



North Tom Price
PRIMARY SCHOOL

School Report 2018

2018 School Board Members, P&C Committee and Staff

SCHOOL BOARD MEMBERS

2018

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PRINCIPAL/SECRETARY

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MEMBERS

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Jane Cole

Taliesha Dawes

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Leanne Dellosto

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Sally Clayton

Sara Elumalai

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Marnie Gwyn

Tracy Hansen

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Kayla Ringrose

Erica Rockliff

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Introduction

Dear parents, caregivers and community members,

It is with great pride that we present the 2018 School Report to our school community. We are excited to share our many achievements, challenges and highlights from the year that has gone.

Information about the school's performance should be considered alongside the other sources of information parents have received such as a child's report, newsletters, school planning and policy documents. They all contribute to building a picture and, together with the following pages which summarise relevant information, provide an overall perspective of the educational programs and outcomes achieved in 2018.

This School Report, reflects the final year of our 2016-2018 Business Plan which was developed in close consultation with staff and the School Board based on the analysis of data available. In the plan we have identified targets and established focus areas with milestones to guide our operational planning. This report will reflect our progress towards achieving those targets.

The School Board, led by our Chair Nathane Graham, met regularly throughout the year and thoughtfully reflected on the direction and achievements in their monitoring role throughout the year. I thank all School Board members for their enthusiasm, commitment and participation in discussions over the four terms.

In 2018 our North Tom Price Primary School staff continued to shine and strive to achieve the best possible outcomes for our students. It is a privilege to work with such an accomplished and committed group of professionals who continually 'strive for excellence'.

If you would like further information on the contents of this report, your child or school programs, please contact the school principal so your enquiry can be addressed specifically.

Mrs Linda Villanova
Principal



A word from our School Board...

On behalf of myself and the members of the school board at North Tom Price Primary School, I would like all of us to join together in celebrating the overall achievements of the school as presented in this report.

Our school keeps working to help all students, despite the continuous changes of day to day life, to create a positive environment so students and staff will thrive and continue to grow and learn as leaders of the future.

We as members of the board have heard, discussed and witnessed positive things over 2018, including finances, policies, attendance trends and future directions. We thank the 2018 staff for their efforts and we wish all those who have moved on all the best for their future.

I am assured that 2019 will be even better and bigger as we look to the future for change and reconciliations with our ever transient town of Tom Price.

Mr Nathane Graham
2018 Board Chair



Community Involvement

School Board

Our School Board met regularly throughout the year fulfilling their responsibilities of:

- o Reviewing school progress against priorities detailed in the School Business Plan 2016-2018;
- o Reviewing the 2018 School Budgets and noting the 2019 School draft budgets;
- o Ratifying the 2018 Contributions and Charges, Personal Items List and Draft Budget;
- o Reviewing student performance data including NAPLAN and working with staff to identify ways to address any areas that need improvement; and
- o Endorsing the 2017 School Report.



Parents and Citizens' Association

In 2018 I found myself heading this wonderful team of ladies with Taliesha Dawes as Vice President, and the return of our Secretary Lauren Foy, and Treasurer Sharon Jansen, our Executive Committee, now familiar to each other came into the year more relaxed and with a plan in mind for the new year.

We firstly started the year with Bike Week, unfortunately we didn't bring it home this year but we certainly had lots of fun. Erica Brotherton did an amazing job sorting out the grant for this event, which was used on an amazing breakfast/snack for the kids. Then we jumped into Open Day, Easter Raffle and Mother's Day Stall, which we were so thankful for all our volunteers that came along and helped out or baked for the events. We also organised a disco which we didn't do the previous year, and what an amazing turn-out we had. From the helpers in the kitchen to the merchandise table and all those that took part. It was exhausting but worth every smile on all the kids' faces. We even had committee members out on the dance floor showing off their skills with the pumping music provided by DJ Jack.

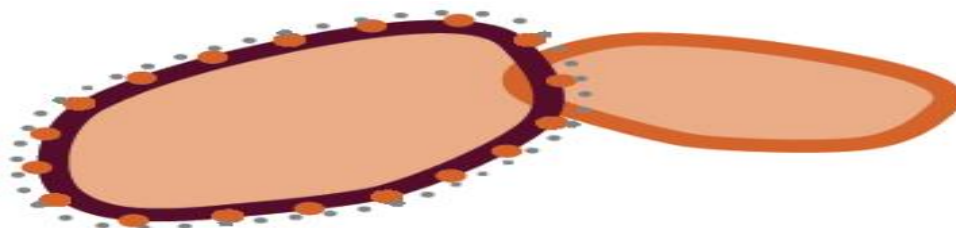
Father's Day instead of a stall we decided to do a raffle as we struggled to find volunteers to help out, thanks to Lian Murphy who took the task head on and visited every business we could think of for donations. The community were amazing in donating prizes and we had more than enough to raffle off. We rounded the year off with our Open Night, with positive feedback on the food that was provided and all round organisation from the teachers. Finally I got to attend the Year 6 Graduation as President of the P&C and as a parent, a very proud parent moment it was.

Big thanks to the General Committee, Kylie Scott, Carolina Bendotti, Andrea Gaby, Kelly Fitzgerald, Tessa Walton, Lian Murphy, who all took on challenges and exceeded expectations. Massive thanks to our Uniform Co-ordinator Andrea Gaby, and Banking Co-ordinator Carolina Bendotti and our Grants Co-ordinator Erica Brotherton.

As previous years, we again continued with supporting the school with Reading Eggs and Mathletics, continued support of requested items from the teachers and school.

Again big thank you to Linda Villanova, whose continued support to myself and the Committee meant that our job was made easier.

Wanita Morawiec
President



Community Involvement

Parent, Business and Community Support

North Tom Price Primary School encourages strong parental involvement and 2018 showed us once again the strong partnership that exists between school and families. We thank our school community for their involvement and support in many events including:

- o Parent Information Sessions (Meet and Greet) at the beginning of the school year for every class;
- o Open Morning in Term 1/Open Night in Term 4;
- o Kindy and Pre-primary Mother's Day and Father's Day;
- o Easter Hat Parade;
- o Book Week Parade;
- o Harmony/Bullying No Way Day;
- o Literacy/Numeracy Week — student displays around the school;
- o Year 6 Graduation including pool party;
- o Fortnightly assemblies;
- o Student Banking;
- o Book Fair; and
- o End of Year Concert.



School Context

As part of a vibrant school in a unique mining community there are many factors which influence our development as a school including the transiency of our school population and the socio-economic background of our students.

Index of Community Social and Educational Advantage (ICSEA - see glossary)

ICSEA values are calculated on a scale which has a median of 1000 and a standard deviation of 100. ICSEA values typically range from approximately 500 (representing extremely educationally disadvantaged backgrounds) to about 1300 (representing schools with students with very educationally advantaged backgrounds). This is worked out by looking at certain factors – for each student and for the school:

- o parents' occupation;
- o parents' education;
- o a school's geographical location; and
- o proportion of Indigenous students.

The information is taken from student enrolment.

2013	2014	2015	2016	2017	2018
991	978	951	963	967	Not Available
5 th	6 th	8 th	7 th	7 th	



Community Involvement

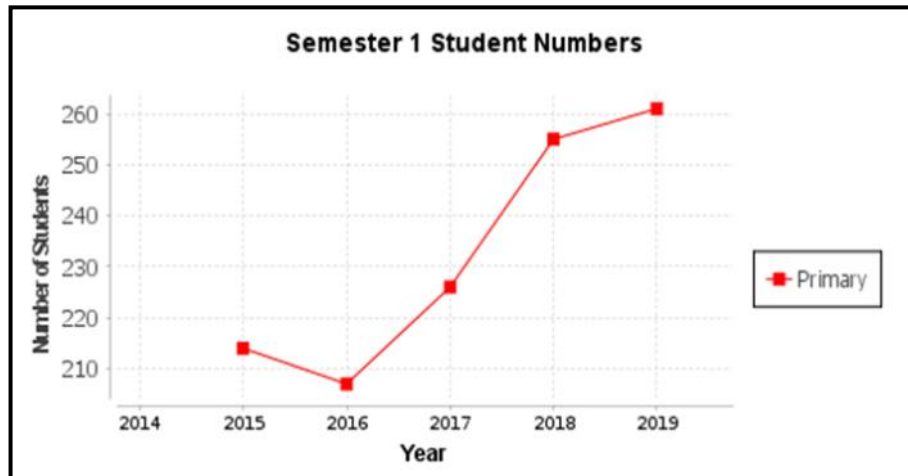
Student Transiency

Increased student movement impacts individual and class progress in both academic progress, health and wellbeing. It is pleasing to see that the transiency level has decreased in 2018, however it is worth noting it has significant impact in the continuity of learning.

2012	2013	2014	2015	2016	2017	2018
%	%	%	%	%	%	%
22.6	26.1	33.2	31.4	35.7	35.4	31

Student profile Semester 2 2018

Semester 2, 2018	Number	%
Full Time Student Numbers	302	
Students with a disability	8	2.6%
AB'L Students (Sem 1, 2018)	78	26.4%
Part Time Student Numbers and FTE	41 (25)	



Community Involvement

Student Destination

2019 destination of our 2018 graduating students.

Destination Schools	Male	Female	Total
4100 Tom Price Senior High School	13	12	25
4116 Darling Range Sports College	1		1
1074 Guildford Grammar School	1		1
4025 John Curtin College of the Arts	1		1
4027 Kalamunda Senior High School		1	1
4029 Kent Street Senior High School	1		1
4168 Shenton College	1		1



Community Involvement

Involvement of the School in the Wider Community

Our school values the opportunities of being involved in the wider community and recognises that the school is an important stakeholder in the Tom Price community. Consequently, North Tom Price Primary School is represented at various community meetings including interagency meetings as needed.

Our students participated in many competitions and events run by local businesses and community groups including the annual Nameless Festival. Our fortnightly newsletter includes information regarding upcoming community events and news from a variety of not-for-profit agencies including sporting groups, the Shire of Ashburton and the Early and Middle Years' Group. Our school also hosted work experience students from Tom Price Senior High School, Education Assistant practicums and Pre-service teachers from different universities.

North Tom Price Primary School continues to receive significant support from our families and the wider Tom Price community and businesses. Many parents actively participate in events such as carnivals, open nights and fundraising events. 44% of families paid their Voluntary Contributions and Charges and all fundraising events were well supported.

- o Kindergarten 67% of cohort have contributed
- o Pre-primary 64% of cohort have contributed
- o Primary 39% of cohort have contributed

We will continue to highlight the school's need for these voluntary contributions and look forward to an increase in 2019.

Our school also encourages the wider community to use our facilities through 'Community Use of School Facility' Agreements. In 2018, the Tom Price Early Years' Group (Nintirri) continued operating their 'Transition to School' program for three-year-old children in Room 13, and also offered a Vacation Care Program. Other groups also accessed our facilities for training purposes at various times.

We continued to collaborate closely with Rio Tinto enhancing our relationship through the School Engagement Program. Rio Tinto were also keen supporters of our student leadership program across all four schools in the Ashburton Schools Alliance.

We were delighted to continue our After School Learning Club (linked to the Follow the Dream Program) as a stand alone program two days a week, as a coordinator was funded by the Graeme (Polly) Farmer Foundation. This program focussed on our Indigenous students who were offered an opportunity for additional tutoring. The continued success of the program means it will continue to operate in its current format in 2019. This program continues to be very well attended with in excess of 20 - 35 students a week attending. Students, parents and tutors have commented on how much they appreciate the additional opportunity and we have been heartened by increased parent involvement and the growing regular numbers in attendance.



"Lovely and bright classroom. Kids were so proud to show us their work, well done and thank you."

- Parent Survey 2018

"Great to see improving results during the year" - Parent Survey 2018



Business Plan 2016-2018 - Target 1:2018 Student Academic Data: NAPLAN

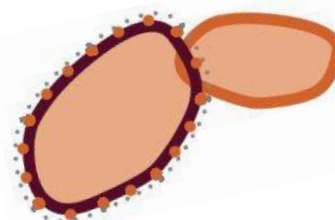
Detailed below is a summary of the progress we have made towards achieving our nine targets over the three years. Our goals were aspirational and our success in achieving them has been variable. As we look towards our next Business Plan from 2019 through to 2022, we will reflect on the progress we have made and look to refine our approaches for greater success.

Target 1: Students' Academic Data: National Assessment Program Literacy and Numeracy (NAPLAN)

NAPLAN RESULTS

Students in all Australian schools in Years 3, 5, 7 and 9 participate in the 'National Assessment Program - Literacy and Numeracy' (NAPLAN). Students are assessed in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy using common National tests. While NAPLAN results are based on 'one test on one day' in May each year rather than on a student's performance throughout the year, they do provide useful comparative information. Schools usually have access to the information in September each year and use it to influence short term and long term targets and directions.

We are working towards these challenging but achievable targets.



2018 NAPLAN:

Percentage of Students Above, At and Below National Minimum Standard (NMS)

	Positive outcome
	Working towards the outcome
	Requires focus

	Percentage of students at or above % NMS Note this is all students in Years 3 and 5 at NTPPS						Note there can be differences between different cohorts from 2017 and 2018
Target Outcome	Year	Yr 3		Yr 5			Percentage of NTPPS students compared to percentage of students in 'like schools' and notes about NTPPS student progress.
		2017	2018	2017	2016 Same Cohort from Yr 3 2016 to Yr 5 2018	2018	
All students in Years 3 and 5 to be 'at' or 'above' National Minimum Standard (NMS)	Numeracy	89%	96%	87%	90%	93%	Year 3 <ul style="list-style-type: none"> ● Increase in percentage of students at or above NMS. ● Percentage in top bands less than 'like schools'. ● Tracking just below 'like schools'. Year 5 <ul style="list-style-type: none"> ● Increase in percentage of students at or above NMS. ● Maintaining upward trend from previous three years. ● Tracking with 'like schools' overtime.

Business Plan 2016-2018 - Target 1:2018 Student Academic Data: NAPLAN

	Percentage of students at or above % NMS Note this is all students in Years 3 and 5 at NTPPS						Note there can be differences between different cohorts from 2017 and 2018
Target Outcome	Year	Yr 3		Yr 5			Percentage of NTPPS students compared to percentage of students in 'like schools' and notes about NTPPS student progress.
		2017	2018	2017	2016 Same Cohort from Yr 3 2016 to Yr 5 2018	2018	
All students in Years 3 and 5 to be 'at' or 'above' National Minimum Standard (NMS) Target - Working towards target	Reading	89%	86%	87%	88%	75%	Year 3 ● Similar to 'like schools'. ● Percentage of students in top bands similar to 'like schools'. ● Tracking with 'like schools'. Year 5 ● Decline in 2018 with more students not at NMS than 'like schools'. ● Percentage in top bands similar to 'like schools'. ● Trend still within expectation of school mean, but slightly below 'like schools'.
	Writing	89%	79%	93%	97%	81%	Year 3 ● Downward trend evident. ● Maintaining gap below 'like schools'. Year 5 ● Maintaining percentage close to 'like schools', slightly down from 2017. ● Tracking similar to 'like schools', slightly down from previous years.
	Spelling	86%	82%	90%	91%	87%	Year 3 ● Greater percentage of students in low bands compared to 'like schools'. ● Percentage of students in middle bands similar to 'like schools'. ● Some student representation in top bands but percentage is below 'like schools'. Year 5 ● 2016 and 2017 numbers of students in top 20% slightly lower than 'like schools'. ● In 2017 number of students in bottom 20% similar to 'like schools'.
	Grammar and Punctuation	82%	87%	78%	77%	90%	Year 3 ● Maintained upward trend since 2016. ● Some student representation in top bands, slightly lower percentage than 'like schools'. ● Tracking similar to 'like schools'. Year 5 ● Maintained upward trend since 2016. ● Similar percentage of students not achieving NMS as 'like schools'. ● Tracking similar, although slightly below 'like schools'.

Business Plan 2016-2018 - Target 1:2018 Student Academic Data: NAPLAN

Target	Stable cohort may vary due to student absences on day of testing	Comments
Numeracy All students in the stable cohort of Years 3 and 5 to be at or above 'like schools'. <u>Target - Working towards target</u>	2015 - 2017 stable cohort of 10 Year 3's and 19 Year 5 students	<ul style="list-style-type: none"> o Year 3—80% of students at or above NMS o Year 5—90% of students at or above NMS
	2016 - 2018 stable cohort of 14 Year 3's and 16 Year 5 students	<ul style="list-style-type: none"> o Year 3—97% of students at or above NMS o Year 5—78% of students at or above NMS o Achievement - Year 3 and 5 above 'like schools' in the satisfactory category o Year 3 and 5 progress: above 'like schools' in moderate, high and very high categories
Reading All students in the stable cohort of Years 3 and 5 continue to be at or above 'like schools'. <u>Target - Working towards target</u>	2015 - 2017 stable cohort of 11 Year 3's and 19 Year 5 students	<ul style="list-style-type: none"> o Year 3—82% of students at or above NMS o Year 5—100% of students at or above NMS
	2016 - 2018 stable cohort of 14 Year 3's and 18 Year 5 students	<ul style="list-style-type: none"> o Year 3—87% of students at or above NMS o Year 5—78% of students at or above NMS o Achievement - Year 3 and 5 above 'like schools' in the satisfactory category o Achievement - Year 3 above 'like schools' in the good category o Year 3 and 5 progress: below 'like schools' in moderate category, similar to 'like schools' in high category and above 'like schools' in very high category
Writing All students in the stable cohort of Years 3 and 5 to be at or above 'like schools'. <u>Target - Working towards target</u>	2015 - 2017 stable cohort of 15 students	<ul style="list-style-type: none"> o Year 3—89% of all students at or above NMS o Year 5—95% of students at or above NMS o Year 3 and 5 progress: above 'like schools' in moderate, high and very high categories
	2016 - 2018 stable cohort of 17 students	<ul style="list-style-type: none"> o Year 3—96% of all students at or above NMS o Year 5—88% of students at or above NMS o Achievement - Year 5 below 'like schools' in satisfactory o Achievement - Year 3 above 'like schools' in limited o Year 3 and 5 progress: above 'like schools' in moderate, high and very high categories
Spelling All students in the stable cohort of Years 3 and 5 to be at or above 'like schools'. <u>Target - Working towards target</u>	2015 - 2017 stable cohort of 19 students	<ul style="list-style-type: none"> o Year 3—85% of all students at or above NMS o Year 5—90% of students at or above NMS
	2016 - 2018 stable cohort of 19 students	<ul style="list-style-type: none"> o Year 3—83% of all students at or above NMS o Year 5—96% of all students at or above NMS
Grammar and Punctuation All students in the stable cohort of Years 3 and 5 to be at or above 'like schools'. <u>Target - Working towards target</u>	2015 - 2017 stable cohort of 19 students	<ul style="list-style-type: none"> o Year 3—82% of all students at or above NMS o Year 5—83% of all students at or above NMS
	2016 - 2018 stable cohort of 19 students	<ul style="list-style-type: none"> o Year 3—96% of all students at or above NMS o Year 5—90% of all students at or above NMS

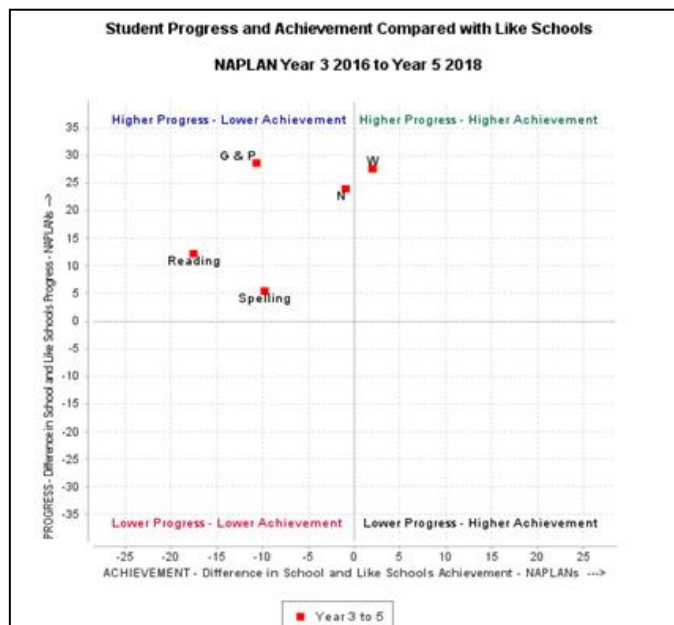
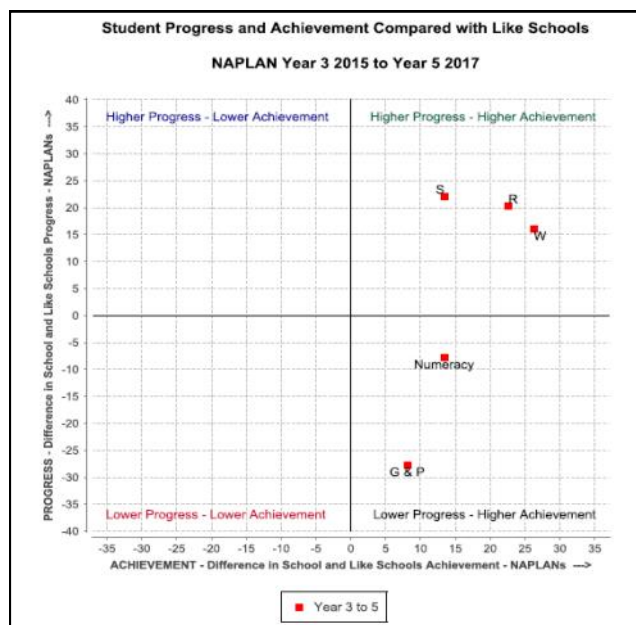
National Minimum Standard (NMS) – students at the NMS have achieved the learning outcomes expected for their year level in order to continue to progress

Above NMS - very positive when close to or greater than this % for 'like schools'

At NMS (Satisfactory) - more positive when % greater than 'like schools'

Below NMS (Cause for concern) - students are at risk of being unable to progress satisfactorily without targeted intervention. Positive when less than % for 'like schools'

Business Plan 2016-2018 - Target 1:2018 Student Academic Data: NAPLAN



Key

G & P - Grammar and Punctuation

R - Reading

S - Spelling

W - Writing

We continually strive to have all tested areas in the top right hand quadrant which is *Higher Progress - Higher Achievement* for students who have been part of the testing programs twice – in Year 3 and 5. As detailed in our Business Plan 2016-2018, North Tom Price Primary School has implemented a range of strategies to support student learning. These include increased staff support through Literacy and Numeracy Coordinators to assist in embedding whole school programs such as literacy and numeracy blocks in all classrooms and increased support through targeted withdrawal for those students requiring increased support, (Minilit, Reading Tutor and Macqlit programs). There has also been an increase in Education Assistants throughout the school to support student learning in classrooms.

- o 2015 - 2017 pleasing student progress in reading, writing, spelling as reflected with our position in the *Higher Progress - Higher Achievement* quadrant.
- o 2016 - 2018 pleased with higher progress than 'like schools', but need to move into *Higher Progress - Higher Achievement* quadrant.
- o Next steps: further focus on student achievement and growth in all areas to increase mean student progress. Further focus on grammar and punctuation to increase mean student progress.



Business Plan 2016-2018 - Target 2:2018 Student Academic: On-entry Data

Target 2.

On-entry targets for Pre-primary, Year 1 and Year 2 are identified annually and acted upon in operational plans.

Target - achieved.

The On-entry Assessment Program is a state-wide screening assessment of literacy and numeracy skills. All of our Pre-primary, Year 1 and Year 2 students have participated in this assessment for several years.

The main purpose is to provide teachers with an opportunity early in the year to collect information on the essential literacy and numeracy skills and understandings of each child in their class. This assists the teachers to develop informed and intentional teaching programs. In Pre-primary these programs are intentionally play based with a strong oral language component. The information from the Year 1 and 2 modules also assists teachers with planning teaching and learning programs. All parents receive information about their child's results towards the end of Term 1. Teachers value this information and the one-to-one time with the students as well.

In 2018, as a result of staff analysis, increased focus was given to literacy programs including Talk4Writing, Minilit, Macqlit and Reading Tutor.

"A fantastic school - we are delighted
our child is a part of it!"

- Parent Survey 2018



Business Plan 2016-2018 - Target 3:2018 Student: Non-Academic Data

Target 3: Maintain Pre-primary – Year 2 Personal and Social Skills from Semester 2 Student Reports between 76% and 80% in the ‘consistently’ rating.

Attribute Summary For Years Pre-primary - Year 2						
Attributes from Semester Report	Percentage with the ‘consistently’ rating over Semester 1 and 2					
	Pre-primary		Year 1		Year 2	
	2017	2018	2017	2018	2017	2018
<ul style="list-style-type: none"> o Is enthusiastic about learning o Participates responsibly o Sets goals and works towards them 	41.5%	70.3%	62.2%	27.7%	71.1%	70.9%

Years Pre-primary - Year 2 overall average percentage 56.3% **Target - working towards target.**

Comment: Many of these personal and social skills are developmental and take time for students to develop the skills and understanding. Please note collection and analysis of this data has only begun in 2017, so long term trends are difficult to ascertain. It is impacted by a variety of factors including teacher changes, classroom structures and understanding of rating scale as well as differences in cohorts, gender balance and sizes also contribute.

Target 3: Maintain Years 3 - 6 Personal and Social Skills from Semester 2 Student Reports between 76% and 80% in the ‘consistently’ rating.

Attribute Summary For Years 3 - 6								
Attributes from Semester Reports	Percentage with the ‘consistently’ rating over Semester 1 and 2							
	Year 3		Year 4		Year 5		Year 6	
	2017	2018	2017	2018	2017	2018	2017	2018
<ul style="list-style-type: none"> o Works to the best of his/her ability o Shows self respect and care o Shows courtesy and respect for the rights of others o Participates responsibly in social and civic activities o Cooperates productively and builds positive relationships with others o Is enthusiastic about learning o Sets goals and works towards them with perseverance o Shows confidence in making positive choices and decisions 	49.1%	51.6%	68.6%	59.4%	74.2%	66.8%	79.7%	66.4%

Years 3-6 overall average percentage 61.1% **Target - working towards target.**

Comment: Interesting variation between 2017 and 2018. It is impacted by a variety of factors including teacher changes and understanding of rating scale as well as differences in cohorts, gender balance and sizes also contribute.

Note: Difference in percentages of around 10% from year to year which equates to between 2-3 students out of consistently category from year to year. Consistently means 8-10 times out of 10.

Business Plan 2016-2018 - Target 4: NQS ECE

Target 4.

Fully implement the National Quality Standards for Early Childhood Education (NQS ECE). The school is to meet or exceed the described goals in all seven areas:

- o Quality Area 1: *Educational Program and Practice*- focussing on a quality program appropriate to stage of development to enhance and extend children together with appropriate assessment and planning processes.
- o Quality Area 2: *Children's Health and Safety*- including each child is protected and health and physical activity is supported and promoted.
- o Quality Area 3: *Physical Development*- including appropriate design facilities, and the environment promotes competence and supports exploration and play based learning.
- o Quality Area 4: *Staffing Arrangements*- including staff arrangements which enhance children's learning and development and which promote collaborative, respectful and ethical relationships between all staff including administrators.
- o Quality Area 5: *Relationships with Children*- including building and maintaining respectful, equitable and positive relationships are with each child.
- o Quality Area 6: *Collaborative Partnerships with Families and Communities*- including developing and maintaining respectful relationship with families resulting in collaborative partnerships to enhance student learning.
- o Quality Area 7: *Governance and Leadership*- including the school applying practices that support the operation of a quality school and leadership which promotes a positive organisational culture.

We are **achieving at the standard** in all areas, however there is a consistent and ongoing focus on maintenance and improvement in all areas.



"It was lovely to be given the opportunity to visit my child's classroom and to share her learning experiences"

- Parent Survey 2018



Business Plan 2016-2018 -Target 5: Surveys

Target 5: All National School Opinion Survey results are positive for community, staff and students so that each item has a ranking of at least 3.5.

Target - achieved.

Parent survey 2018 information

Parents completed an anonymous online survey generated by National Education Opinion Surveys in October and November 2018, 61 surveys were returned out of about 150 families.

Responses were averaged using the 5 point scale:

1 - Strongly disagree 2 - Disagree 3 - Neither agree or neutral 4 - Agree 5 - Strongly agree

Overall, the 2018 Parent Survey answers average was **4.4 out of 5**. In 2016 the same Parent Survey achieved an average of **3.9 out of 5**.

Responses – with highest responses out of 5 were

- o This school is well maintained, averaged at 4.6 (2016 - 4.4)
- o I can talk to my child's teachers about my concerns, averaged at 4.5 (2016 - 4.3)
- o My child likes being at this school, averaged at 4.3 (2016 - 4.2)
- o Teacher's at this school expect my child to do his or her best, averaged at 4.3 (2016 - 3.9)

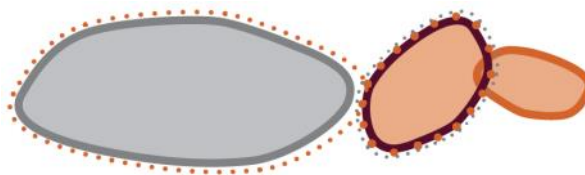
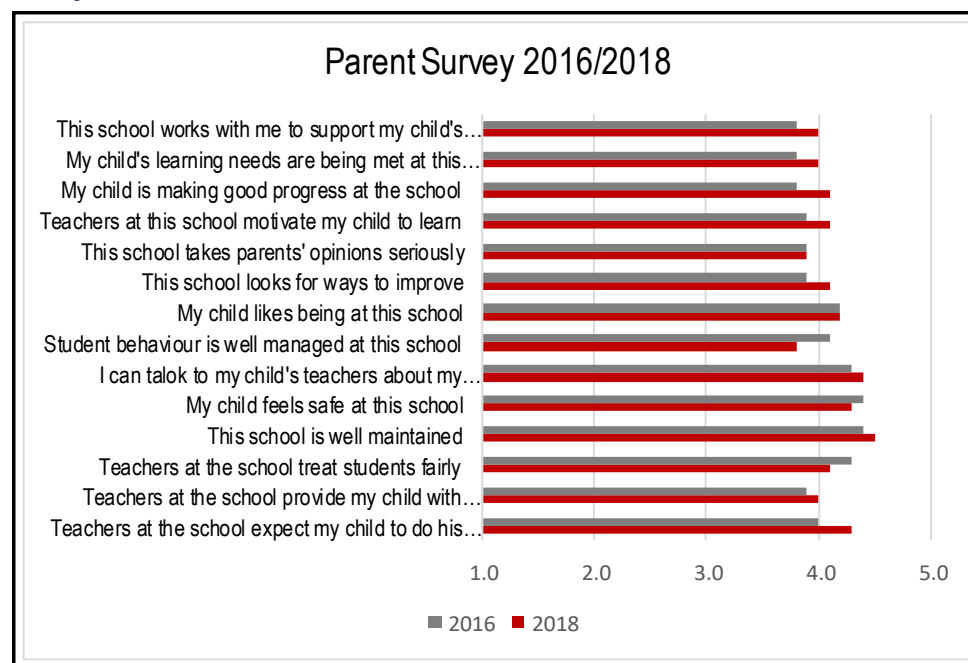
The lowest average responses in 2018 were:

- o Student behaviour at this school is well managed, averaged at 3.8 (2016 - 4.1)
- o The school takes parents opinion seriously, averaged at 3.9 (2016 - 3.8)

In 2019 these areas will be considered for improvement and focus.

Other areas of marked growth from 2016 - 2018 were:

- o My child is making good progress at school, averaged at 4.1 (2016 - 3.8)
- o My child's learning needs are being met at this school, averaged at 4.0 (2016 - 3.8)
- o The school works with me to support my child's learning, averaged at 4.0 (2016 - 3.8)



Business Plan 2016-2018 -Target 5: Surveys

Parent survey 2018 information continued

Leadership and Management questions:

In addition, there are several questions about leadership and management, which averaged 4.3 out of 5.

These included...

- o Teachers at this school care about my child, averaged at 4.6 (2016 - 4.3)
- o My child's teachers are good teachers, averaged 4.4 (2016 - 4.0)
- o This school has a strong relationship with the local community, averaged 4.4 (2016 - 3.9)

Other areas of growth were:

- o I am satisfied with the overall standard of education achieved at this school, averaged 4.0 (2016 - 3.6)
- o The school is well led, averaged 4.2 (2016 - 3.8)

Comments:

Positive response growth in many areas, perhaps linked to the whole school programs that have been implemented in recent years.

Staff survey

Students, parents and staff are surveyed every two years. Staff and student survey information is available in the 2017 School Report.

"Teachers, Deputies and Principal
always have time to discuss student
needs."

- Parent Survey 2018



Business Plan 2016-2018 - Targets 6

Target 6. School Board Effectiveness

Target - achieved.

The School Board Effectiveness Survey is positive, where each item average is rated at 3.5 or greater.

Our School Board Self Reflection Effectiveness Survey for 2018 averaged a positive response of 4.4 over 21 questions.

The areas which were particularly strong included:

- o The School Board focuses on important issues;
- o The School Board endorses the annual budget;
- o Minutes accurately reflect the meeting outcomes; and
- o My contribution to the work of the board is valued.

Positive comments highlighted the board's role in:

- o Accessing Information on what's happening in the school;
- o The sharing of financial information;
- o Promoting and valuing discussion in meetings; and
- o On working with the school to continually seeking to improve an support students.

Areas which will continue to require focus include:

- o Understanding the roles and responsibilities of the School Board and induction of new members.

In 2019 the School Board is looking forward to supporting the school in developing a new business plan.

The effectiveness of the School Board has been a discussion point and we continue to strive towards improving our performance and impact on the school community. In 2018, the School Board chair, and the principal attended School Board Training in Port Hedland which was informative and then shared with the school board upon return. Most members have completed the Online 5 module course. New members completed the mandatory police checking.



"All staff and students are
caring."

- Parent Survey 2018



Business Plan 2016-2018 - Targets 7 & 8

Target 7. Classroom Observation

All teachers take part in the school's classroom observation and feedback strategy as part of their performance management.

Target - working towards target.

In 2018 teachers continued to develop skills in peer observation, performance development and were supported through professional learning communities and phase expertise. There has been some development in achieving this target but will be an ongoing focus to fully embed in everyday practice.

Target 8. School Financial Audit

The school achieves either a good or excellent rating in every category of the next school financial audit.

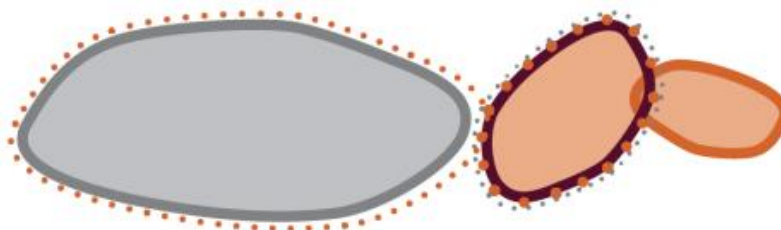
Target - achieved.

The Schools Resourcing and Support Directorate guide us through a Control Self-Assessment Questionnaire which allows us to review and monitor our financial practices. Financial matters are highly regulated and involve not only Department of Education guidelines and policies but also external agencies such as the Department of Treasury, the Australian Taxation Office and the Finance Administration and Audit Act to ensure we comply with all regulations and policies.

This annual monitoring tool focused on:

- o Receipting and Banking System;
- o Purchasing and Payment System;
- o Governance and Accountability System;
- o Asset Management System; and
- o Human Resources System.

In this detailed questionnaire, we achieved an excellent rating in all areas, except for Human Resources which we were unable to achieve a perfect score because one new support staff member had not yet received the required induction process which is scheduled and delivered externally. This will most likely occur in 2019.

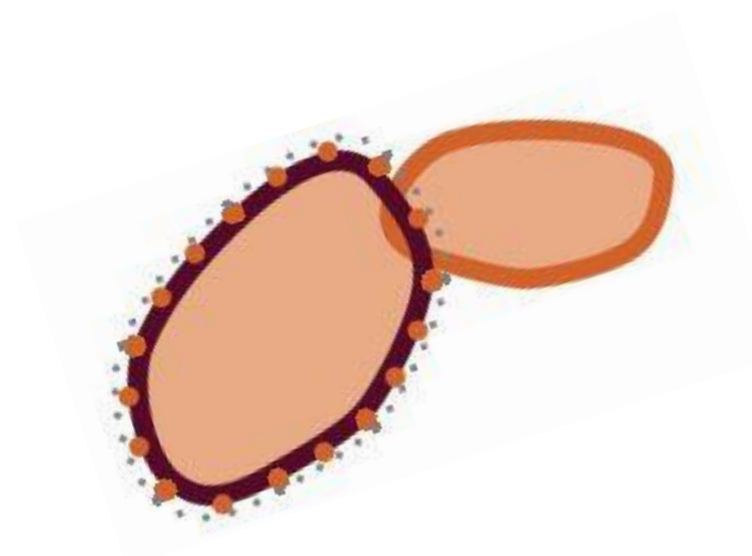
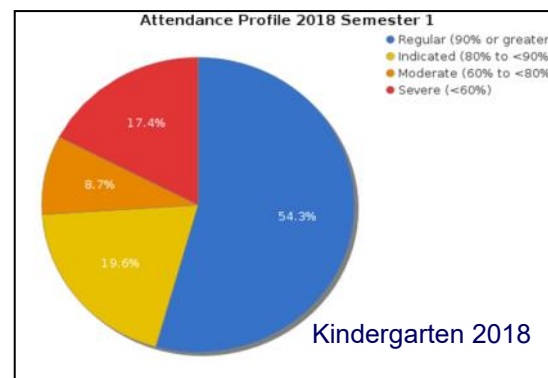
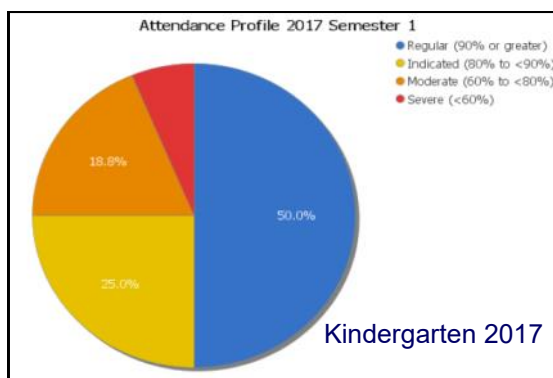
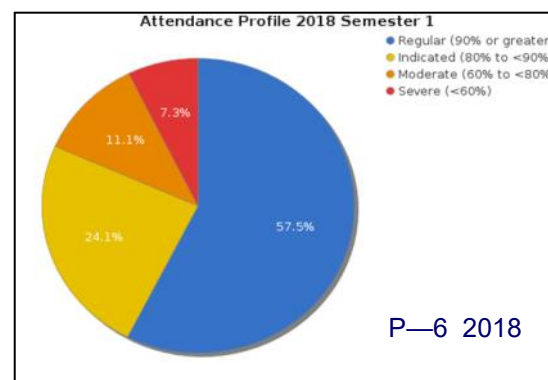
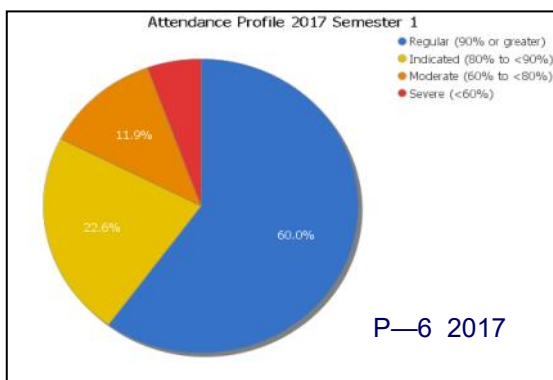


Business Plan 2016-2018 - Target 9: Attendance

Target 9: Increase percentage of students in the regular attendance category to 60% in Semester 1.

Target - Not achieved consistently but progress in working towards targets has been made.

These pie charts show attendance percentages in different categories for compulsory (Pre-primary to Year 6) and pre compulsory (Kindergarten) years over the last two years.



Comments: The attainment of 60% of our students attending regularly (above 90%) continues to be a challenging goal for all year levels. It is pleasing to see improved attendance in Kindergarten in 2018, however the increase in severe attendance percentages are a concern.

We introduced different reports in 2018 to keep parents informed of their child's attendance and this included comparisons against the school and the Pilbara, information and reminders are placed in newsletters, the school employs a School Based Attendance Officer one day a week to monitor and our attendance policy is regularly reviewed.

This area will be an ongoing focus.

Student Suspension rate: North Tom Price Primary School continues to maintain very low suspension data. There was no suspensions in 2017 and three student suspensions in 2018. North Tom Price Primary School works with the student and families through individual behaviour plans, strong behaviour management policies, and our virtues program.

"Great school, always so welcoming " – Parent Survey 2018

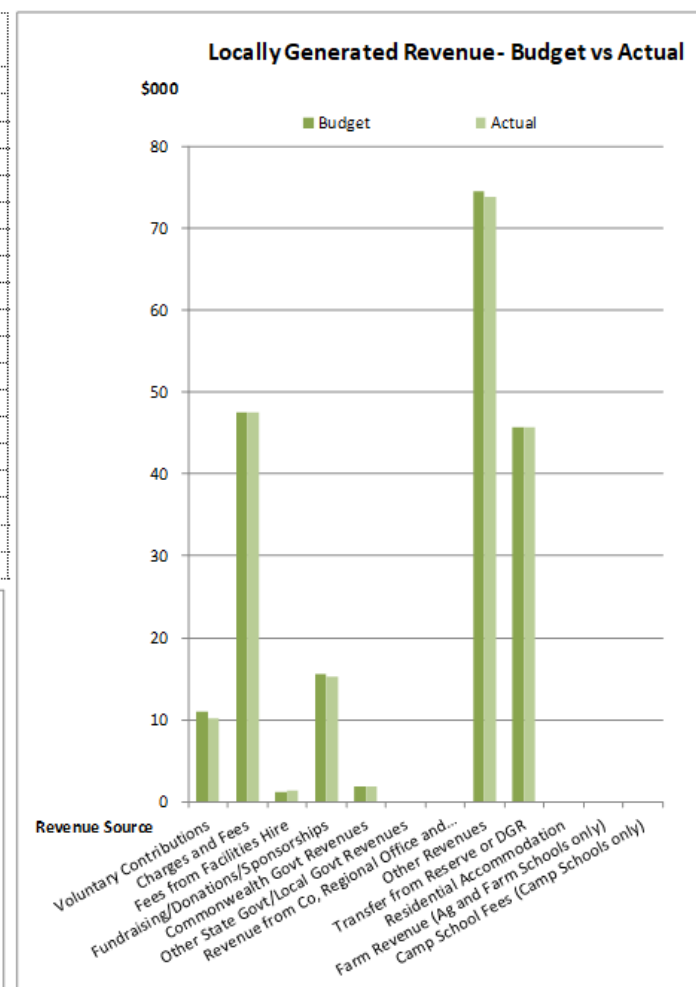
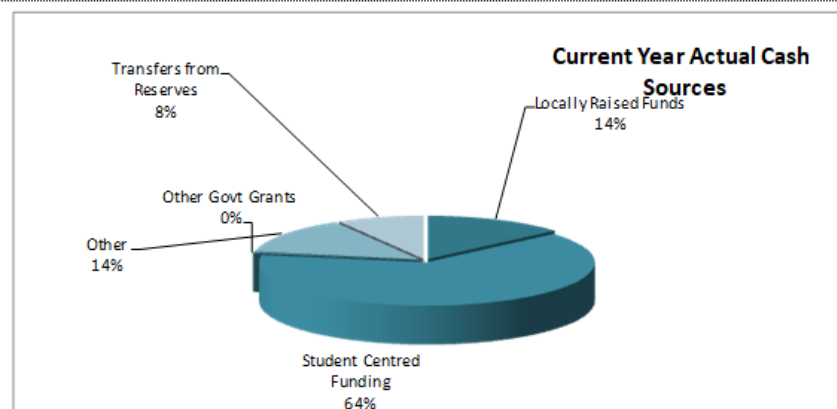


School Budget and Annual Accounts for 2018 - Financial Summary as at 31 December 2018



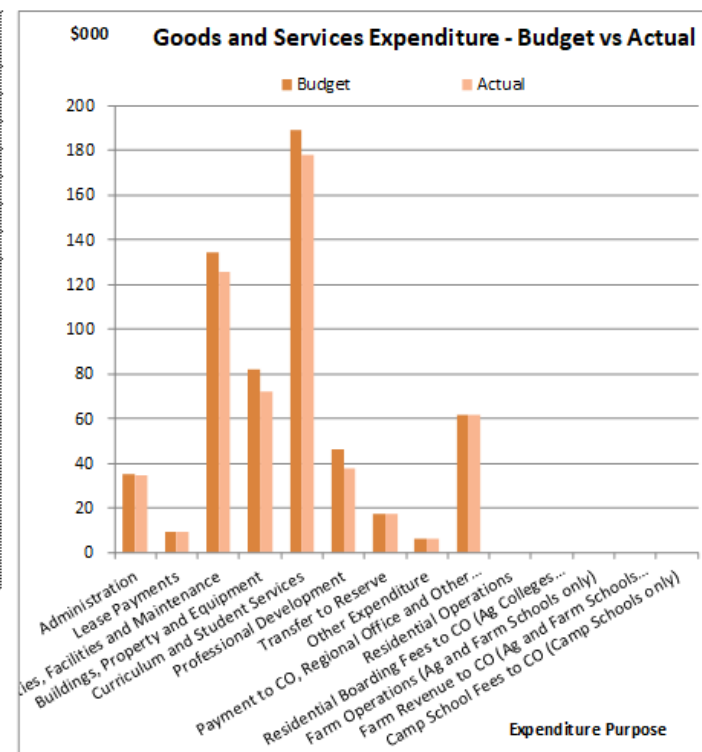
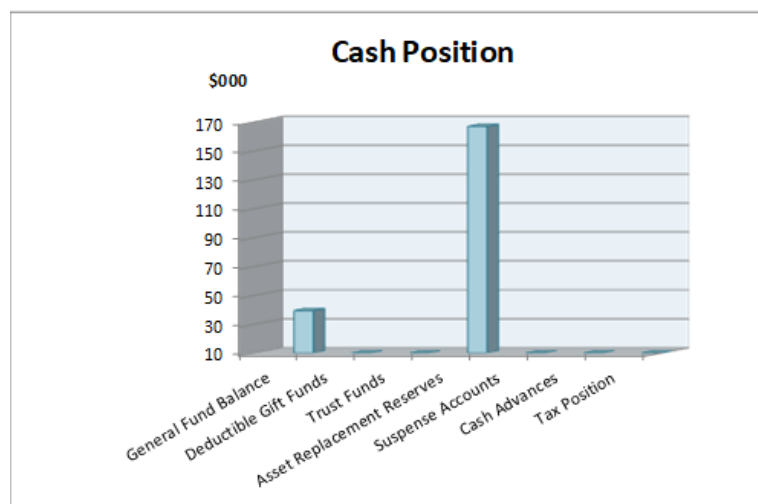
North Tom Price Primary School Financial Summary as at 31 December 2018

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 11,011.00	\$ 10,116.50
2	Charges and Fees	\$ 47,519.22	\$ 47,513.72
3	Fees from Facilities Hire	\$ 1,200.00	\$ 1,380.00
4	Fundraising/Donations/Sponsorships	\$ 15,563.98	\$ 15,217.48
5	Commonwealth Govt Revenues	\$ 1,910.12	\$ 1,910.12
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 74,507.38	\$ 73,836.38
9	Transfer from Reserve or DGR	\$ 45,706.92	\$ 45,706.92
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 197,418.62	\$ 195,681.12
	Opening Balance	\$ 36,670.83	\$ 36,670.83
	Student Centred Funding	\$ 347,320.93	\$ 347,979.93
	Total Cash Funds Available	\$ 581,410.38	\$ 580,331.88
	Total Salary Allocation	\$ 3,551,926.00	\$ 3,551,926.00
	Total Funds Available	\$ 4,133,336.38	\$ 4,132,257.88



School Budget and Annual Accounts for 2018 - Financial Summary as at 31 December 2018

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 35,268.04	\$ 34,445.92
2	Lease Payments	\$ 9,500.00	\$ 9,264.40
3	Utilities, Facilities and Maintenance	\$ 134,134.02	\$ 125,328.01
4	Buildings, Property and Equipment	\$ 82,068.42	\$ 71,709.68
5	Curriculum and Student Services	\$ 188,798.36	\$ 178,145.57
6	Professional Development	\$ 45,989.75	\$ 37,818.83
7	Transfer to Reserve	\$ 17,000.00	\$ 17,000.00
8	Other Expenditure	\$ 5,969.54	\$ 5,923.02
9	Payment to CO, Regional Office and Other Schools	\$ 61,294.92	\$ 61,294.92
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 580,023.05	\$ 540,930.35
	Total Fore cast Salary Expenditure	\$ 3,134,862.00	\$ 3,134,862.00
	Total Expenditure	\$ 3,714,885.05	\$ 3,675,792.35
	Cash Budget Variance	\$ 1,387.33	



Cash Position as at:		
Bank Balance	\$	208,396.58
Made up of:	\$	-
1 General Fund Balance	\$	39,401.53
2 Deductible Gift Funds	\$	-
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	166,814.73
5 Suspense Accounts	\$	3,747.32
6 Cash Advances	\$	-
7 Tax Position	-\$	1,567.00
Total Bank Balance	\$	208,396.58

Highlights of 2018 - Curriculum

The Arts

Visual Arts

- o Pre-primary to Year 6 participated in weekly art lessons with an Arts Specialist teacher.
- o Kindergarten to Year 6 students contributed work to the art display held at the Tom Price Nameless Festival.
- o ECE students were involved in designing and decorating a truck for the Nameless Festival Float Parade.
- o Kindergarten to Year 6 participated in a range of classroom art lessons leading up to the Nameless Festival focusing on the theme – Rustic.

Dance

- o Pre-primary to Year 6 students participated in weekly dance lessons, choreographed by Brie from Dust Creative Arts.
- o Kindergarten to Year 6 attended the Jhoome Dance performance.

Music

- o Kindergarten to Year 6 attendance at the Musica Viva performance titled - B'Tutta.
- o Our School Choir performed a community song at school assemblies.
- o Five Year 5/6 students participated in weekly trumpet lessons with the School of Instrumental Music via web conferencing.

Drama

- o Kindergarten to Year 6 classrooms presented a class item at least once during assemblies over the year.
- o Kindergarten to Year 6 students participated in 'Dancing Through the Decades' themed performances at our End of Year Concert.

Literacy

- o Literacy Coordinator – whole school literacy planner, whole school scope and sequence document, coordinate MiniLit, MultiLit, MacqLit and Reading Tutor programs and intensive case managed group work
- o Talk4Writing program introduced to increase student writing performance, initially in years K-2, with some exposure in 3-6.

Numeracy

- o Kindergarten to Year 6 students attended the Mathi Mat Mathematics Show.
- o Numeracy Coordinator – investigated whole school mathematics program, classroom numeracy tubs and intensive case managed group work
- o Mathletics and PAT Maths - online

Science

- o Kindergarten to Year 6 participated in weekly science lessons taught by a Science Specialist teacher, predominantly in the Science Room.
- o Kindergarten to Year 6 students attended the Scien-tastic Show.
- o Year 1 to Year 6 students attended the Shockproof presentation.
- o Visit from Earth Assist to learn about microbats and build bat boxes.
- o Science Week activity on Saving our Coral Reefs.
- o Set up buckets in each classroom for the school compost bin as part of Wastewise.
- o Introduced PAT Science testing in Term 1.



Highlights of 2018 – Curriculum

Humanities and Social Sciences

- o Kindergarten to Year 6 students attended the Philip Green – Aboriginal Survival Technology Show.
- o Years 1 to 6 attended the cross school community ANZAC Service. Our student leaders laid a wreath and attended the town ANZAC Service on ANZAC Day.
- o Our Head Boy and Head Girl spoke to the school about the significance of Remembrance Day.
- o Kindergarten to Year 6 celebrated NAIDOC Week by participating in rotational activities including drama and painting.
- o Year 3 to 6 students participated in the Ricky Grace – Up4It workshops.

Health and Physical Education

- o Kindergarten to Year 6 students participated in daily fitness or weekly 1 hour fitness sessions.
- o Kindergarten to Year 6 students participated in weekly Physical Education lessons facilitated by a Specialist Physical Education teacher.
- o Pre-primary to Year 6 students participated in in-term swimming lessons in either Term 1 or Term 4.
- o Years 3 to 6 students participated in the school Faction Swimming Carnival.
- o An interschool swimming team was selected based on Faction Carnival. North Tom Price Primary School won the Interschool Carnival against Paraburdoo PS and Tom Price PS.
- o All Kindergarten and Pre-primary students participated in the ECE Athletics Carnival.
- o Years 1 to 6 students participated in the school Faction Athletics Carnival.
- o Using results from the Faction Athletics carnival, selected students participated in the Interschool Athletics Carnival against Paraburdoo PS and Tom Price PS, hosted by North Tom Price Primary School.
- o Years 1 to 6 students participated in the school's Cross Country.
- o Selected students participated in the Year 3 to 6 Interschool Cross Country.
- o Years 4 to 6 students participated in and won the ASA Multisport Carnival in Paraburdoo.
- o Crunch&Sip program continues to be implemented.
- o SunSmart School - high SPF school uniforms and broad-brimmed hats.
- o Western Australian Cricket Association team coaches visited to engage students for the upcoming cricket season.
- o Whole school attendance at the Constable Care performance.
- o Years 3-6 students attended an information session on online safety and cyber bullying by Kirra Pendergast, Director of Safe on Social Media.

Cross-curricular

- o Opti-MINDS Regional Competition - short and long term problem solving challenge – 1st place
- o Weekly Primary Extension and Challenge (PEAC) / North Extension Program for Students (NEPS) lessons
- o Learning Area Support Coordinator
- o Students at Educational Risk Coordinator

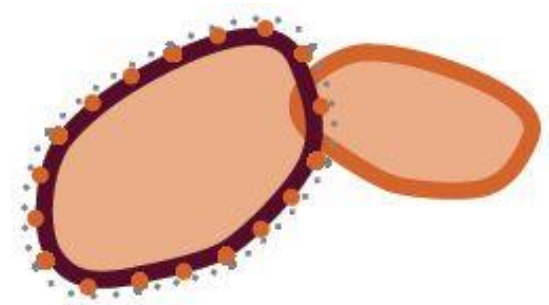


Highlights of 2018 - School Community

North Tom Price Primary School is a successful school which prides itself on working together to achieve excellence in academic areas and non-academic areas. There are many school community events which provide opportunity for students to engage in learning and to build understanding across the full breadth of the curriculum.

These include:

- o Class meetings and Open Morning and Night
- o Assemblies
- o Fortnightly Merit Awards and Virtues Awards
- o Playground Awards and Golden Broom Awards
- o 100% Attendance Awards
- o Whole of School Attendance Awards
- o Easter Hat Parade
- o Book Parade
- o Scholastic Book Fair - library fundraiser
- o In-school leadership activities - assemblies, parade announcements and class awards, lunchtime activities/competitions in ECE and school playground e.g. Numero, talent quests, fun physical activities, fundraisers etc
- o ECE Santa visit
- o ECE Mother's Day morning
- o ECE Father's Day sausage sizzle
- o Pre-primary lunchtime transition
- o Transition to School Program - Nintirri
- o Year 6 camp to Perth
- o Year 6 transition to Tom Price SHS
- o Harmony Day/Bullying No Way Day
- o NAIDOC activities

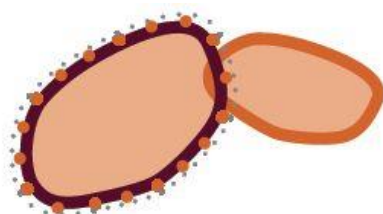


Highlights of 2018 - School Community

- o After School Learning Club Graham (Polly) Farmer Foundation
- o Rangers 4 Life - Aboriginal Biodiversity Conservation (ABC) Foundation
- o White Ribbon – Awareness activity
- o World's Greatest Shave
- o Walk for Autism
- o Day for Daniel
- o Nature Day - Kindergarten
- o Denim for Deafness
- o UWA - Robotics
- o Ride to School
- o P&C - School Banking Program, Open Morning and Night catering, Mother's and Father's Day stall
- o Up4It camp - Perth
- o Nameless Festival

External Agencies

- o School Nurse - *Breathe, blow, cough, wash and chew* program, hand cleaning, one-on-one positive mental health sessions and personal hygiene lessons
- o School Nurse - growth and development talks with Year 5/6 students
- o School Chaplain - two days per week to support pastoral care of students
- o School Psychologist - one day per week
- o Dental van - screening
- o School entry health assessment - Kindergarten screening
- o Health care plans as needed
- o Year 5 and 6 students attended workshops presented by social workers from Population Health
- o Aboriginal Biodiversity Conservation (ABC) Foundation



Highlights of 2018 – Professional Learning Opportunities for Staff

- o Collaboration in the classroom
- o Improving Literacy and Numeracy and Aboriginal Cultural Standards – Supporting Aboriginal EAL/D students
- o Talk4Writing
- o MacqLit
- o Mandatory Reporting
- o Peer Coaching
- o Termly Cross School Staff Collaboration Meetings (Tom Price PS and Paraburdoo PS)
- o Fremantle Language Development Centre – Language Essentials for Literacy
- o National Quality Standards
- o Mathematics – Assessment and Moderation
- o School Board Training
- o Pilbara Leaders Conference
- o Peer Observation
- o Sensory Processing and Learning
- o Promoting Literacy Development – Diana Rigg
- o Professional Learning Communities
- o School of Special Educational Needs: Behaviour and Engagement
- o School of Special Educational Needs: Disability
- o School of Special Educational Needs: Mental Health
- o Mindfulness in the classroom
- o Indigenous Education Forum
- o Positive Schools
- o Classroom Management Strategies (CMS)
- o Stepping Stones
- o Stem - TDS Planning
- o Response to critical incidences



In 2019 staff look forward to continuing to 'strive for excellence' at North Tom Price Primary School in all areas of education and student development. Our aim is for **all** students to thrive!

Glossary

- o **ASA:** *Ashburton Schools Alliance* (Paraburdoo Primary, Tom Price Primary, North Tom Price Primary and Tom Price Senior High School).
- o **AUSTRALIAN MEAN (NAPLAN):** Average of all Australian students in this year level and learning area.
- o **ECE:** *Early Childhood Education* - Kindergarten and Pre-primary, but may refer to up to Year 2.
- o **ICSEA:** *Index of Community Social and Educational Advantage* is a numerical index developed from information from a range of sources (including enrolment and census), and incorporates number of indigenous students, parent education levels and school location. It is an indication of educational advantage or disadvantage, not wealth.
- o **ICT:** *Information, Communication and Technology*.
- o **IPS:** *An Independent Public School* is a WA public school where the Principal has been given increased flexibility and responsibility to make local decisions across a range of school operations to enhance educational outcomes for students. Principals of Independent Public Schools have more freedom to make decisions about important matters that impact students' education such as student support, staff recruitment, financial management, governance and accountability. NTPPS has been an Independent Public School since 2012.
- o **LIKE SCHOOLS:** Referred to mainly when discussing NAPLAN achievement. Usually used to compare school performance to schools with similar profiles Statewide. Usually not neighbouring schools. Useful because it includes socio economic comparisons and some contextual elements.
- o **NAPLAN:** *National Assessment Program Literacy and Numeracy*
Testing completed Australia wide in Years 3, 5, 7, 9 in May in Numeracy, Reading, Writing, Spelling, Grammar and Punctuation.
Individual reports received by schools in September for parents' use. Significant analysis completed at class, school, State and Australian levels.
- o **NMS:** *National Minimum Standard* expressed in bands for student achievement in Numeracy, Reading, Writing, Spelling, Grammar and Punctuation.
This standard is the minimum achievement for continued progress. In Year 3 it is band 2 and in Year 5 it is band 4.
- o **STABLE COHORT:** Students who have been enrolled at the school for 2 cycles of NAPLAN.
- o **WEST AUSTRALIAN MEAN (NAPLAN):** Average of all WA students in this year level and learning area.

Ratified by the North Tom Price School Board April 04 2019



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