

Nullagine Primary School

A Remote Community School

2021 Annual Report



Community and School Work as One



Our School Mission

To ensure students at Nullagine Primary School develop the knowledge, skills and understanding that will enable them to engage effectively with and prosper in a globalised world.

Our Vision

“We work together as a community to realise each student’s and staff member’s full potential and wellbeing.”

To achieve our vision, we:

****Build strong relationships in a safe, respectful environment.***

****Provide an engaging, targeted and relevant curriculum through quality structured teaching.***

****Promote knowledge, skills and values so our students are able to participate and make a positive contribution to society.***

****Communicate and engage with parents and community members regularly to incorporate value and protect the Martu culture.***

SCHOOL PROFILE

Community

Nullagine is an isolated town on the edge of the Great Sandy Desert located 200 km north of Newman and 300 km south east of Port Hedland. The town’s population is approximately 150. The majority of the people in town are Aboriginal and are members of the Irrungadji Community. Access roads are partly unsealed and sealed and are often impassable during the wet season and also if there is a wet winter.

School

100% of our students, who attend school, are Indigenous. The majority of these children live at the Irrungadji Community adjoining the Nullagine town site. For these students, English is a second, third or fourth language. The main Aboriginal languages spoken are Martuwangka, Manyilyjarra, Kartujarra, and Warnman.

Staff

Nullagine School is staffed with teaching and non-teaching staff and complies with DOE staffing guidelines. The school encourages the employment of members of the Nullagine Community.

OUR PRIORITIES

- **Attendance**
- **Community Involvement**
- **Literacy (Direct Instruction)**
- **Literacy (Kimberley School's Project 2021)**
- **Numeracy**
- **Healthy Living**

OUR OBJECTIVES

- Prepare students for having a valuable and successful role in society through sound teaching.
- Comply with the WA Department of Education's Policies and Initiatives.
- Ensure our school is a good school. Students want to be here, dedicated teachers and support staff, individualised instruction and approaches to students and a supportive classroom environment demonstrate this.
- To provide practical support and a proactive communication network with stakeholders involved with our students' learning.
- Deliver meaningful accountability. Standards Reviews, Performance Management Compliance to department regulations are some of the ways to demonstrate this.
- Individual Pathways to have High School students work ready.

PRINCIPAL'S REPORT

2021 was a year of moving forward with Pedagogical foundations in the Primary School. We previously introduced a number of new programs and initiatives to help students both in the classroom and to develop as a person. These programs have proved very effective, and we can see a much more consistent approach to education and student learning.

Our School Improvement Plan focus for this year was Reporting and Assessment. Assess, provide feedback and report on student learning. As a staff, our emphasis this year was on developing useful and well written assessment tasks. This was reinforced in meetings such as Staff Meetings, and Curriculum Focus Meetings. During our staff meetings, we sat together, with all our teachers and support staff, we talk together, plan together, share together. One of the highest effect-sizes according to the research conducted by John Hattie is teachers working together as evaluators of their impact (upon student learning). We try to accommodate this as much as possible, so that the effectiveness of what happens in class is maximised.

Secondly we sought to be more child focused in our teaching approach and looked at ways to have the Inquiry approach a much larger part of the pedagogical approach in the School.

During 2021, the effort of our staff and students was to be applauded. They are the foundation of everything that happens at Nullagine Primary School and together, they create one of the most harmonious, engaging environments to work and learn. Their commitment to each other to get the most out of all learning opportunities is exceptional. I would like to thank the community that comprise our enrolment. They are all supportive, welcoming and outstanding people whom I love interacting with on a daily basis.

I believe the information in this report, aligned with the Department of Education's focus priorities as well as the school's priorities, holds Nullagine Primary School in the best place to continue the positive progress of our students and allow them to grow in our educational setting.

Mr Greg Yeo



STUDENT ACHIEVEMENT

Most students evidenced an increase in their academic performance during 2021. Work samples, standardised assessments, teacher judgements and observations support this.

The continuation of Direct Instruction as our English program has produced some wonderful changes in the way English is taught and used at our school. On camps and incursions from Christchurch Grammar from Perth have been invaluable for our students to use there learned English skills. The explicit instruction has seen Reading, Writing and Spelling levels rise steadily. The school uses cross curricular activities to integrate learned skills into other syllabus areas.

The Introduction of the Kimberley Schools' Project (KSP) (Literacy) in 2021 as a complimentary package for DI that has been implemented over the previous 6 years.

ATTENDANCE

Regular school attendance was again improved during 2021 with the continued implementation of a comprehensive plan of action supported by all staff and community.

Some of the strategies in our plan are:

- Increase parent awareness through newsletters, Community BBQs, and parent information forums.
- Teachers to conduct regular discussion with class on attendance issues.
- Informal parent meetings to discuss student 's attendance.
- Promote (welcoming, safe and inclusive environment) the school to parents through open days/assemblies/morning teas.
- Use of School Participation Coordinators to reengage disconnected students.

ALL STAFF AT NULLAGINE PRIMARY SCHOOL;

- Believe that students come first and must be given every opportunity to learn and grow in a safe and inclusive learning environment.
- Understand that all children can learn and we all have a shared responsibility for children to succeed.
- Work together effectively and as a team towards better outcomes for our students.
- Believe there is no such thing as failure - just opportunities to learn.

- Believe in lifelong learning for everyone.
- Encourage learners to take on new challenges.
- Ensure staff and students are supported and assisted as needed.
- Believe everyone has something to offer and therefore their ideas, opinions and beliefs are valued and respected.
- Acknowledge differences as everyone has something to bring to our community.



2021 Highlights

For a small school that is quite a distance from a major centre, Nullagine Primary School is a very busy place. 2021 was characterised by the development and continuation of a number of programs that have been introduced in previous years;

School Improvements

During 2021 Nullagine Primary school embarked on a series of infrastructure programs to improve conditions for the students and staff at the school. A set of flood lights were installed on our basketball courts. This allows night time sports and school assemblies to go

ahead in the cooler time of the day. Refurbishment of the school kitchen also took place. The updating of the kitchen and installation of appliances such as a dishwasher allows us to remove plastics from the breakfast and lunches. The student toilets were also given a painting and spruce up. The original school building was also painted.

New outdoor furniture for the students was also purchased. Our belief is that just because we are in the remote Pilbara, doesn't mean we can't have pleasant surroundings.

South West WA Tour 2021

The importance of school camps and the benefits school camps offer students are:

- Exposing students to different cultures allows students to experience new environments and ideas and helps with student's personal development.
- Development of independence skills.
- Having a strong, positive relationship with their teacher/s can assist in students learning.
- Helps develop a student's social skills.
- Development of decision-making skills.
- Increased environmental awareness.

STEAM in 2021 saw the school participate in some fantastic activities that were primarily based on country. In conjunction with the CSIRO and their resource Two Way Science, the students have so far researched all about the local river and the availability of bush medicines. In the Water unit the students discovered a species of invasive crayfish in the river.

The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

Earbus Foundation operated regular mobile children's ear health clinics at our school. The Foundation is particularly supportive of programs that detect, diagnose and treat Aboriginal

and Torres Strait Islander children with ear health concerns, delivering a mobile service to this at-risk group of children who traditionally have had limited access to health services. 2021 saw successful surgical interventions for students and the acceptance of the importance of ear health by our community.

Fair Game is a volunteer organisation that has the vision that sport and fitness are integral components of a healthy lifestyle and promotes physical, mental and social wellbeing. Fair Game provide recycled sporting equipment, fitness and health education sessions that aim to reduce the risk of lifestyle related disease, build social cohesion and improve mental wellbeing.

Food Bank's Food Sensations team delivered healthy cooking workshops to community and students and EON (Edge of Nowhere) funded by BHP continued the development of our School edible garden. EON is a WA based not-for-profit organization that delivers a food and nutrition focused healthy lifestyle and disease prevention program – the EON Thriving Communities Program aims to build edible gardens in remote Indigenous schools and communities for a secure supply of fresh food, and partner the school and Foodbank to deliver a hands-on practical gardening, nutrition education, cooking and hygiene program.

Role Models Australia, run by former Wildcat Ricky Grace. The Up4It Leadership Development Program is a creative and innovative strategy to address the poor attendance rates of Indigenous students in Australia's regional and remote communities. The program provides role models to deliver workshops, sports coaching and extra-curricular activities to reinforce positive messages about education, healthy lifestyles, leadership, teamwork and sport/physical activity.

NAIDOC Week saw the school have traditional activities and Art and Craft. The Nullagine Library also came to the school and had story time.

Nullagine Primary prides itself on inclusivity of Martu Wanka Language into everyday life at school. Language is central to Aboriginal and Torres Strait Islander cultures. The two are

intertwined. Language describes cultural attachment to place, cultural heritage items, and puts meaning within the many cultural activities that people do. Furthermore, language plays a fundamental part in binding communities together as a culture, and individuals to each other in a society.

Christchurch Grammar 2021 saw another visit from Christchurch Grammar from Perth. 8 years 11 boys and 2 staff came to the school to immerse themselves in Indigenous and remote culture at the beginning of May. Christ Church's Service in Action (SIA) program inspires boys to achieve individual and collective excellence for others. The boys spent the week camping at the school, integrating into the school day and field trips to hunt for food. Our ongoing association with them has increased our student's confidence and also another chance to speak English.

Languages Lucelle Francis, a fulltime AIEO here at Nullagine Primary School, teaches the students their local language, Martu Wangka, for 1 period per week. Lucelle concentrates on the basics of language structures. Research show that students with an EAL/D background need to know their own language structures to learn another. In 2019 Lucelle graduated from her 3 years training as a qualified Language / Martu teacher. The staff, students and community are very proud of her achievement. Lucelle is the only Language teacher in the Pilbara teaching the local Indigenous language.

Teach Learn Grow Each student is paired with their very own tutor for the week, who they see twice a day for tutoring. In these sessions they participate in interactive maths activities tailored to their learning, often outside, as well as working with any learning difficulties. Together with their tutor the student works towards a mathematics outcome which their teacher has identified as an area that they are struggling in. Tutors are paired one-on-one with three students each across Years 1 to 6, who they see for two periods every day each during the week. During these sessions tutors conduct tailored, self-planned activities in an Australian Curriculum mathematics outcome which they aren't grasping vital concepts in. In the afternoons, volunteers may attend community events or visits and spend time planning

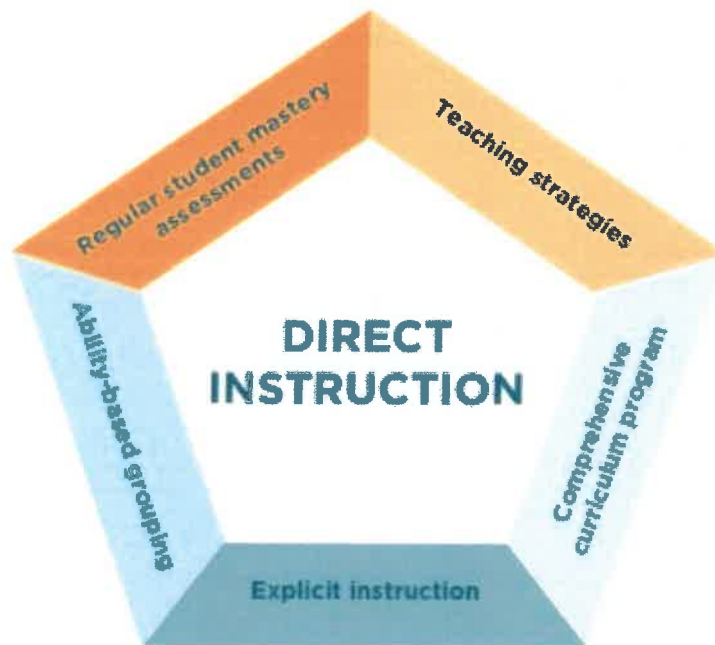
for their next day's tutoring of their students together. Each school-specific program is managed by a pair of coordinators, who support the tutors at the school and liaise with the school to organise the program logistics.

Awesome Art 2021 saw Nullagine PS get involved with the Awesome Art project. AWESOME engages professional artists to work in-residence within each school over 20 days. The program encourages young people to consider their individual and collective identities. It is process-driven, and encourages the participants to undertake research, conceptual and skills development to create an artwork or multiple artworks. The artistic outcomes of the residencies could take shape as a variety of art forms including short films, paintings, sculptures, performances or pieces of music.

Student Teacher We had the pleasure of hosting a student teacher during term 2. Mr Will Mardon. He worked in, and alongside Miss Simpson in the Middle classroom. He is a very enthusiastic and energetic young man and will be an asset to any school.

Satisfaction with the school was gauged by:

- Strong support from parents'/community members at all school assemblies. Results of the School Survey follows.
- High attendance to all special events and celebratory days NAIDOC celebrations, carnivals and family feast days.
- Strong attendance and support at school and community meetings.
- High level of community involvement in the planning and running of events at the school.
- Great 'feeling' in the school which is commented on regularly by visitors to the school.



Teachers using DI are given significant professional development to hone their classroom skills.

DI is built on the philosophy that 'if a student hasn't learned, the teacher hasn't taught'.

KEY FEATURES

- Comprehensive set of teacher materials, student textbooks and workbooks
- Instruction targeted to individual students learning level
- Embeds positive behaviour practices
- Continuous monitoring of student progress ensures all students master content through guided and independent practice.

Develop a passion for learning. If you do, you will never cease to grow. – Anthony J. D'Angelo



2021 will see the introduction of the Kimberley Schools Project.

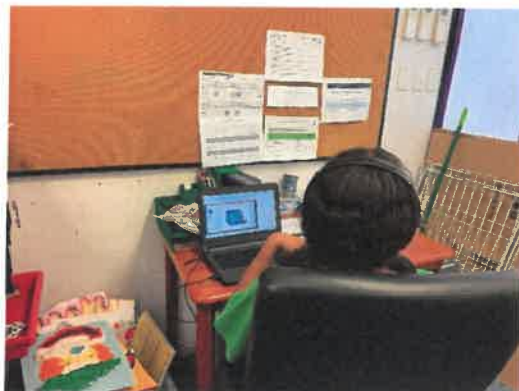
The KSP comprises four integrated 'pillars' of activity listed below and is further elaborated in its Program Logic.

- **Targeted teaching:** evidence-based literacy teaching strategies and quality materials with frequent measurement of progress to inform planning and delivery.
- **Better early years learning and care:** community co-design initiatives that build on and improve existing services, and engage families as first teachers.
- **Regular attendance:** community partnerships to deliver strategies that aim to resolve issues of non-attendance in particular communities.
- **Increased student and community engagement:** co-designed community initiatives that build positive relationships between the school and the community.

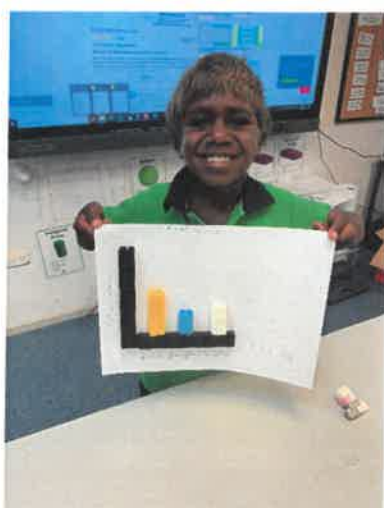


Our Successful 2021 in Pictures





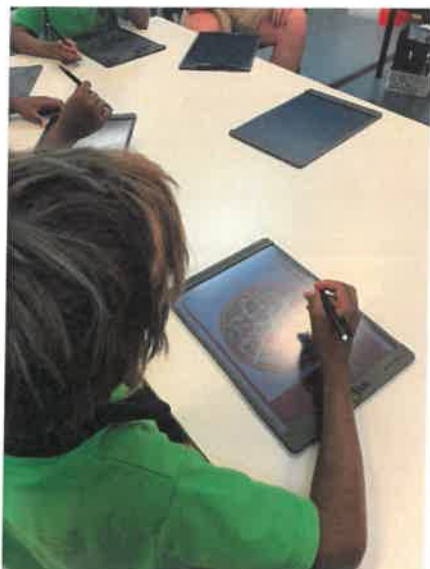
***The greatest sign of success for a teacher... is to be able to say, 'The children are now working as if I did not exist.'"*– Maria Montessori**





Intelligence plus character — that is the goal of true education.

—Martin Luther King Jr.







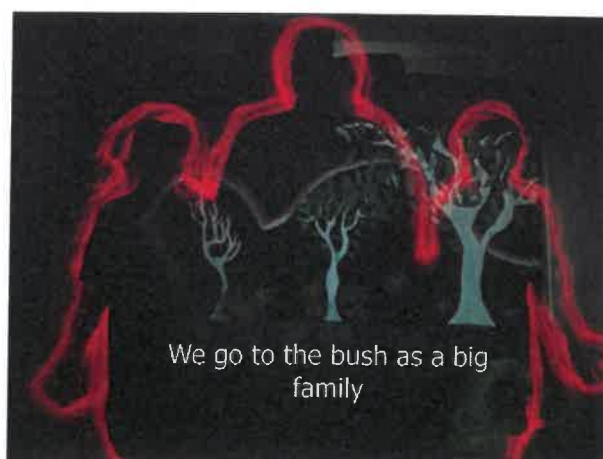
Education is the most powerful weapon which you can use to change the world. —Nelson Mandela





The content of a book holds the power of education and it is with this power that we can shape our future and change lives.

—Malala Yousafzai





Knowledge is power. Information is liberating. Education is the premise of progress in every society, in every family. —Kofi Annan



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Nullagine Primary School Financial Summary 2 May 2022

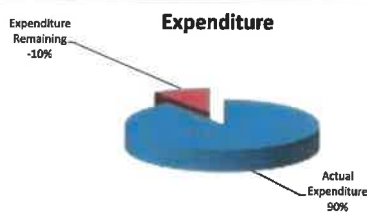
Cash Revenue:

Previous Year Closing Balance Brought Forward	\$ 116,903.25
Current Year Budgeted Revenue	\$ 212,974.00
Actual Revenue Received	\$ 224,354.17
Revenue Shortfall/Surplus	-\$ 11,380.17
Revenue Collected as a % of Current Budget	105.3%
Total Funds Available	\$ 341,257.42



Cash Expenditure:

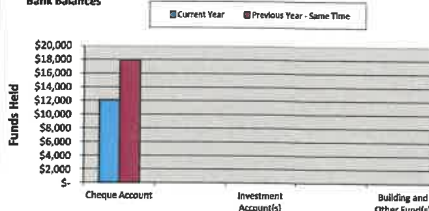
Current Year Budgeted Expenditure	\$ 266,949.00
Actual Expenditure	\$ 298,629.61
Expenditure Remaining	-\$ 31,680.61
Cash Budget Variance	-\$ 53,975.00
Variance as a % of Total Funds Available	-15.8%
Actual Expenditure as a % of Budgeted Expenditure	111.9%



Reconciled Bank Balances:

	Current Year as at: 12/31/2018	Previous Year - Same Time
Cheque Account	\$ 12,074.64	\$ 17,972.41
Investment Account(s)	\$ -	\$ -
Building and Other Fund(s)	\$ -	\$ -
Total	\$ 12,074.64	\$ 17,972.41

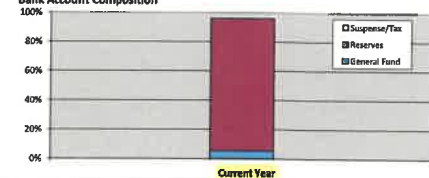
Bank Balances



Bank Account Composition

General Fund	6%
Reserves	99%
Suspense/Tax	-5%

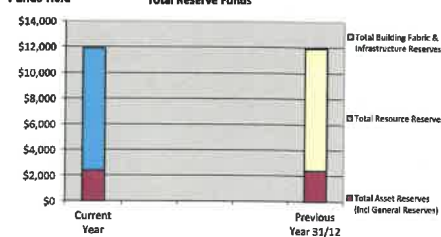
Bank Account Composition



Equipment Replacement Reserves:

	Current Year	Previous Year 31/12
Total Asset Reserves (Incl General Reserves)	\$ 2,400.00	\$ 2,400.00
Total Resource Reserves	\$ 9,500.00	\$ 9,500.00
Total Building Fabric & Infrastructure Reserves	\$ -	\$ -
Total All Reserves	\$ 11,900.00	\$ 11,900.00
Current Year Reserve Transfer Funds Included above	\$ -	N/A
Budgeted Reserve Transfer Funds not Transferred	\$ 13,900.00	N/A

Yearly Comparison Total Reserve Funds



School Salary Allocation (SCFM)

As at 31/12/2021

Salary Carry Forward	Student Centred Funding - Salary	School Transfers & Dept Adj	Total Salary Funds	YTD Spend	YTD Balance	% Spent	Forecast Expenditure	Forecast Variance
\$ 4,453.00	\$ 867,159.00	-\$ 100,061.00	\$ 771,551.00	\$ 153,461.00	\$ 618,090.00	20%	\$ 727,062.00	\$ 44,489.00

Total Charged Salary Expenditure and Balance

Total Forecast Salary Expenditure with Variance