lunchtime Clubs, which are thoroughly enjoyed by students and staff alike and will continue to operate and flourish. Student Voice was also responsible for the naming of The Snack Shack! A suggestion put forward by Henry Gadeke and voted on by the students of Tambrey.

Tambrey's Got Talent!

After a very successful inaugural event in 2023, Tambrey's Got Talent proved even more popular this year with more than sixty acts auditioning for this prestigious chance at performing for the school. After four weeks of auditions and call backs we were left with a variety of twelve acts with students who auditioned to be commended for their dedication, organisation and entertainment they provided to the selection committee.

Hosted by our own Mr Mullen on the 20th June, our award winning judges entered the stage with a huge hit of rock'n'roll amping up the crowd for what was going to be an amazing line-up of talented acts. Beginning with an entertaining Drum soloist, we were entertained by singers, dancers, magicians, impersonators, comedians and of course a classic special by the teachers. Well done to the finalists, they were all amazing, brave and their performances were outstanding making the judges job particularly difficult. Congratulations to the winners – Alexandra Linton in first place, Maniah Simon in second place and Ava Lewin in third.

A special thanks goes to our Level 3 Classroom Teachers Mrs Collins, Mrs Dunbar, Mr Buckner and Mr Docking for all their behind the scenes work and organisation of what was another spectacular event, we can't wait to see what talent is at Tambrey in 2025.

National Quality Standards

NQS

As part of our 2024 Operational Plan, we set a goal to further our journey towards becoming a trauma-informed school. This year, eight additional staff members completed training in the Berry Street Education Model. In line with our NQS Operational Plan, we also established a THRIVE committee, comprising our Student Services Deputy, Learning Support Coordinator, School Psychologist, and a lead teacher from each Phase of Learning. The committee is responsible for embedding our Trauma-Informed/THRIVE Health program across the school, aligning with our Business Plan priorities. This remains an ongoing focus in our NQS Operational Plan for 2025, with plans to put another 14 staff members through the Berry Street Education Model training.

In 2025, we will focus on further improvements as outlined in our NQS Operational Plan. We will create parent education videos, Tambrey Talks, to be shared with our school community via the Tambrey PS Facebook page, school website, and SeeSaw platform twice a term. We will also develop a digital database of play-based activities to support educators in valuing play-based learning while giving them the autonomy to successfully blend pedagogies. This resource will allow educators to access a wide range of engaging activities, inspiring them with fresh ideas to enhance their classroom practice and foster meaningful, play-based learning experiences.

1 Educational program and practice ✓

2 Children's health and safety ✓

3 Physical environment ✓

4 Staffing arrangements ✓

5 Relationships with children ✓

6 Collaborative partnerships with families and communities ✓

7 Governance and leadership ✓

2023 saw Tambrey verified in all seven quality areas of the NQS.



NAPLAN

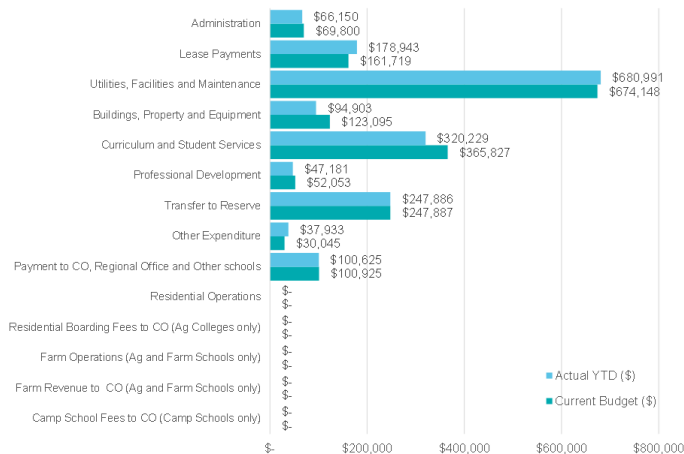
The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. From 2023, NAPLAN results are reported against 4 proficiency standard levels rather than numerical bands and national minimum standards. This means that the previous 10-band NAPLAN scale and national minimum standards are no longer applicable.

Tambrey Primary School has been on a continuous school improvement journey since 2018. We use evidence based whole school programs and support our staff with school planning documents and in class supports to provide high quality instruction that has low variation between classrooms and across year levels. We aim to maintain and improve our NAPLAN results and achieve results above that of like schools and in line with WA Public Schools.

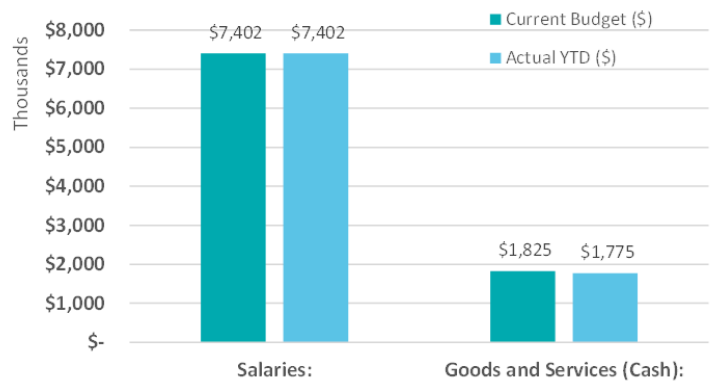
	2019		2021		2023		2024	
	Y3	Y5	Y3	Y5	Y3	Y5	Y3	Y5
Numeracy								
Reading								
Writing								
Spelling								
Grammar & Punctuation								

	Above Expected – more than one standard deviation above the predicted school mean
	Expected –within one standard deviation of the school mean
	Below expected –more than one standard deviation below the predicted school mean

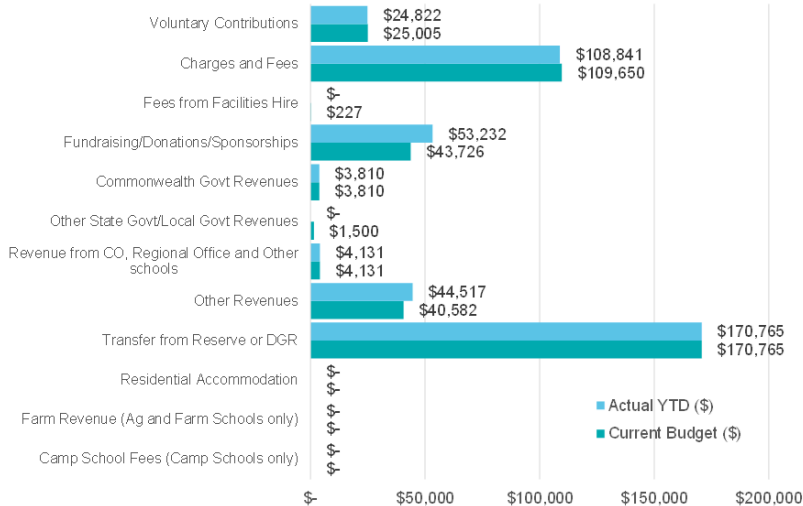
Dec 2024 (Verified Dec Cash)



Dec 2024 (Verified Dec Cash)



Dec 2024 (Verified Dec Cash)



ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	295,689	295,689
Carry Forward (Salary):	432,556	432,556

INCOME

Student-Centred Funding (including Transfers & Adjustments):	8,774,080	8,774,080
Locally Raised Funds:	399,396	410,118
Total Funds:	9,901,721	9,912,443

EXPENDITURE

Salaries:	7,402,211	7,402,211
Goods and Services (Cash):	1,825,498	1,774,842
Total Expenditure:	9,227,710	9,177,053

VARIANCE:	674,012	735,390
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