



Annual Report 2020

Introduction

The Annual Report for North Kalgoorlie Primary School provides parents and the wider community with information about our school, the learning programs we offer and the performance of the student population. The report identifies our many successes and achievements, as well as areas where we hope to improve. The report is made up of:

- Section One – School Overview - This section of the report provides information about school context, our students, the staff and the curriculum we offer. This section also includes data on a range of operational matters such as attendance, student destinations and enrolment trends.
- Section Two – Student Progress and Achievement – In this section of the report, information is provided on the student's academic performance in the 2020 school year, along with highlights of the school year.

Principal's Report

North Kalgoorlie has a sound local reputation for providing a well-rounded education. The strength of our school lies in the settled environment across classes, allowing teachers and students to focus on learning. As a school administration our daily approach is to minimize or remove any potential distractions to classroom routines. The other levers that support a settled school are: well prepared teachers, support staff who take pride in a job well done and families who place expectations on their children to perform at their best. Long may this continue.

During 2020 we aimed to keep school as normal as possible during testing times and looked to rebound quickly, once schools were fully reopened after limited attendance during COVID restriction times. During COVID limited attendance times teachers **got ahead of the game with a mix of "Learning From Home" initiatives, including physical work packages and online programs.** The rebound took the form of: diagnostic assessments upon the fulltime resumption of school to measure where students are at and plan for progress, enhanced hygiene practices that remain today and conducting events within the limits of what we could do (cross country carnival, belated swimming carnival, assemblies in open space),

In this annual report you will see the progress of the school in a range of curriculum areas and other relevant figures. Along with this are recommendations for improvement in 2021 and beyond, as we pursue a continual improvement path of improvement.



Section One – School Overview

Our vision, mission and beliefs



SCHOOLVISION		SCHOOLMISSION		
We provide every student with an education to succeed in our changing world. Our students reflect our four core values of responsibility, respect, caring for others and personal best. They are successful learners who are confident and creative global citizens.		At North Kalgoorlie Primary School our mission is to provide engaging and challenging educational experiences that target all students. Our whole school coordinated approach to learning will ensure that all students have the opportunity to succeed, regardless of background, gender, culture or ability. A safe environment, where expectations and boundaries are clear and consistent, will underpin the learning environment and four core values. We will work together to develop innovative strategies and programs that respond to the needs of our students and community because we believe every child matters.		
Our School Beliefs				
At North Kalgoorlie Primary School we believe that children learn best when...				
<p>The school has professional school leaders and staff who are well supported. This happens when...</p> <ul style="list-style-type: none">- we have strong, effective leadership.-there are high quality teaching and learning programs.- there is a whole school approach to improve teacher quality.- teachers have a deep knowledge of subject content of the Western Australian Curriculum and pedagogical practice.- We have dedicated and accountable staff who are willing to work in a team and follow school plans and policies.- relevant and high quality professional development is available for all staff.- effective communication between all parties occurs.-every new teacher is presented with an induction package.- regular teacher peer reviews and classroom observations occur.	<p>They are provided with opportunities to learn in a supported and engaging environment. This happens when...</p> <ul style="list-style-type: none">- explicit teaching takes place in all subject areas.- teaching and learning adjustments are made in planning.- students are challenged and learning styles are recognised.- clear and consistent behaviour expectations are reinforced by all staff (NKPS Responsible Behaviour Plan).- a range of resources are provided to support the teaching and learning programs.- The classroom environment is welcoming, open and engaging-students feel safe, secure and positive about school. (Kids Matter, Paths).	<p>They have the opportunity for reflection and self-assessment. This happens when...</p> <ul style="list-style-type: none">-there is accountability and engagement of students in their learning.- students have a shared responsibility for their learning.- goal setting and regular reviews occur e.g. rubrics for assessment.- effective, timely and constructive feedback is given.- there are formal and informal opportunities for teachers, parents and students to discuss student achievement.- effective regular written reporting on student achievement occurs.	<p>Parents are involved in their child’s learning and ensure they are ready for school. This happens when...</p> <ul style="list-style-type: none">- students attend school regularly and arrive on time.- students are well rested and fed prior to and during the school day.- they attend school with the appropriate resources and equipment.- our school community works together to promote the safe use of social media by students.- parents engage with school programs and policies e.g. home reading, dress code, behaviour policy.- parents are aware of school activities through newsletters and website.-there is mutual respect and effective communication between parents and staff.- parents participate in their child’s education.	<p>The learning program caters for inclusivity and differences. This happens when...</p> <ul style="list-style-type: none">- we believe every child can learn.- we have a differentiated curriculum that challenges all students (TAGS, IEPs, SAER).- target setting at whole-school and class level occurs.- all teachers are informed of individual needs of relevant students i.e. special needs.- students’ cultural, gender and social context is recognised and catered for.-clearly articulated processes are in place to manage behaviour in classroom. (123 Magic)- students are supported to develop resilience and emotional regulation.-outside agencies are accessed as the need arises.



Staff

One of the strengths of North Kalgoorlie is the stability within our staffing, both teaching and non-teaching and this continued in 2020. 80% of the 2020 teaching list and 75% of education assistants have taught at this school for five years or more, allowing the school to consolidate consistent practices. In 2020 we welcomed the following new staff: Miss Georgia Potts (Pre-Primary education assistant), Mrs. Lisa Taylor (Kindergarten Teacher), Mrs. Lauren Worthington (Kindergarten Education Assistant), Mr. Brian Long (special Needs Education Assistant) and Mrs. Sarah Webb (Library Officer)

2020 saw the retirement of two loyal servants:

Mrs. Laraine Cowie "called stumps" after 43 years service as library officer and a long association stretching back to the day she arrived at school as a Year One student.

Mrs. Linda Brennan retired after many years' service as Deputy Principal and as a teacher prior to his role.

To maintain a level of consistency, teachers meet regularly in their phase of learning. Under the leadership of the lead teacher they work collaboratively on: planning, teaching strategies and monitoring student progress through a range of assessments.

The lead teachers are:

Kindergarten/Pre-Primary - Mrs. Kylie King,

Years 1&2 - Mrs. Julie Doust,

Years 3&4 - Mr. Luke Riseberry

Years 5&6 - Mrs. Alysia Allen

All will continue in this role in 2021.

Five specialist teachers were employed across the school for the following subjects:

Japanese language - Mrs. Christine Roberts (Years 3-5)

Science - Ms. Karyn Quinn (K-Year 6)

Technology - Mrs. Justine Hounslow (Years 5-6)

Physical education - Miss Sheree Halford (K-Year 6)

Music - Miss Jacinta Henderson (K-Year 6)

All will continue in their curriculum roles, with some adjustments to the year levels taught.

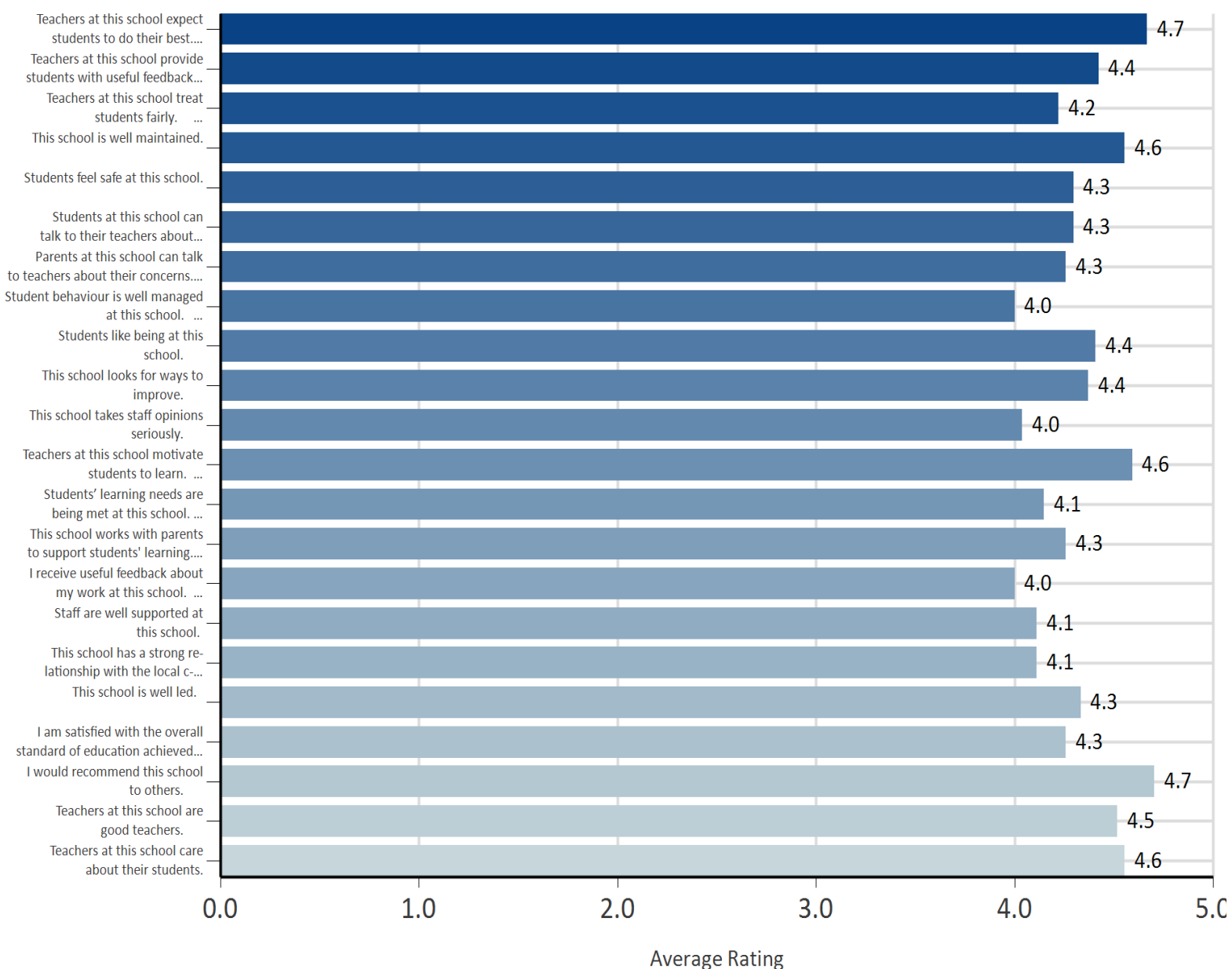


2021 Plans:

Two new deputies; Mrs. Elisabeth Gooding and Mrs. Alison Dorotich. Mr. Lachlan Paton departs after five years as a Year 3-4 teacher and Miss Susan Ford will be on leave for 2021. Miss Jasmine Kennedy has transferred from East Kalgoorlie to teacher Year 3 and Mrs. Louise Hurst will commence as a graduate teacher in Flanagan Pre-Primary.



Staff Satisfaction Survey



Findings

The staff survey reveal a high opinion of the school ("I would recommend this school to others" - 4.7/5). The three lowest ratings were:

- This school takes staff opinions seriously (4/5)
- Student behaviour is well managed (4/5)
- I receive useful feedback about my work (4/5)

Recommendations for 2021

- Re-introduce staff satisfaction behaviour survey, with follow up group analysis
- Teachers set targets for student improvement based on performance data. Admin provide feedback to teachers on progress
- Time set aside at every staff meeting to celebrate success

School Board

The School Board was led by board chairperson Robert Sterry and had the following members:

Parent representatives

Kathleen Copeland, Michelle Campbell, Silpa Dasariraju, Cindy Hurst, Juliette Frost, Jason Mennell, Libby Berry

Community Representative

Lesley Haythornthwaite

School representatives

David Roberts, Kylie King, Lynette Keleher, Linda Brennan, Brenton Ainsworth

The board's role is to provide governance and ensure the school is delivering an appropriate quality of education and directing funds to support this. A number of school staff presented reports to the board to highlight student achievement and school performance. This included:

- School attendance—Lynette Keleher (Deputy Principal)
- On-Entry Pre-Primary Assessment—Kylie King & Brenton Ainsworth (PP teachers)
- PAT Testing Years 5/6 (Differentiating the Curriculum) - Jan Rowling (Yr5) & Emma Page (Yr6)
- National Quality Standards - Linda Brennan (Deputy Principal)
- Specialist teacher reports - Jacinta Henderson (music), Karyn Quinn (Science), Sheree Halford (PE) & Christine Roberts (Japanese)
- Financial Updates - Lynda Basley (Corporate Services Manager)

The board made decisions on a range of issues, including: Rod safety improvements around the school zone, Religious Education instruction, start of school day procedures, calendar of School Development Days 2021, Fees and Charges, Ratifying the budget and uniform policy changes (wearing broad brimmed hats)

P&C Association

President: Michelle Campbell

Vice-President: Krystal Hutcheson

Treasurer: Lori Stewart

Secretary: Kristy Nichol

The P&C maintained the high quality services of the canteen and uniform shop. Fundraising options were quite limited in 2020 and therefore was not a strong focus for them. They were still able to draw on funds to support the development of the school yard with the ground covering near the canteen, which will also have a shed structure placed over it through P&C funds.

2021 Plans: the executive committee are looking to hand over the reins after number of years loyal service and we will need volunteers to step forward.



Parents

At term one parent night we conducted our annual survey of parents, to gather their thoughts on the school's performance. Here is the percentage responses from the more than 80 surveys completed.

STATEMENT	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Teachers at this school expect my child to do their best.				30%	70%
Teachers at this school provide my child with useful feedback about their school work.		1%	3%	39%	57%
Teachers at this school treat students fairly.			3%	32%	65%
This school is well maintained.				32%	68%
My child feels safe at this school.			3%	32%	65%
I can talk to my child's teachers about my concerns.			3%	30%	67%
Student behaviour is well managed at this school.		1%	4%	40%	55%
My child likes being at this school.		1%		31%	68%
This school looks for ways to improve.			10%	42%	48%
This school takes parents' opinions seriously.			4%	41%	55%
Teachers at this school motivate my child to learn.			1%	33%	66%
My child's learning needs are being met at this school.			3%	36%	61%
This school works with me to support my child's learning.			5%	41%	54%
School has a strong relationship with local community.			11%	36%	53%
This school is well led.			4%	29%	67%
I am satisfied with the overall standard of education achieved at this school.			1%	34%	65%
I would recommend this school to others.			1%	19%	80%
My child's teachers are good teachers.			1%	14%	85%
Teachers at this school care about my child.			1%	15%	84%

Findings and Recommendations:

The overall response is positive. In comparison with 2019 data, one area the school can work on is to explain and highlight their improvement agenda (57% strongly agree in 2019, 48% in 2020) as per the statement 'This school looks for ways to improve.' This will be actioned by informing the school community via newsletters and the website on the professional learning teachers undertake and how we monitor student progress and set targets for student improvement from the data we collect. Significant increased positive responses were received in the final three statements relating to recommending the school to others and teacher effectiveness.

Facilities Use and Development

16 new Smartboards were fitted into classrooms to support the use of ICT as a teaching tool. Professional learning was also provided by the leasing company. The hall was re-carpeted and painted. P and C provided AstroTurf around the canteen. Classrooms in the hall will be re-carpeted and the hall painted. The outdoor stage in the pre-primary yard had a shelter built over it, to provide shade that was lost when the tree it's built around died. 'Bevan's Brook,' the water play creek in Pre-Primary, was officially opened. This has been named after long serving education Assistant, Mrs. Denise Bevan, who passed away in 2019.

Our school gardeners, Lyndal and Leo continued to beautify the yard, with new corners of interest and growth all around the school



Student Numbers

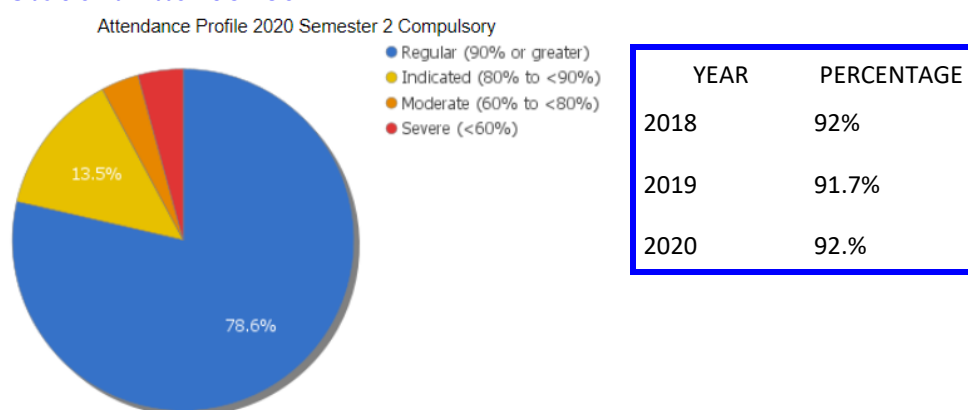
The table below shows the number of students enrolled in fulltime schooling (excludes Kindergarten). 2020 continued the trend of a reduction in student numbers, with a smaller decline than a few years ago. The school is forecasting a small growth in 2021, with number of out of town enrolment contacts received at the end of the 2020 school year.

2016	2017	2018	2019	2020
465	428	418	405	398

Student Destinations Year 6 Graduates

Destination Schools	Male	Female	Total
Kalgoorlie-Boulder Com Hs	17	13	30
John Paul College	6	12	18
Other	4	0	4
TOTALS	27	25	52

Student Attendance



Attendance is monitored by a deputy principal, with input from teachers and the Aboriginal & Islander Education Officer. To address and improve attendance of students in the moderate and severe attendance concerns, the school has done the following:

- Phone calls with families to discuss concerns, any barriers to attendance and work out solutions.
- Home visits with Badged Attendance Officers/classroom teachers
- Parent interviews
- Schooling support (lunches and uniforms)
- Link families with support agencies (school nurse, CentreCare, Child and Adolescent mental Health Service)

2021 Plans: Identify at the end of week three any students with low attendance (<80%) who also had low attendance in 2020.

Set up a 'Responsible Parenting Agreement' with an attendance target by end of term 1 for those without improved attendance. If no improvement by end of semester then convene an attendance panel.

Behaviour Management

Philosophy

Behaviour management in schools serves a two-fold purpose:

1. To teach children how to regulate their own behaviour
2. To provide a calm and organised learning environment

School Processes and Strategies

- Classroom teachers have school wide structured processes to guide them and build these into their own classroom behaviour programs.

Many teachers have adopted '1-2-3 Magic' as a behaviour management technique

- Structured process to follow for inappropriate behaviour (i.e. time out, buddy class, referral to office)
- A matrix of behavioural expectations designed by the Positive Behaviour in Schools committee lays out the expectations of students both in class and the playground

Incentive

A range of school wide programs are in place to encourage and acknowledge students to follow the four expectations. These include:

- Class 'Dojo' points (points displayed on the interactive whiteboard and displayed alongside a character chosen by students)
- 'Gotchas' (an acknowledgment slip. Children collect ten and receive a small prize)
- Visits to the office for good work (four visits earns a certificate)
- Assembly merit certificates (from classroom and specialist teachers)
- Blue letters of Commendation

Suspensions							
	2014	2015	2016	2017	2018	2019	2020
Suspension Incidents	34	4	22	18	5	21	18
Total Days	88	45	49	20	6	35	50

Expected behaviour- School rules

Be respectful

Be responsible

Be caring

Be your best

Classroom rules

- Classroom teachers will
- develop a set of classroom expectations in their PATHS lessons at the beginning of each year
 - display these clearly around the room
 - refer to the rules throughout the year

School rules provide a common understanding and framework across the school community. With our behavioural expectations we are seeking to develop self regulation and a moral mandate to instil the four expectations that will equip children with values the community holds in high regard.

Be respectful

- Use manners
- Look after school & property of others.
- Follow instructions straight away
- Use appropriate language
- Keep the school neat and tidy
- Walk on verandahs and in hall
- Walk bicycles, scooters and skateboards through the school grounds



Be responsible

- Follow school dress code
- Wear a hat outside
- Stay on school grounds unless you have permission to leave
- Make safe choices
- Go to undercover area if you arrive before 8.25am.

Be caring

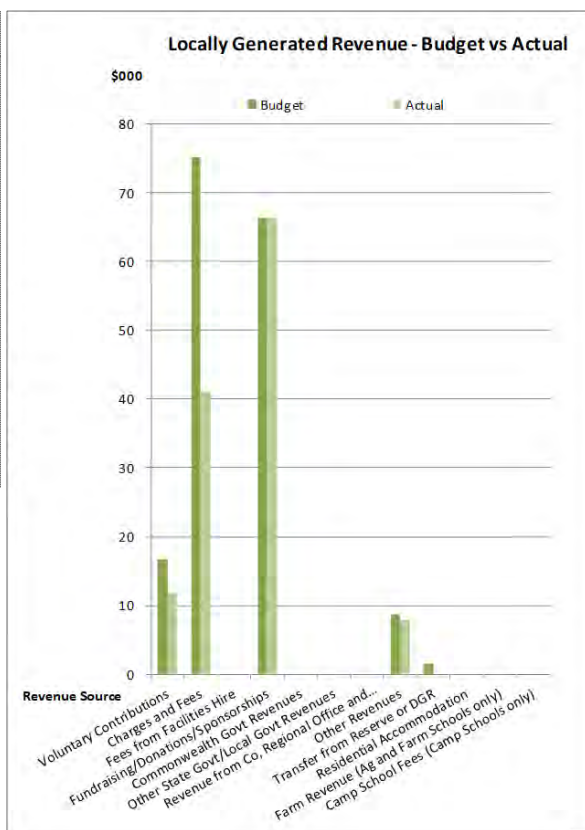
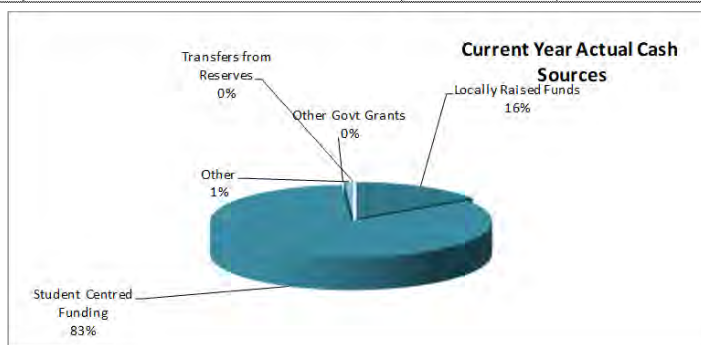
- Treat others as you would like to be treated
- Smile and say hello.
- Use kind words
- Wait & take turns.
- Encourage and help others when they need it.

Be your best

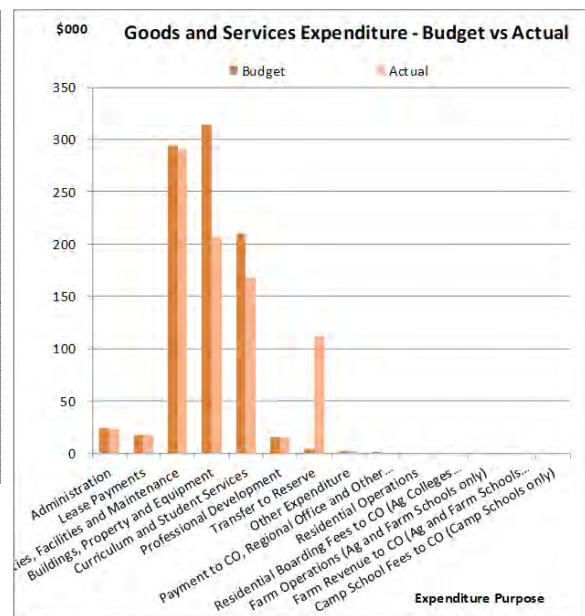
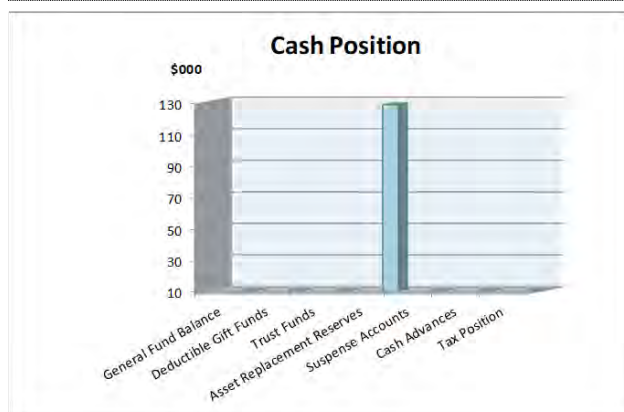
- Wear your uniform with pride.
- Always be on time.
- Show a positive attitude.
- Always do your best.
- Try to solve your own problems before asking for help.



	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 16,717.00	\$ 11,878.15
2	Charges and Fees	\$ 75,200.00	\$ 41,083.89
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 66,404.50	\$ 66,404.37
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 8,707.50	\$ 7,851.27
9	Transfer from Reserve or DGR	\$ 1,580.00	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 168,609.00	\$ 127,217.68
	Opening Balance	\$ 69,726.00	\$ 69,726.22
	Student Centred Funding	\$ 643,091.02	\$ 643,091.15
	Total Cash Funds Available	\$ 881,426.02	\$ 840,035.05
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 881,426.02	\$ 840,035.05



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 23,798.00	\$ 22,083.56
2	Lease Payments	\$ 16,800.00	\$ 16,739.70
3	Utilities, Facilities and Maintenance	\$ 293,912.02	\$ 290,856.27
4	Buildings, Property and Equipment	\$ 314,779.00	\$ 206,942.24
5	Curriculum and Student Services	\$ 209,652.00	\$ 168,345.64
6	Professional Development	\$ 15,596.00	\$ 14,847.59
7	Transfer to Reserve	\$ 4,000.00	\$ 111,606.00
8	Other Expenditure	\$ 2,539.00	\$ 1,763.12
9	Payment to CO, Regional Office and Other Schools	\$ 350.00	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 881,426.02	\$ 833,184.12
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 881,426.02	\$ 833,184.12
	Cash Budget Variance	\$ -	\$ -



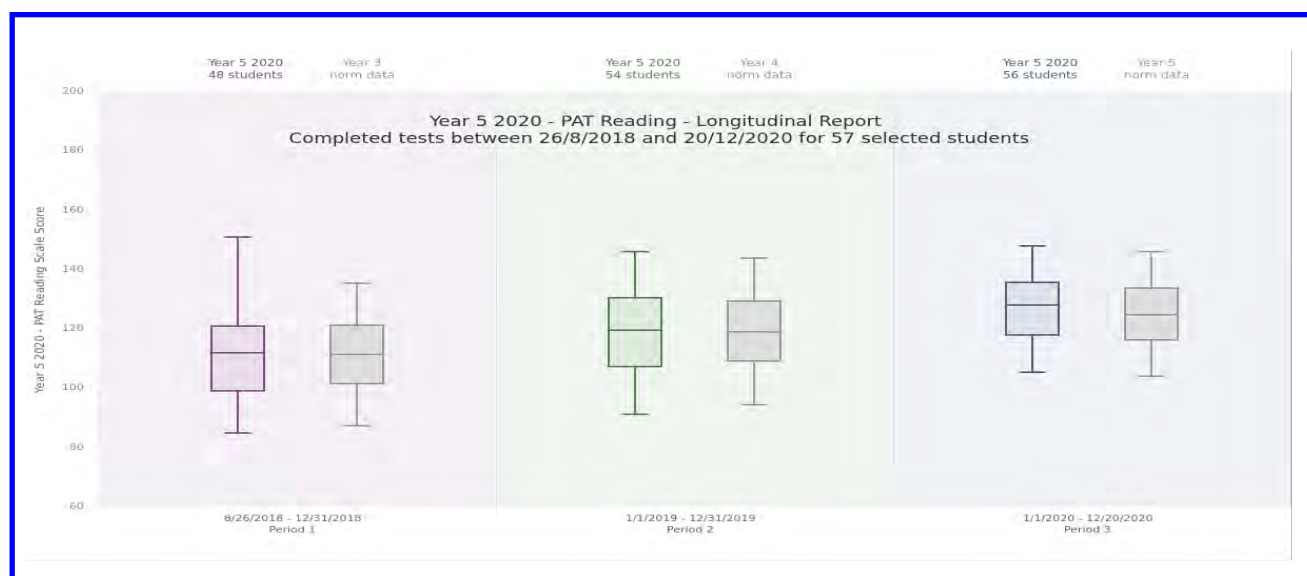
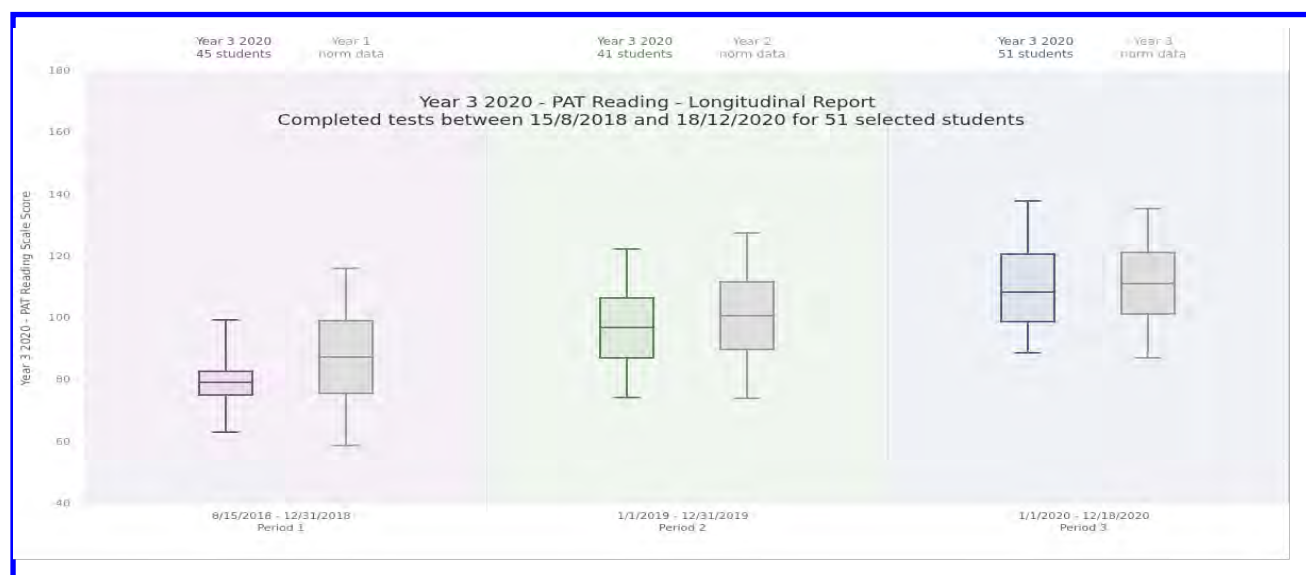
Cash Position as at:	
Bank Balance	\$ 137,399.58
Made up of:	
1 General Fund Balance	\$ 6,850.93
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 128,092.33
5 Suspense Accounts	\$ 8,929.32
6 Cash Advances	\$ -
7 Tax Position	\$ (6,473.00)
Total Bank Balance	\$ 137,399.58

Section Two Student Achievement and Progress

School Business Plan 2018-2020 targets are linked to student performance in NAPLAN. With assessments not being conducted in 2020, the Annual Report will provide analyses of other assessments the school use to measure student performance and provide us with direction for improvement.

English

Progressive Assessment Testing (PAT) is a normative assessment that allows the school to compare performance against other schools across the country. The testing is somewhat similar to NAPLAN assessments. Below are graphs showing performance in Years 3, 4 & 5



How to Interpret the Chart

The box on the left is our school's results, with the box on the right being the national results

The median line is the horizontal line in the box

The box is the 25th—75th percentile (i.e. middle 50%)

The "cat whiskers" shows the 95th percentile at the top and 5th percentile at the bottom. The longer the box or cat whiskers, the larger the range of results.

The chart show the performance over 2018-2020 for years 3 & 5 2020 cohorts.




What Does the Data Tell Us?

The median score for both Years 3 and 5 results shows a solid core of above average and high achievers, with the school's median results above the norm. The Year 5 cohort have consistently been above the median score, with a solid core of high achieving students. Year 3 results show an improving trend across the three years, with the gap closed between the school and national median..

Year 4 results (graphs not shown) are consistent with previous assessments with this cohort, with a higher than usual number of students on Individual Education Plans in this year group than other cohorts. Results show improvement in this cohort, with the gap closing between median score with other schools. Year 4 spelling results showed only limited progress, and this is a cause for concern.

Recommendations for 2021

The school will invest in professional learning through PLD Literacy for Kindergarten - Year 6 to provide a more consistent Spelling program across these years. Research shows that if a child is a good speller, they are also more likely to be a good reader and writer, so we will target improvement in spelling to boost the other literacy skills. An internal audit of National Quality Standards reported a need to collect more fine grain data in the early years (Kindergarten & Pre-primary) to identify any gaps in key concepts and fill the prior to Year One. The PLD literacy program will provide this information. These initiatives will be a core element of the 2021-24 School Business Plan.



English - Students at Educational Risk Program

MINI LIT and MULTI LIT REPORT 2020

NKPS

SCHOOL MISSION

At North Kalgoorlie Primary School our mission is to provide engaging and challenging educational experiences that target all students. Our whole school coordinated approach to learning will ensure that all students have the opportunity to succeed, regardless of background, gender, culture or ability. A safe environment, where expectations and boundaries are clear and consistent, will underpin the learning environment and four core values. We will work together to develop innovative strategies and programs that respond to the needs of our students and community because we believe every child matters.

PRIORITY 1: Differentiating the Curriculum

We have rigorous assessment procedures to monitor and measure the progress of all students and make plans for improvement using these. Teachers can access a bank of resources to cater for students at educational risk, including high and low achievers, Indigenous and English as an Additional Language.

STRATEGIES: Identify students with a capacity for significant improvement, set targets and track progress.

MULTILIT

Multi Lit is an extensively research-based programme that has been developed for low progress readers. It employs explicit, systemic individual instruction focusing on what scientific research has shown to be the essential components of learning to read, phonemic awareness, phonics, fluency, vocabulary and comprehension.



MINILIT

The Mini Lit program comprises 80 lessons that are delivered 4-5 times per week. A placement test indicates the ideal starting point on the program for each student, with criteria provided for grouping students according to instructional level. Regular assessments administered throughout **the program monitor students' progress. Each lesson comprises of three main components:**

Sounds and Words Activities

Text Reading

Story Book Reading



THE TEAM

The role of the Special Needs Team is to provide extra support for students who are not achieving at year level or those students who display gaps in their knowledge and understanding. Standardised test results, NAPLAN results, school reports, reports from external specialists as well as parent information are used to determine students requiring additional support.

Coordinator: Lynette Keleher

Special Needs Education Assistants:

Christine Borchett

Gill Spooner

Natalie Hywood

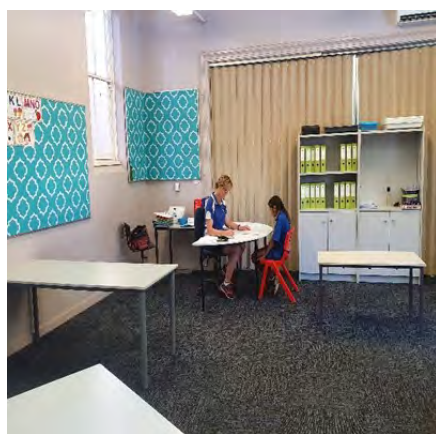
Raelene Shaw



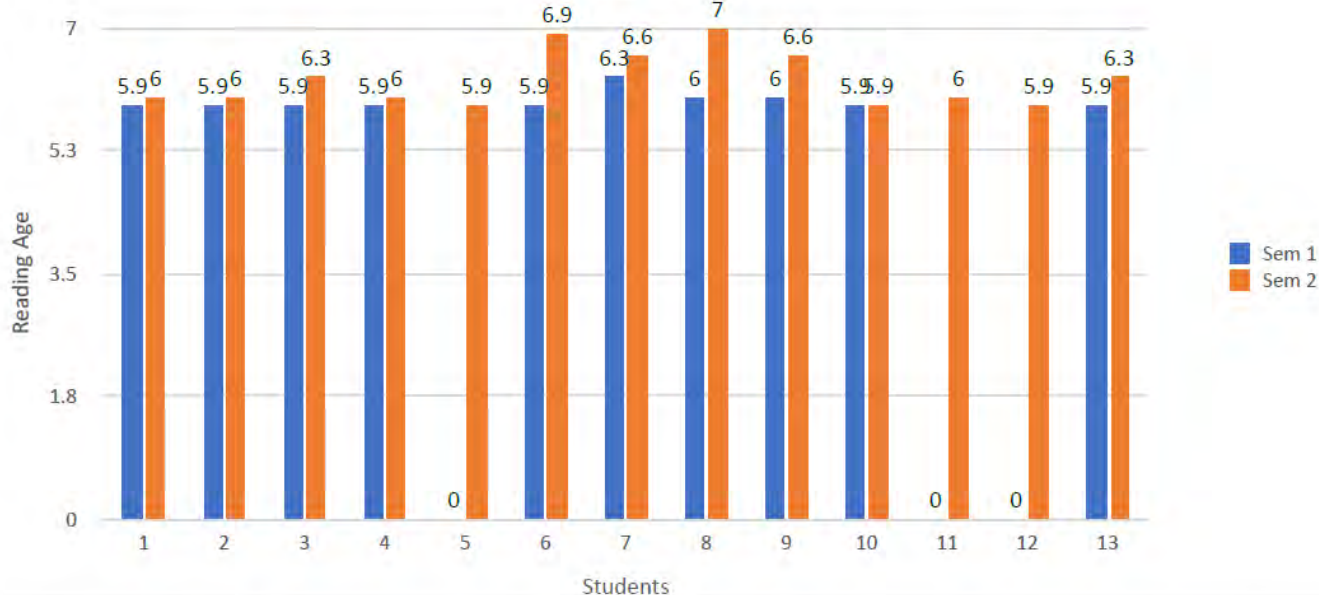
THE ENVIRONMENT

The Special Needs Team designed a private reading space for upper students. The goal was to ensure that all students felt comfortable, safe and relaxed while taking their Multi Lit lessons. Room 5 is a relaxed environment free of clutter and visual stimuli where students work one to one with their tutor each day, improving their reading skills and building their confidence in all learning areas.

Gill Spooner has designed a cosy and private room in the junior end of the school where students are not only tutored but also nurtured with many positive rewards as they reach their reading milestones in Mini Lit. Gill has implemented a reward chart and displayed each student's success in the room.



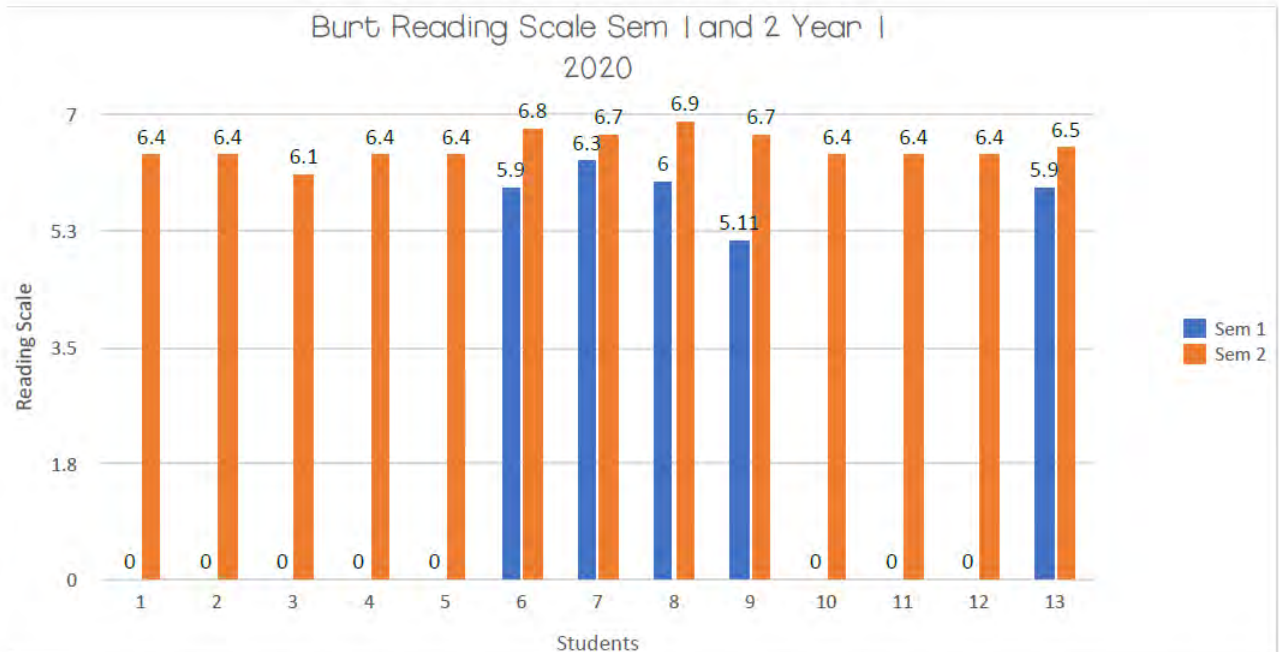
Holborn Reading Test Sem 1 and 2 2020
Year 1



The data from the Holborn Reading Test shows that 9 out of the 13 students improved between 3 months and 1 year.

WHAT DOES THE DATA TELL US?

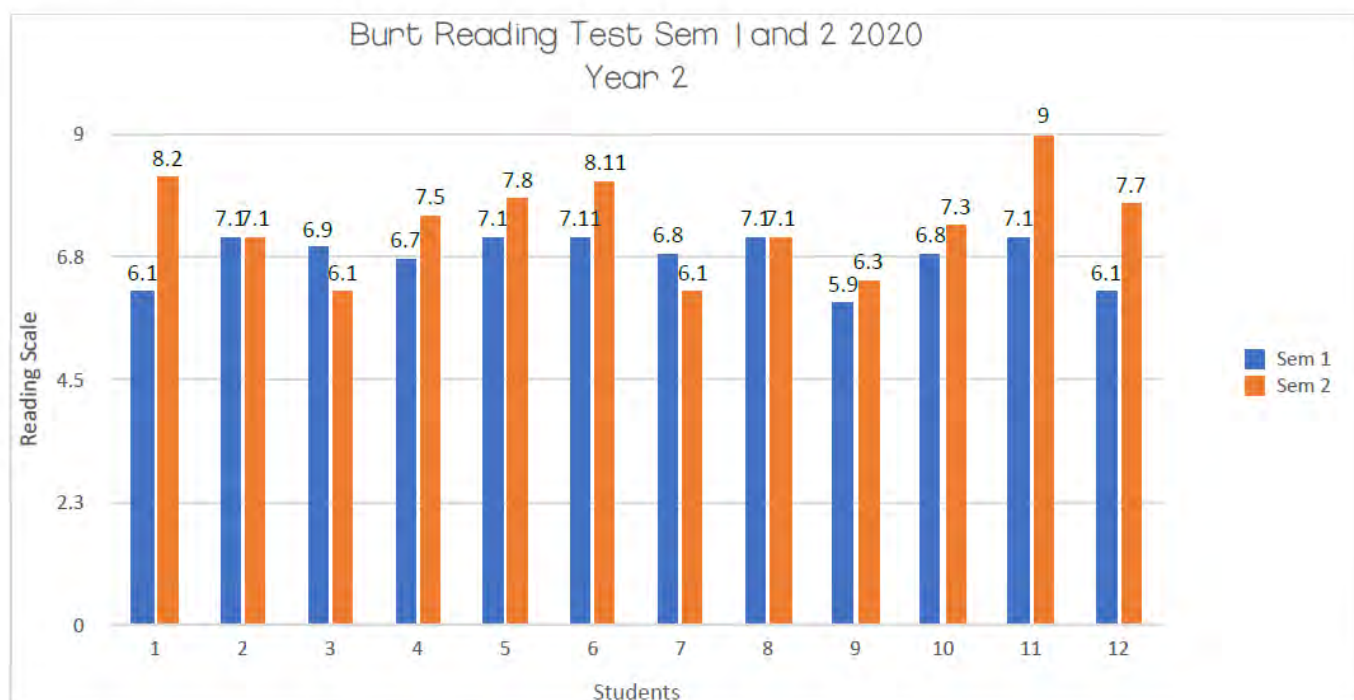
The data from the Holborn Reading Test shows that 9 out of the 13 students improved between 3 months and 1 year.



Data from the Burt Reading Test tells us that all students in this year group lifted between 4 months up to 11 months in their reading age.



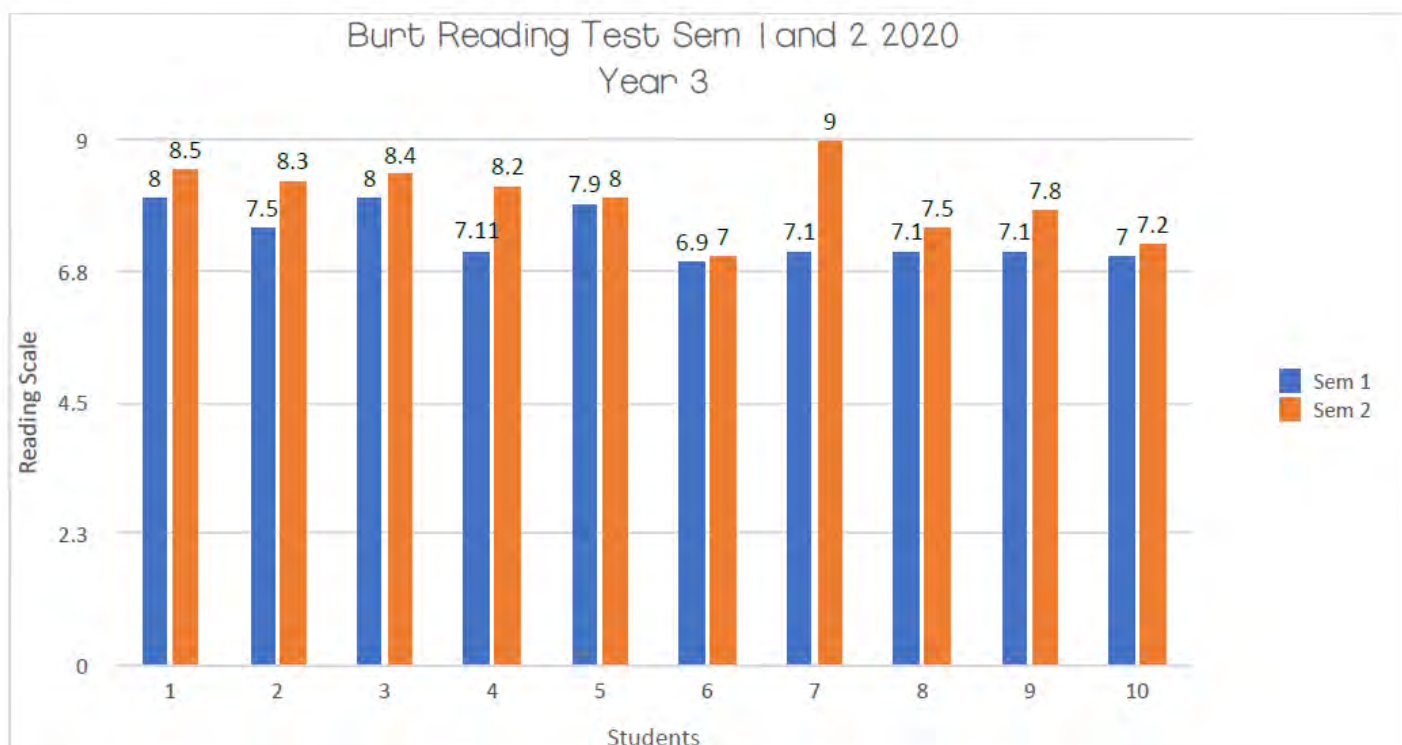
The data from the Holborn Reading Test shows that 11 out of the 12 students improved between 3 months and 1.5 years.



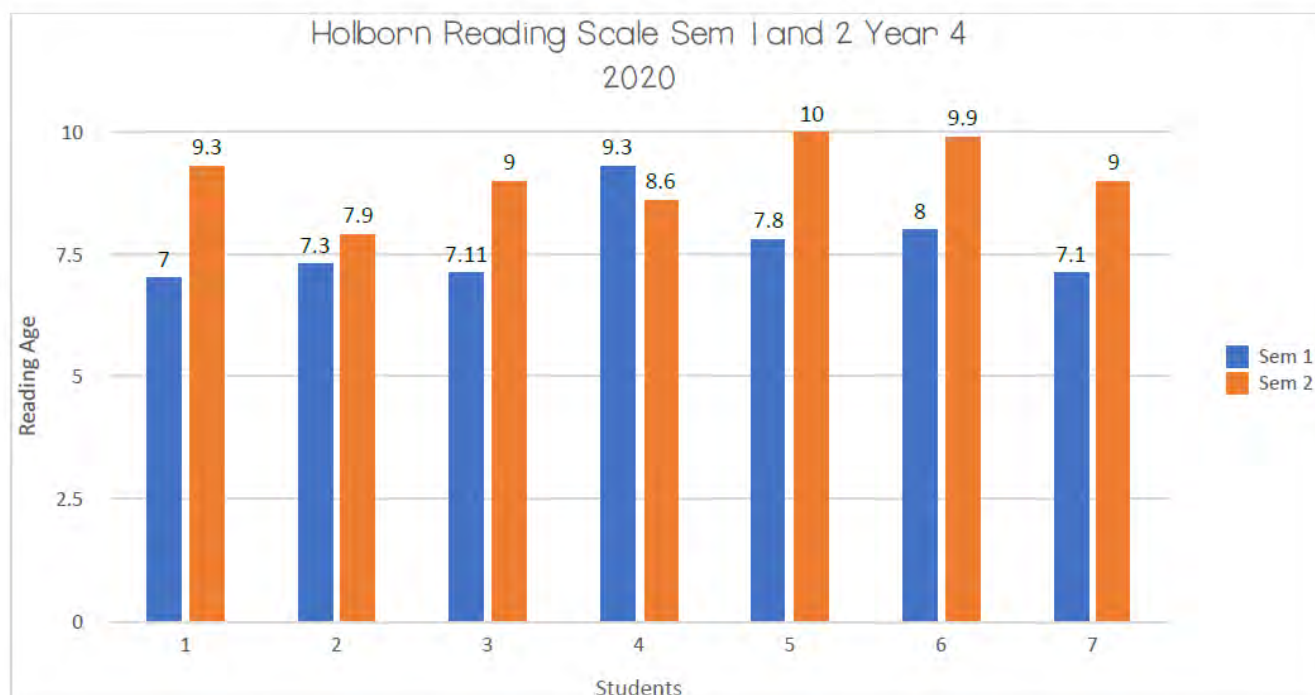
Data from the Burt Reading Test tells us that 75% of students in this year group lifted between 6 months up to 2 years in their reading age.



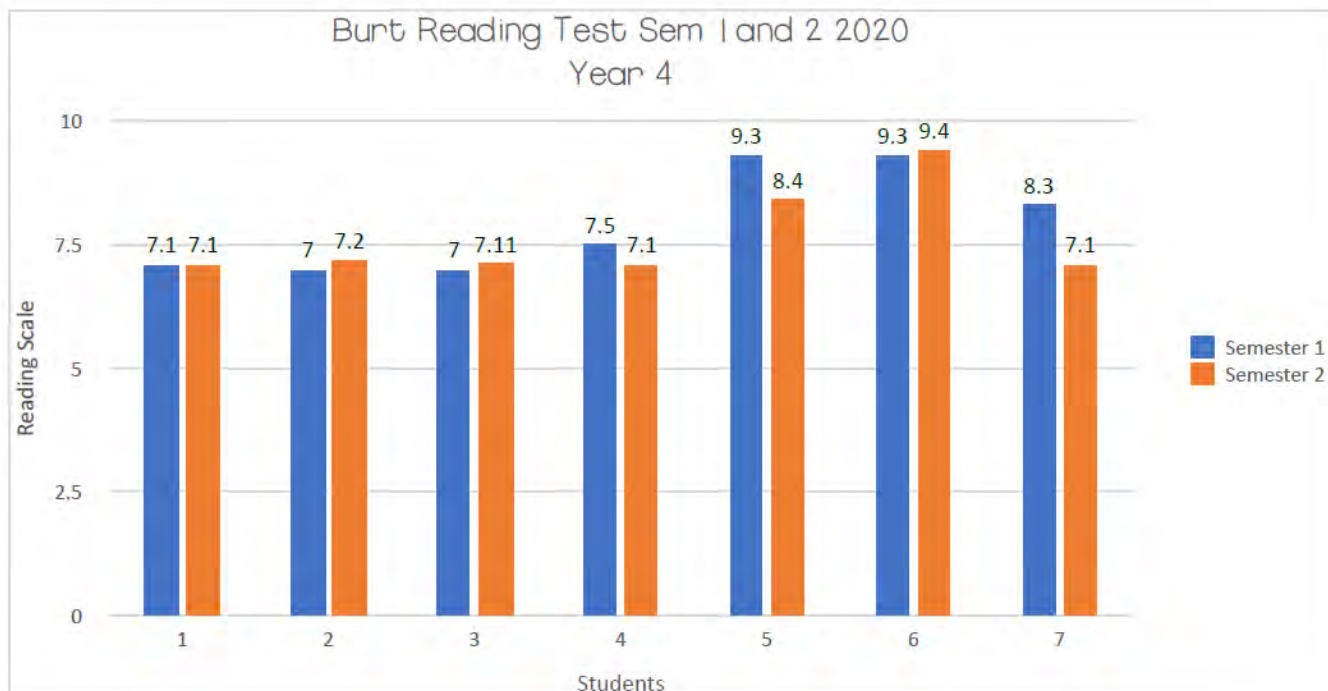
The data from the Holborn Reading Test shows that 8 out of the 10 students improved between 3 months and 1 year and 3 months.



Data from the Burt Reading Test tells us that all students in this year group lifted between 2 months up to 1 year in their reading age.



The data from the Holborn Reading Test shows that 6 out of the 7 students improved between 6 months and 2 years and months.



Data from the Burt Reading Test tells us that students in this year group made limited to no progress.



The data from the Holborn Reading Test shows that 5 out of the 8 students improved between 9 months and 2 years 9 months.

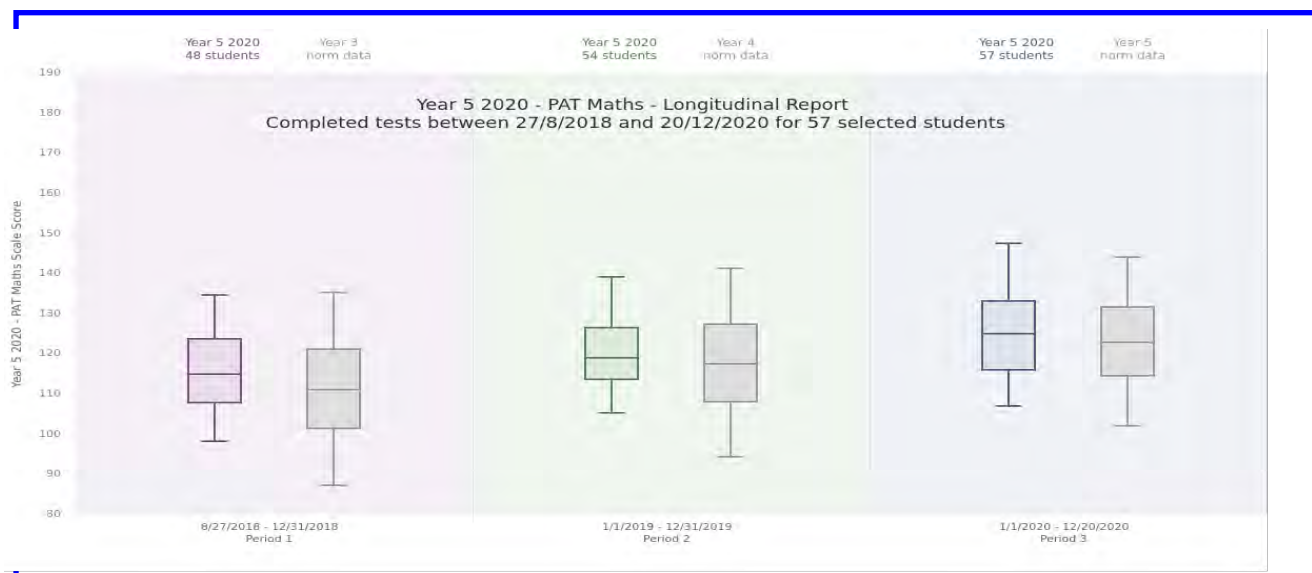
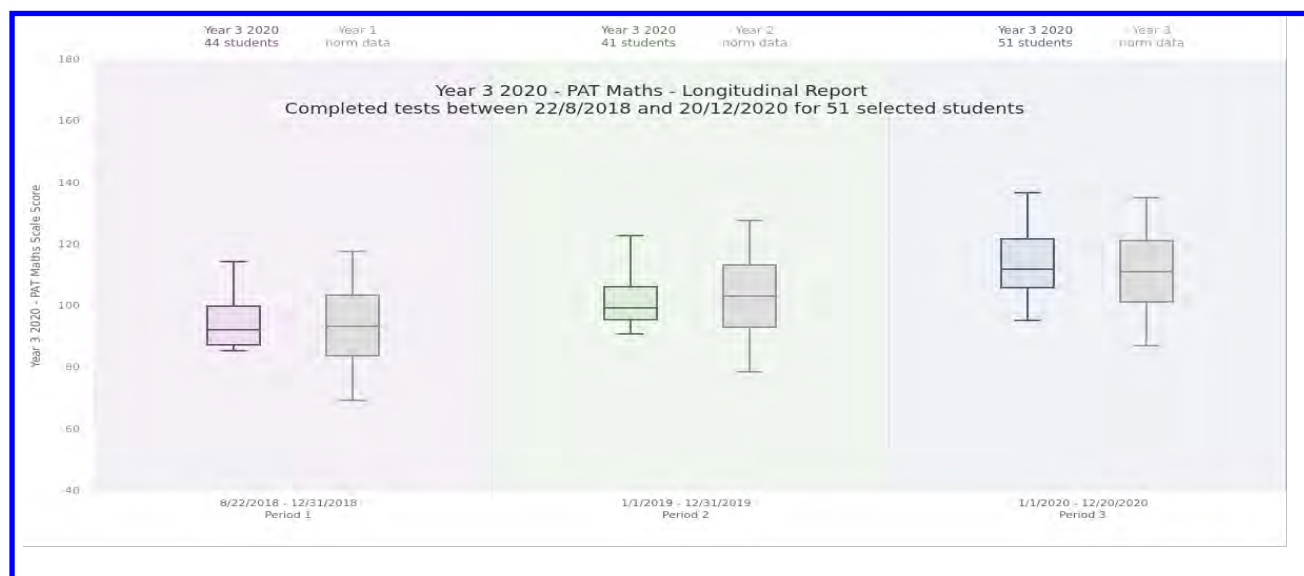


Data from the Burt Reading Test tells us that more than 87% of students in this year group lifted between 7 months up to 2 years in their reading age.

RECOMMENDATIONS FOR 2021

- Multi and Mini Lit to continue into 2021.
- 1.2FTE assistant time to be allocated to Mini & Multi Lit
- Mrs Spooner to work fulltime in Mini-Lit. Other assistants to continue on with 8 lessons per week catering for approximately 60 students.
- Sessions to operate in the AM and one in the PM to cater for those students who work at their best in the morning.
- Room 5 and Mini Lit room to remain a quiet and private space for students to carry out their one to one lessons.
- Education Assistants and SAER Coordinator to meet regularly to discuss the best tutor fit for each student in order to gain maximum results due to students feeling settled, comfortable and safe within their learning.
- All graduating students to be honoured at fortnightly assembly's and Education Assistants to stand alongside Mr Roberts.

Maths



What Does the Data Tell Us?

Similar to Reading results, the Year 5 Maths testing shows the Year 5 cohort has tested above average across the last three years of schooling. Year 3 results tell show the gap between school and national average has closed across the three years.

Recommendations for 2021

In 2020 the school commenced tracking student progress in Kindergarten- Year 2 using 'Milestones in Maths' designed by Dr Paul Swan. Teachers record student attainment of key concepts and use this to target gaps in learning. We will invest in professional learning to expand this across the other school years, so that every student is tracked on attainment of Number concepts across Kindergarten—Year 6. This will be a core element of the 2021-24 Business Plan.

Teachers will continue to make Learning Intentions clear to students at the start of the lesson, along with them knowing the Success Criteria

Mrs. Hounslow will provide teacher support to integrate technology into Mathematics.



Specialist Curriculum Areas



Science

Achievements & Highlights

- Education Minister Sue Ellery visited NKPS to see the results of a recent government funding grant for the science laboratory.
- By being able to cover water wise activities throughout the Science program, North Kalgoorlie PS has reached 25 years as a 'Waterwise School' in 2020.
- Integration of Aboriginal Culture in lessons - looking at how Aboriginal and Torres Strait Islander people sourced, collected and used Earth's natural resources and utilising the knowledge and expertise of AIEO's Carol Thompson and Lisa Day.
- Opportunity for students to work with Shane McGurk and Justine Hounslow to enhance their technology in Science (to use the functions of i-movie and green screen for their researched projects).
- Year six fish dissection – The hands-on approach of the dissection allowed students to see, touch and explore the various organs. Seeing organs and understanding how they work within a single animal may strengthen students' comprehension of biological systems.



Data

It was evident from the PAT Science testing that

- 65% of year 5 and 70% of Year 4 students found it hard to process and analyse data and information represented in a table or graph
- 52% of year 3 students found it hard to make predictions based on prior knowledge
- 31% of students from year 3 to 6 got 75% or above correct on the test based on the four learning areas (Biological Science, Chemical Science, Physical Science and Earth and Space Science)
- Some learning area content was not covered in depth due to Covid-19, so some students found questions hard to answer e.g. Biological Science, Chemical Science and Physical Science
- Some of the questions asked in the test were based on content not covered for that specific year level especially for the learning area of Earth and Space e.g. year 4 students were asked content questions not covered in year 4 but covered in year 6

2021 Plans /High Points / Goals / Targets

- Science Week activities at the museum W.A. in August – school expo where year 5 and 6 students participate in activities over the day. They will be looking at the environment such as making seed balls, aboriginal bush tucker and how mining companies rehabilitate their mining areas.
- Providing Kindy off sight every fortnight with some time for students to explore science through activities.



STEM

Over the last three years, teachers have developed their knowledge to integrate STEM (Science, Technology, Engineering & Maths) into class programs. Part of their brief has been to run a couple of discrete projects during the year, with displays of these presented on Open Nights.

Mrs. Justine Hounslow re-joined the team midway through 2020 and plied her Technology expertise in both a direct teaching role and as a support teacher.

The school invested in teacher development in the use of technology as teaching tool through, Mr Shane McGurk and his 'Next Learning' business. This involved 3-5 teachers having Shane modelling how to integrate technology into lessons with their class

2021 Recommendations

Mrs. Hounslow to support the integration of technology in Maths and English lessons, along with teaching Technology as a subject in Upper primary.

STEM projects continued and displayed at Open Nights.



Japanese

Achievements & Highlights

- Japanese was extended to Year 5. These students have now had 3 years of language learning.
- Students celebrated Japan's Children's Day Festival in May with activities in class.
- Through the use of Teaching Proficiency Through Storytelling (TPRS) students are now able to comprehend short stories in Japanese.

2021 Plans /High Points / Goals / Targets

- Japanese to be extended to Year 6, therefore all students from Year 3 to Year 6 will be learning a second language.
- Continue to use TPRS methodologies to improve comprehension of oral and written Japanese.
- Begin to implement Japanese writing scripts within stories to enable students to read hiragana and kanji.
- Begin planning for a voluntary school trip to Japan in future years for students in Year 6 of that year.



Physical Education 2020

Achievements & Highlights

2020 has been very different this year with everything that has been happening in the world, we had carnivals, interschool events and incursions cancelled at the start of the year. We have been able to make up a few of these but not all.

We have been able to cover the sports of lacrosse, athletics and tennis this year. We also spent a term focussing on our catching and throwing skills.

We managed to be able to hold all our school carnivals this year. Our original Swimming carnival in Term 1 was cancelled but we were able to hold another one in term 4. The Swimming carnival was held at the Kambalda Aquatic centre and was only open to swimmers and was a very successful event. Unfortunately, there was no Interschool Swimming Carnival in 2020

Our Athletics and Cross Country Carnival were able to be held at school and were both successful events and North Kalgoorlie was able to take an interschool team to both interschool competitions.

Eagles/Fever Cup and the Winter Lightning carnival were cancelled this year, but in fourth term we were able to hold a very successful summer lightning carnival in conjunction with the Eastern Goldfields Combined Schools Sporting Association, which all year 6's and some invited year 5's were able to attend.

Sporting incursions were also less this year, but we have had visits from Hockey WA, West Coast Eagles and Football West.

2021 Plans /High Points / Goals / Targets

In 2021 we are looking at the sports of cricket, netball, athletics as well as all the fundamental movement skills needed to have an active life. We hope to be able to hold a full calendar of interschool competitions and have more incursion.

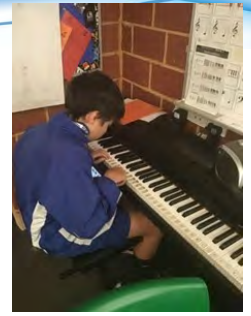
Look into being able to implement an assessment system to track progress of fundamental movement skills across the whole school and over a number of year.



Music

About the Program

- This year students from Years 3-6 started learning the recorder using the black belt program.
- Students from PP to year 6 learnt the Ukulele using the Black Belt program, as well as the djembe drums.
- All students were involved in playing tuned and un-tuned instruments. Students were given the opportunity to use the drums, keyboard and piano.
- Each lesson involved a singing component, instrument playing and either aural, composition or responding to music.
- The program was designed to be hands on with a focus on fun and enjoyment.
- Term 4 the whole school learnt Jump Jam
- The Junior choir took place every Friday lunch and Senior Choir at 1pm. The focus of choir this year was to share an enjoyment of singing and to encourage everyone to have a go. We have two very large choirs. Choir was effected by Covid due to our high numbers.
- Student were given the opportunity to perform at the assemblies.
- My music program was based on interactive programs from the Music Room, Listening Room and Fun Music Company.



Achievements & Highlights

- Large interest from students to participate in choir 75+% of Years 1-3 students
- Open night performances—students performed for the public in dancing, singing and instrumental
- Assembly performances by the choir and different performance groups
- Students teaching each other the piano and performing at events
- The choir performing at the end of year concert and Mrs Cowie's morning tea
- Students showing their enjoyment for Music



2021 Plans

- The Music Crew- a group of students who will be responsible for the PA, leading the whole school song, helping out with choir, jump jam, help with choir, tune instruments, coordinate music activities.
- Talent quest
- Purchase more keyboards and violins
- Teach guitar, violin and keyboard
- Develop ensembles eg recorder, ukulele
- Performance opportunities
- I would like to give students the opportunity to learn different instruments. Develop student's musical talents. I would like to set up more keyboards in the room. Students to be able to express themselves through music, be able to read music and be confident to perform in front of an audience.
- I would like to develop small performance groups
- To give students the opportunity to perform out in the public, to link up with the John Paul College music department eg choir
- Continue with having the Music room open at recess or lunch



Sport 2019

Achievement and Highlights

In sport this year we have covered the sports, of Badminton, Volleyball, Athletics, AFL, Basketball and Lawn Bowls. Focusing on the fundamental movement skills needed to be able to achieve maximum participation and learning in each of the sports.

We had another successful year with both school and interschool carnivals as well as incursions. Below are all the events students have participated in during the 2019 year.

School Carnival	Interschool Carnivals	Incursions
Swimming Carnival	Swimming Carnival	Squash
Cross Country Carnival	Eagles and Fever Cup	Goldfields Giants
Athletics Carnival	Winter Lightning	Goldfields Splash
	Cross Country	Touch Rugby
	Athletics	
	Summer Lightning	
	Jump Jam Competition	

This year was the first time that North Kalgoorlie entered the Jump Jam competition, our junior team came second place in the strictly section. Our two senior teams also worked very well and placed 4th and 6th in the senior strictly section.

In fourth term, we also partnered with the Kalgoorlie Lawn Bowls Club and Sporting Schools. Mrs Lesley Haythornthwaite volunteered her time to come to school for 4 weeks and teach our year 6 students how to play lawn bowls. This culminated in 2 excursions down to the bowls club for students to put their new skills into action.

2020 Plans/ High Points/ Goal/ Targets

In 2020 we are looking at doing the sports of Jump Jam, Lacrosse, Netball, Jump Rope, Athletics, Soccer and tennis.

Look at being able to implement an assessment system to track progress of fundamental movement skills across the whole school and over a number of years.



NKPS Highlights 2020

During 2020 we endeavoured to hold as many of our usual events as we could; even if it meant having a swimming carnival in November! Here is a selection of the ongoings and special events that makes North Kal a school children and families are proud to be a part of

Year 6 Camp



Carnivals



Special Days



Artist of the Week



Beginning and Finishing Primary School



