

ANNUAL REPORT 2022



KAMBALDA PRIMARY SCHOOL



Principal's Report

Kambalda Primary School is a small regional school approximately 631km north-east of Perth and 58km south of Kalgoorlie-Boulder, the nearest regional city. We are highly valued in the Kambalda community with a reputation of caring and attentive instruction, catering for the academic, social, physical and emotional individual needs of each student. Our values of resilience, organisation, persistence, confidence and getting along are embedded in the way we operate and in everything we do. We provide a safe, warm and friendly learning environment that supports each child to achieve their very best. Learning programs are tailored to suit students' interests, passions and academic ability. We have an innovative, exciting and stimulating learning environment to ignite the imagination of all students and we continually monitor and review all programs to ensure they remain effective, relevant and current. We implement whole school practices for Literacy, Numeracy and Inquiry Learning, ensuring consistency across the school and deliver high quality programs following the content of the School Curriculum and Standards Authority WA.

Kambalda Primary School is well equipped for 21st Century learning; we are resourced with appropriate ICT hardware; the staff and students regularly use computers, iPads, printers, etc. and all classrooms are equipped with BenQ Smart TVs used regularly throughout the day. We focus not only on students' academics, but also on developing them to be creative thinkers, innovative, socially, emotionally and physically capable citizens in a rapidly changing society. It is our aim to have confident children who are socially competent, resilient, and caring of others.

Our school may be small, but we offer facilities and programs found in bigger schools. Our point of difference is highlighted by our smaller class sizes that allow our staff to offer differentiated curriculum and we pride ourselves on our wide reputation for catering for the individual needs and interests of each child.

Our inclusive atmosphere ensures that every child becomes an integral part of the school community; peer tutoring is often evident in classrooms and is a very effective way for students to improve their understanding of concepts; students from Years 1-6 engage with each other daily in the playground; there are a number of whole school events throughout the year with multi-aged groupings.

We offer opportunities for students to be involved in sporting and academic activities with other schools in Kambalda and the Goldfields region throughout the year. Our strong community partnerships in Kambalda with local businesses, government agencies, community organisations and individuals engaging with us for a variety of learning opportunities that support our well-developed culture of community and pride in our school.

Kambalda Primary School's Index of Community Socio-Educational Advantage (ICSEA) sits at 904, well below the Australian average of 1000. It is important to note that the index is constructed from socio-educational elements that the school has very little control. The ICSEA provides an indication of the socio-educational backgrounds of students; it has nothing to do with the staff, school facilities or teaching programs at the school. ICSEA isn't a school rating.

Semester One enrolment for 2022 was 101 at census (inclusive of kindergarten students) and stayed steady throughout the year, however, the local mining industry and other employment opportunities affects student numbers and results in a constant exchange of incoming and outgoing students.

Kambalda Primary School is well supported by an active P&C and School Council. The School Council met once a term and agendas covered a range of issues including discussion and decision making in relation to the school budget, school planning and staff development, priority areas, policies and future direction for the school. Our school is renowned for our community partnerships that are enhanced through a series of regular events that celebrate being part of our small community. Our P&C organised fundraising events for our students with their needs at the fore. Without the support of a strong P&C the school, and in particular our students, would not receive the added materials, equipment and resources that they do.

Vision, Values, Moral Purpose

VISION

Kambalda Primary School strives with integrity to provide a safe, warm, friendly, and culturally responsive learning environment that supports each child to develop the necessary skills to become a worthwhile member of a rapidly changing, inclusive and diverse society and to participate equally in a range of life opportunities; we want all our students to be socially competent, resilient, and caring of others.

VALUES

Our school values, fully embedded at Kambalda Primary School, are taken from the You Can Do It! Social Emotional Learning Program. They are the keys to unlocking our success.

CONFIDENCE	ORGANISATION	RESILIENCE	PERSISTENCE	GETTING ALONG
<ul style="list-style-type: none">• I will be brave and have a go• I will stand up for what I believe in• I will be proud of my differences	<ul style="list-style-type: none">• I will be ready to learn and play• I will be responsible for my own belongings• I will arrive on time and bring my hat	<ul style="list-style-type: none">• I will bounce back• I will overcome challenges• Other people's opinion will not define who I am	<ul style="list-style-type: none">• I will not give up• I will embrace challenges• I will acknowledge that I can learn through my mistakes	<ul style="list-style-type: none">• I will treat others with respect• I will accept others for who they are• I will engage with others to maximise co-operative learning opportunities

MORAL PURPOSE

We have a commitment to making a positive difference in the lives and outcomes of our students as a result of their experiences at Kambalda Primary School



Our Priorities



Success for all students



Excellence in every classroom



Staff engagement and confidence



Social and emotional health



Community relationships and partnerships



Steaming into the future with ICT

Success for All Students

We understand that high quality teaching and learning is essential and that a safe, caring and inclusive environment is necessary for successful students. We support each child at every stage of development, ensuring strong foundations are laid for their schooling years and beyond.

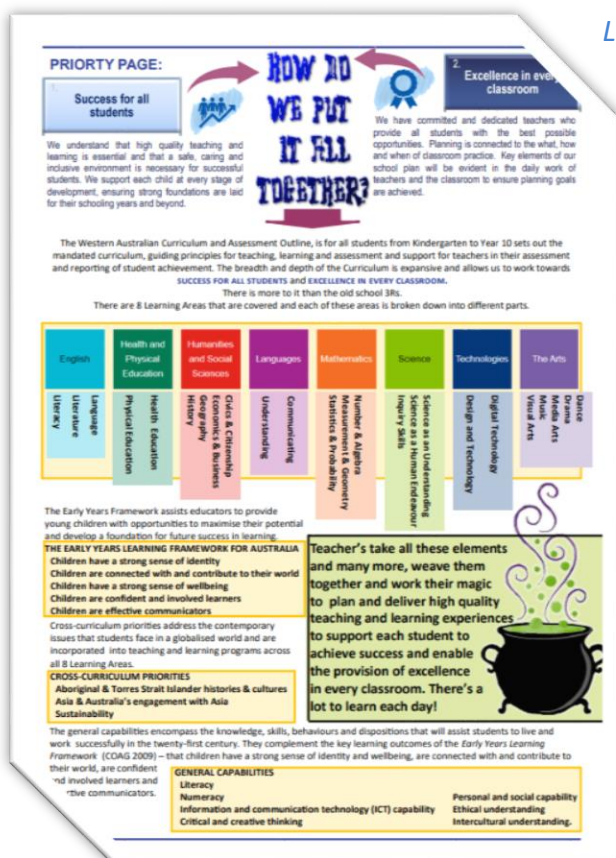
Looking at the Data

As a staff in 2022 we looked at and shared data and work samples; as a small school we look for means other than NAPLAN to see student progress. Individual results as well as whole class achievements were pleasing. This progress and achievement is due to the hard work and dedication with planning and preparation from our teachers and our education assistants; teachers plan according to the needs of all their students and meet all the curriculum requirements that isn't an easy task with the large amount of curriculum area content that needs to be covered in a year. Individual Education Plans and Strategic Adjustment documents (Reading, Writing and Number) are used to drive teacher planning and enable case management of students that occurs once a month with Line Managers.

On-Entry

The data collected was used as a resource for teachers to identify areas of need and generate

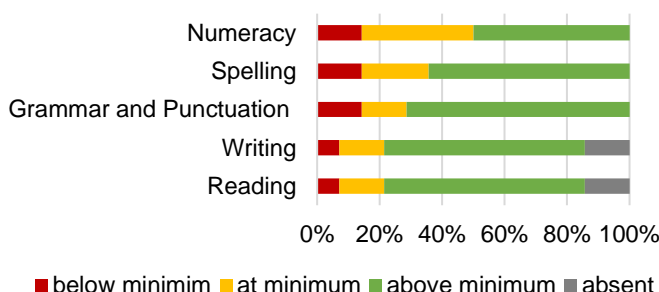
learning plans for whole class and individuals and Parent Summary Reports are sent home. Reports are used to determine intervention requirements and to highlight those students requiring individual case management and inform the development of IEPs.



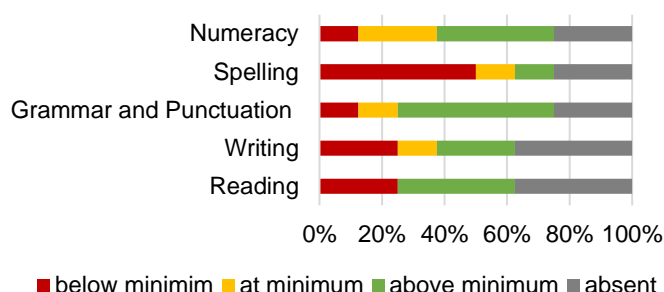
NAPLAN

The constancy of school administrators, teaching staff and school programs have attributed to our NAPLAN data with the majority of students being at or above minimum standard in both Year 3 and 5 in all areas.

Year 3 NAPLAN 2022



Year 5 NAPLAN 2022



Excellence In Every Classroom

We have committed and dedicated teachers who provide all students with the best possible opportunities. Planning is connected to what, how and when of classroom practice. Key elements of our school plan are evident in the daily work of teachers and the classroom to ensure planning goals are achieved.

SEN Planning and Reporting

Students achieving a D grade or lower on their semester report are monitored through IEPs. SEN reporting was implemented fully in 2018 for all students on IEPs. Positive feedback was given by parents and families on how it shows what their child has achieved rather than what they haven't. SEN is used mainly for English and Mathematics with some students being fully reported on for all subject areas so that they are reported on what they have achieved and what outcomes they have met. In 2022 ABLEWA was utilised by a number of staff using the ABLES Assessment Tool for planning and assessment.

Literacy

Whole school literacy block is implemented across the school in every classroom, every day. There is a balance of Reading, Writing and Spelling. This takes place in the first session of the day, 100 minutes, 4 times a week. This exceeds SCSA recommendations. The school utilises the 7 Steps to Writing Success, PLD, Wushka and Reading Eggs programs to address the large scope of the English curriculum; these programs are consistent across the school and work synergistically to assist teaching and learning in Language, Literature and Literacy. The use of PLD to improve spelling across the school continues; it is now embedded in all school plans, and we are beginning to see improvements in Spelling and Grammar & Punctuation. English@KPS outlines English practices across the school. Our whole school scope and sequences for Writing, Handwriting and Grammar & Punctuation enable consistency across the school and better outcomes for our students as well as enhances teacher planning and assessment. Strategic Teaching Adjustment documents are implemented for all students in Reading and Writing with each teacher choosing particular students as their focus for improvement; this also provided Performance Management direction and discussion for staff.

Technology

Through PRA Technology Solutions, we purchased 20 new iPads for the 2022 school year to ensure the school stays up to date with the latest software and technology to enhance student learning. Staff are upskilled as required in the use of smart tvs with ongoing support provided and available through PRA. We need to encourage and prepare our students, not only for NAPLAN online, but for the changing needs of the future through varied and up to date learning opportunities. The employment of a permanent Network Support Officer in 2019 assists with the Information Technology to maximize both educational and administrative outcomes at Kambalda Primary School.

Staff Engagement & Confidence

Improved teaching effectiveness focuses on the individual teacher and the staff as a whole to build a culture that supports the professional growth of teachers and support staff. School leaders lead teaching to enable the delivery of impactful practice. Our approach activates the professional commitment of staff – one that mobilises their energy and belief that they can make a real difference to our students and create a climate where they feel supported and valued as capable professionals.

Professional Learning

Staff attended a broad range of Professional Learning opportunities during 2022, both online and face to face; staff report to colleagues and share their learning with all staff members.

Department of Education Online Courses	All Education Department online courses staff are required to complete are monitored and kept up to date to ensure compliance.
Peer Observation	Whole school development and implementation of the KPS Peer Observation Process.
PLD	Professional learning for Promoting Literacy Development Program to ensure all staff are equipped to use it effectively.
Principal Selection & Placement Pool	Learning and discussion around the new process being implemented by the Department for Principal Selection.
Preparation for Principal Performance Review	Learning and discussion around the new process through ESAT for Principal Performance.
Graduate Teacher Modules 1- 4	Face to face and online modules for development of teachers in the first two years of teaching.
SCSA Curriculum Support	To assist teachers and administrators to implement the Western Australian Curriculum and Assessment Outline.
Observation & Work Shadowing	EA visits to KBCHS Education Support Centre.
SEN Planning	Learning to plan for Students with Special Educational Needs.
Numero	The fundamentals of the game of Numero® and explore how Numero® benefits students and teachers in managing mathematics development in the classroom.
7 Habits of Highly Effective People	Designed to assist people to become more effective in their work and personal life; Powerful lessons in personal change.

Reconciliation Action Plan PL	Goldfields Principal Network in collaboration with Kado Muir - prominent Aboriginal cultural mentor and Leonora local along with CSR Marketing's Astrid Bierer-Cooper arranged to deliver the Professional Learning using the Narragunnawali platform.
Kath Murdoch – Inquiry Learning	Teaching and Learning through Inquiry.
DSF Science of Reading	Information to gain a deeper understanding of how we learn to read, what skills are involved, how they work together, and which parts of the brain are responsible for reading development.
123 Magic & Emotion Coaching	Support delivered by Brad Williams to all staff as required. Online/webinars refresher courses.
Whole School Planning & Review	School Review – unpacking the 6 Domains; looking at the ESAT – Judgement, Evidence and Planning. Review of the School Plan and looking forward to developing the new 2023-2025 School Plan.
Disability Resourcing System	Introduction to DRS; outline of Individual Disability Allocation Manual, including eligibility categories, help sheets, sample teaching and learning adjustments and checklists.

SOCIAL & EMOTIONAL HEALTH

The health and well-being of our staff and students is paramount to the success and effective operation of our school; it is at the forefront of everything we do.

You Can Do It, our Social Emotional Program, has been operational in the school since the beginning of 2017 and is fully embedded in all that we do, including merit certificates, Aussie of the Month awards, special awards, behaviour, faction tokens, management processes and fundraising events.

Each year we assess students to determine their capability in the 5 Keys to Success:

Persistence, Resilience, Organisation, Confidence, Getting Along

YCDI's theoretical framework and education programs incorporate the three areas of:

→ learning dispositions → social skills → emotional resilience.

The school purchased a washing machine and dryer for cleaning school laundry such as tea towels, dishcloths, art aprons, team uniforms, dress up costumes, doll's clothes etc., cleaning soiled clothing, cleaning spare uniforms given to students to wear for the day, cleaning uniforms when students come to school in unwashed/soiled uniforms, cleaning blankets and towels from the medical bay, cleaning spare hats given to students who forget their own, cleaning fabric items used for education and/or support of students with special needs and those in Early Childhood and teaching life skills to older students.

Newsletter Term 3 Week 1

PRIORITY PAGE
SOCIAL AND EMOTIONAL HEALTH

The health and well-being of our staff and students is paramount to the success and effective operation of our school; it is at the forefront of everything we do.

Encouraging your child to be physically active every day will not only set them up to be active and healthy for their whole life, it will bring immediate benefits that will help them enjoy a positive experience while they're learning at school too. Social and emotional health is linked closely with physical health. The better a child's physical health, the more likely they are to be socially and emotionally healthy.

BENEFITS INCLUDE

- Increased cardiovascular fitness
- Reduced risk of obesity
- Reduced depression
- Reduced anxiety
- Improved social skills

To benefit their health, children over 5 should be physically active for at least 60 minutes every day. It doesn't have to be a structured sport – anything that gets them up and moving will do.

Need 4 out of 5 children in Australia don't get the daily 60 minutes of activity they need for good health.

LEADING TO IMPROVED PHYSICAL AND EMOTIONAL HEALTH

- IMPROVED SELF ESTEEM
- IMPROVED PERSONAL SKILLS
- TRANSFERABLE SKILLS TO USE IN LIFE
- IMPROVED COGNITIVE ABILITIES
- STRESS RELIEF

The challenge is to encourage children to sit less and to move more.

Though school provides physical activity during PE lessons, recess and lunch times and other extra curricular activities, it is not enough and children need to be active at home too.

Tips for encouraging physical activity

- Choose activities your child likes and that are fun.
- Make sure there's lots of variety and your child tries different things.
- Build physical activity into your child's day – e.g. by walking to school, washing the car or helping in the garden.
- Reward your child with an activity like a visit to the park rather than with screen time.
- Praise and encourage your child.

Be active yourself and involve the whole family.

Encouraging your child to be physically active every day will not only set them up to be active and healthy for their whole life, it will bring immediate benefits that will help them enjoy a positive experience while they're learning at school too.

*For more information and tips on encouraging an active lifestyle, you can download the "Make your move" brochure from the Australian Government Department of Health.

COMMUNITY RELATIONSHIPS & ENGAGEMENT

We have a holistic approach and the community and school work closely together to ensure that each child is supported and cared for. Their academic and social wellbeing is the responsibility of all.

We are fortunate to have a number of companies operating in the community that support us.

Leah Lynham, local Paleontologist (and parent) whose research is focused on Eastern Goldfields came to the school and gave students an overview of the geological history of our region, from the Archean period to present day. Students learnt about our types of rock, how old they are, how they were formed, how gold got here and about paleochannels. They also viewed a fossil of a seashell that was found on a local mine site, dating back thousands of years.

Local apiarists Billy & Bek Lindemann from Lindemanns have been keeping bees since 2012, starting with just a few hives near their home in Kambalda. They have since grown and strive to provide pure, natural honey to market with as minimal environmental footprint as possible. They do not believe in adding any other products or ingredients to their honey and have unique blends with a wholly natural flavour in their Liquid Gold honey from the Goldfields. Bek has been an enthusiastic visitor to the school over the past few years and continues to work with the specialist teacher and classroom teachers; it is great to have local community input into the delivery of curriculum in a meaningful and relevant way.



Gold Fields Australia (Kambalda) support our school with sponsorship for our biennial Year 5/6 camp. This has been an ongoing community connection and has covered the cost of travel for the camp for over 6 years, keeping the overall cost affordable to parents. In 2021, a sponsorship agreement was made between Gold Fields and the school to cover the cost of camp travel for the next 6 years.

Through their learning during Reconciliation Week, students embraced the 2022 theme for Reconciliation; Be Brave: Make Change. They brainstormed, researched and wrote proposals for changes to make at school. These changes included a Reconciliation bush tucker garden and; changing faction names to recognise Aboriginal people who have made a significant contribution to Australia, such as Albert Namatjira, Pearl Gibbs, Vincent Lingiari and Joyce Clague. This was presented to the school community at an assembly by the students and students, staff and community members voted and selected the new names. As part of our action towards reconciliation we plan to install a permanent Acknowledgement of Country sign to welcome visitors to the school and 5 culturally significant totem poles to honour Australia's Aboriginal heritage and reinforce our school values. The school submitted a 'Request for Donation' form to Goldfields to purchase all these items/changes.

MEEDAC Kambalda supported our school in 2022 by providing grounds clean up services, working with the school to ensure that school grounds met the safety standards required by the DoE and those laid out in our Bushfire Plan.

Containers 4 Change, a locally run facility in Kambalda, is supporting our school by providing us with large collection tubs for empty bottles. Members of the school and wider Kambalda community drop their recyclable bottles in the tubs and Containers 4 Change make regular collections of the tubs, processing the bottles and crediting the school account.

As a member of *Foodbank's School Breakfast Club Program* once again in 2022, Foodbank Kalgoorlie supplied the school with food and beverage items for Breakfast Club on Friday.

Our parent body is also very connected to the school, and supportive of our staff, our initiatives, school programs, policies and processes. We keep parents informed via text messages, Seesaw and regular newsletter issues. Feedback from parents in 2022 continues to be positive.

P&C

The P&C contributed donations to the school this year. The donations enabled the school to purchase two new table and bench sets for the Early Childhood area. These are smaller than the others and are perfect for our Kindy students to sit at and eat their recess and lunch. Other donations to the school enabled the school to purchase a large classroom mat for EC1, purchase end of year Book Awards for each of the classroom awards.



Appreciation goodie bags were given to P&C office bearers and regular parent helpers for P&C Appreciation Day. All classes contributed to the bags with each class creating their own appreciations.

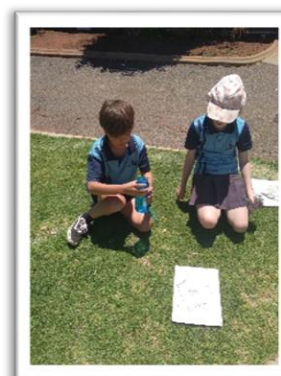
The *Kambalda Veterans Football Club* made a generous contribution Kambalda Primary School in 2022 after our school Library Officer approached them regarding new books for our library. Liaising with the Library Officer, they purchased \$500 worth of books from a recommended list and donated them to the school.

STEAMING INTO THE FUTURE WITH ICT

We are equipping our students to develop ICT capabilities as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems, and work collaboratively in all learning areas.

Improves engagement

When technology is integrated into lessons, students are expected to be more interested in the subjects they are studying. Technology provides different opportunities to make learning more fun and enjoyable in terms of teaching same things in new ways. For instance, delivering teaching through gamification, taking students on virtual field trips and using other online learning resources. Moreover, technology can encourage a more active participation in the learning process that can be hard to achieve through a traditional lecture environment.



Improves knowledge retention

Students who are engaged and interested in things they are studying, are expected to have a better knowledge retention. As mentioned before, technology can help to encourage active participation in the classroom; this is also a very important factor for increased knowledge retention. Different forms of technology can be used to experiment with and decide what works best for students in terms of retaining their knowledge.

Encourages individual learning

No one learns in the same way because of different learning styles and different abilities. Technology provides great opportunities for making learning more effective for everyone with different needs. For example, students can learn at their own speed, review difficult concepts or skip ahead if they need to. Moreover, technology can provide more opportunities for struggling or disabled students. Access to the internet gives students access to a broad range of resources to conduct research in different ways, which in turn can increase the engagement.

Encourages collaboration

Students can practice collaboration skills by getting involved in different online activities. For instance, working on different projects by collaborating with others on forums or by sharing documents on their virtual learning environments. Technology can encourage collaboration with students in the same classroom, same school and even with other classrooms around the world.

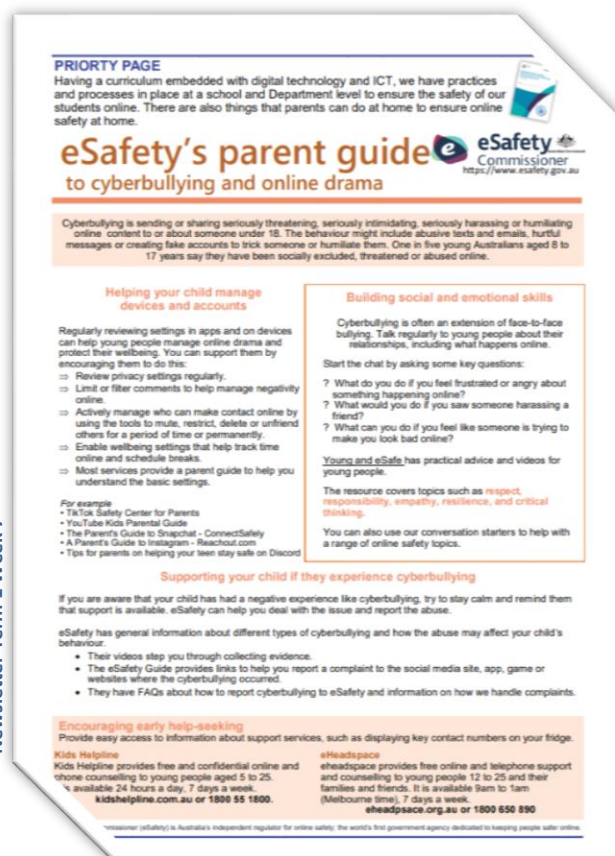
Students can learn useful life skills through technology

By using technology in the classroom, both teachers and students can develop skills essential for the 21st century. Students can gain the skills they will need to be successful in the future. Modern learning is about collaborating with others, solving complex problems, critical thinking, developing different forms of communication and leadership skills, and improving motivation and productivity. Moreover, technology can help develop many practical skills, including creating presentations, learning to differentiate reliable from unreliable sources on the internet, maintaining proper online etiquette, and writing emails. These are very important skills that can be developed in the classroom.

Benefits for teachers

With countless online resources, technology can help improve teaching. Teachers can use different apps or trusted online resources to enhance the traditional ways of teaching and to keep students more engaged. Virtual lesson plans, grading software and online assessments can help teachers save time. This valuable time can be used for working with students.

Newsletter Term 1 Week 7



School Profile

STUDENTS

Leaders



Rosie Toovey
Student Councillor



Tiluk Kawehanam
Student Councillor



Tayla Trott
Head Councillor



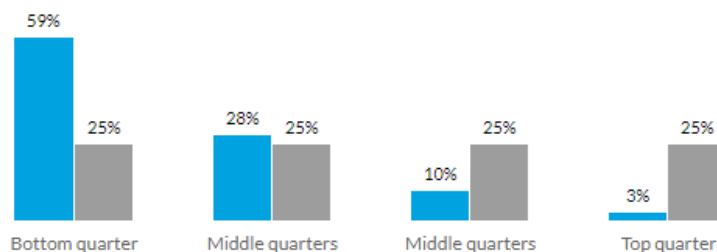
Jordan Miller
Student Councillor

Background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	904
Average ICSEA value	1000
School ICSEA percentile	11

Distribution of Socio-Educational Advantage (SEA)



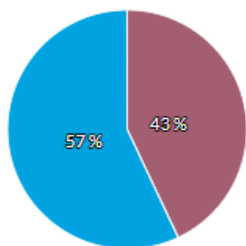
■ School distribution ■ Australian distribution

Percentages are rounded and may not add to 100

Enrolments

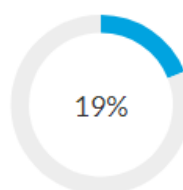
Total enrolments: 101

■ Boys 58
■ Girls 43



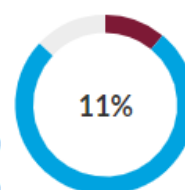
Full-time equivalent enrolments: 93.4

Indigenous students



Language background other than English

■ Yes (11%)
■ No (76%)
■ Not stated (13%)



Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	-11	9	13	14	14	11	10	11	93
Part Time	19								

	Kin	PPR	Pri	Total
Male	15	3	40	58
Female	4	6	33	43
Total	19	9	73	101

STAFF

Administration Staff	No.	FTE	AB'L
Principals	1	1.0	0
Associate / Deputy / Vice Principals	1	1.0	0
Total Administration Staff	2	2.0	0

Teaching Staff	No.	FTE	AB'L
Other Teaching Staff	5	4.8	0
Total Teaching Staff	5	4.8	0

Allied Professionals	No.	FTE	AB'L
Clerical / Administrative	1	1.0	0
Gardening / Maintenance	2	0.8	0
Other Allied Professional	6	4.3	0
Total Allied Professionals	9	6.1	0

Total	16	12.9	0
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ATTENDANCE

The school continued to follow up on unexplained absences, via the school's text messaging system. Home visits and phone calls are made as required to check on students who have been away from school for a lengthy period of time. Constant reminders about attendance and the impact absences can have on learning and achievement are given to parents in newsletters. Attendance percentages and concerns were discussed at all 3-Way Interviews that occurred in Term 1.

Celebrate & Support

World Down Syndrome Day

21st March is World Down Syndrome Day and has been officially recognised by the United Nations since 2012. On this day, people all around the world celebrate the lives and achievements of people with Down syndrome, creating a global voice, advocating for the rights, inclusion and wellbeing of people with Down syndrome. Wednesday 23rd March we celebrated World Down Syndrome Day; students and staff wore crazy socks, odd socks, long socks, socks with stripes, socks with tassels, socks that were so long you couldn't even see the shorts and all sorts of weird and wonderful combinations. In total we raised \$81 for Down Syndrome Association Australia.

PRIORITY PAGE

SCHOOL ATTENDANCE

Why school attendance matters

REGULAR ATTENDANCE AT SCHOOL IS FUNDAMENTAL TO STUDENT LEARNING

While most students in Western Australian public schools attend regularly, there is a number who do not.

More than a century of research shows that students who do not attend school regularly tend to have lower rates of school achievement and are more likely to drop out of school early.

Every student, every classroom, every day.

education.wa.edu.au

For all students across all years, every day at school contributes to learning. **There is no 'safe' threshold for non-attendance,** but more significant effects are likely to occur when students are absent for substantial periods.

EDUCATION SETS STUDENTS UP FOR LIFE

Research also shows that lower rates of school attendance and disengagement from school can be linked to:

- unemployment,
- lower income,
- riskier health behaviour and
- contact with justice authorities.

Not completing school can restrict a student's future opportunities, including their ability to fully participate in social, civic and economic life. In almost every aspect, this is amplified for Aboriginal and Torres Strait Islander students.

Overall, the learning outcomes for students decline more rapidly with any absence from school, particularly in the early years.

Students with higher rates of achievement are not immune to the potential impacts of absence. These students often experience larger drops in academic achievement through absence.

While a majority of students who miss school do so for legitimate reasons, such as illness, it is concerning that about a third of all student absences are unexplained. Missing school without a legitimate reason, is most strongly associated with lower achievement outcomes.

Me!! My kids only in primary school, it doesn't matter yet.

Poor attendance patterns can start as early as Kindy, and are linked to long-term cycles of declining attendance, poor engagement and lower levels of student achievement.

Newsletter Term 1 Week 4

Childhood Cancer

September is International Childhood Cancer Awareness month and Kambalda Primary School went “Gold” on Thursday 15th September to raise awareness and funds. Gold is the international colour of childhood cancer awareness and students were encouraged to wear anything gold on the day for a gold coin donation. We also had Neuroblastoma merchandise for sale in the office. This fundraiser is close to the hearts of a number of students as they lost a friend in the community in 2019 to childhood cancer. \$107 was raised.



Beanie For Brain Cancer

We supported Beanie Day wearing beanies to raise funds for the Mark Hughes Foundation for Brain Cancer, raising a total of \$101.40 on 29th June.

Autism Awareness Week

We recognised and acknowledged Autism Awareness Week and had “Guess how many blue lollies in the Jar” to raise money for the Autism Association of WA. Classes discussed Autism with the main focus being on accepting difference in each other. We raised \$70.50.

Jeans For Genes

Friday 5th August Kambalda Primary School supported Jeans for Genes Day, encouraging all students to wear their jeans to school for a gold coin donation. Jeans for Genes is an opportunity to teach our students about science and compassion for others. 1 in 20 children are affected - nearly one child in every classroom. The money raised was sent to the foundation; every dollar raised will help scientists at the Children’s Medical Research Institute discover treatment and cures, to give every child the opportunity to live a long and healthy life. We raised \$109.30.



Party With a Purpose

Party with a Purpose was an opportunity to raise money through fair type stalls to provide support to those not as fortunate as ourselves and raise awareness of others in our world who do not have the same opportunities as we do. Students wrote letters to source donations to make items for sale. Local company Terra Drilling was approached for a donation to finance the start-up of the event. This donation was used to purchase items for each class to cook or create things. It was also used to provide money to those students who were not given money from home to participate. Each class created posters related to their fundraising activity. These were printed and displayed around the school so students were aware ahead of time. As many of the younger students struggle with managing their money while handling food and participating in activities, all students were given a punch card. Each card was valued at \$2 and had images of 10c and 20c coins on it. Staff could simply punch the child's card instead of dealing with cash and change etc. Students still had to manage their money, add the remaining coins to see how much they have left etc. The cards were also put on a necklace that made life even simpler for the little ones. This was also a way that enabled us to provide for those students without money in a discrete manner. Information was put in the newsletter to let parents know and a flyer was uploaded to Seesaw. P&C gave out slushies during the event. Prices at stalls ranged from 50c to \$1. \$712 was raised and donated to the Salvation Army. A whole school appreciation/thank you poster was sent to Terra Drilling acknowledging their contribution.

Spare Parts Puppet Theatre Tour: Hachikō

Based on a true story from Japan, Hachikō is a theatrical celebration of the remarkable joy and companionship that an animal can bring to our lives. The story explored themes such as loyalty, resilience, and change, and showed students that change is normal and can be a valuable part of life. The puppetry was inspiring and inventive – and was a springboard for classroom discussion and activity.



Exciting Events

Swimming Lessons

With swimming and beaches a part of the Western Australian lifestyle, ensuring children can swim competently and safely is a must for all families. The Department of Education provides quality swimming lessons across the State to ensure children develop vital swimming and water safety skills. There is no cost to parents for the lessons and the school subsidises the cost of the bus and pays pool entry. The lessons are an important part of the annual school curriculum and a wonderful life skill to have. In 2022 swimming lessons ran over 5 days instead of 10 in Term 1. This was more cost effective for parents and less disruptive to student learning. Day one was fabulous weather and everyone thoroughly enjoyed the water; the rest of the week was a lot cooler but that didn't stop lessons from going ahead and students did well to stay in the water for so long each day.

Life Education: Harold

Year 1-6 students had the opportunity to attend a Health session with Harold. Year P/1 – Harold's Friendship; Year 2/3 - Growing Good Friends; Year 3/4 - Mind your Medicine; and Year 5/6 - Think Twice. The Health specialist attended the workshops with each class and completed the units of work in the workbooks leading up to and after the sessions.



Excursion To the Museum

The specialist teacher together with parent volunteers, took Year 2 & 3 students to the Museum of the Goldfields. The excursion included a tour of the exhibition, Dinosaur Explore: Lost Creatures of the Cretaceous, followed by interactive activities.

Newsletter Term 1 Week 4

EXCURSION WITH MISS PICKERING:

DAY AT THE MUSEUM

While in Room 7 with Miss Pickering, Mrs Harris' Year 2 & 3 students and parent helpers set off on the bus first thing last Tuesday morning to spend a fun and educational day at the Museum of the Goldfields. The excursion included a tour of the current exhibition, **Dinosaur Explore: Lost Creatures of the Cretaceous**, followed by interactive activities.



Whole School Events

Reconciliation Week



Learning and acknowledging National Reconciliation Week (27 May – 3 June) was evident in classrooms across the school; Reconciliation Week is a time for all Australians to learn about our shared histories, cultures, and achievements, and to explore how each of us can contribute to achieving reconciliation in Australia.

These dates commemorate two significant milestones in the reconciliation journey – the successful 1967 referendum and the High Court Mabo decision respectively. Reconciliation must live in the hearts, minds and actions of all Australians as we move forward, creating a nation strengthened by respectful relationships between the wider Australian community, and Aboriginal and Torres Strait Islander peoples.

At Kambalda Primary School we celebrated Indigenous history and culture in Australia to foster reconciliation discussion and activities. During assembly, a student shared the Acknowledgment of Country written by Room 3, Room 5 shared some learning through the story Somebody's Land: Welcome to Our Country written by Adam Goodes and Ellie Laing and we had a display in the front office showcasing some of the learning that occurred during the week.

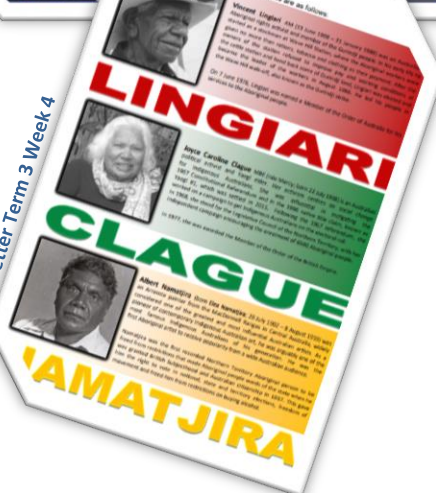
Newsletter Term 2 Week 7

RECONCILIATION WEEK

Last week was National Reconciliation Week and we celebrated Indigenous history and c. Australia to foster reconciliation discussion and activities. During assembly, Blake shared Acknowledgment of Country written by Room 3, Room 5 shared some learning through the st. Somebody's Land: Welcome to Our Country written by Adam Goodes and Ellie Laing and we have a display in the front office showcasing some of the learning that happened during the week too.



Newsletter Term 3 Week 4



National Aboriginal & Islander Day of Celebration (NAIDOC Day)

All students and staff were invited to attend our neighbouring school's NAIDOC afternoon on the 25th of July. It ran from 12-2:50pm with activities including crafts, cooking, footy with Aboriginal football players, smoke ceremony, live joeys. A sausage sizzle lunch was provided with damper, lemon myrtle biscuits and kangaroo on the side.

The students were transported to and from the school using the neighbouring school's bus and driver, with no cost to the school or students.



Newsletter Term 3 Week 1

Book Week



Our Scholastic Book Fair was set up in the library with an amazing display to match the Book Fair theme. Families and students supported the annual event, raising \$2224.00; as a result, the school was able to select a number of new books for our library. The week ended with our Book Parade and almost all children were in costume, dressing up as their favourite character from their favourite book. We all enjoyed and were entertained by Mr Brown from the book Mr Brown Can Moo! Can You? who visited for the morning to host the parade. The parade was well supported with a high number of parents, extended family and community members in attendance. Mrs Cox had the very difficult task of determining the winners. One winner from each class won a voucher to spend at the Book Fair.



Newsletter Term 3 Week 7

PRIORITY

READING

Reading aloud and sharing stories with your child can help them develop literacy skills and learn about the world around them.

Regardless of what you read, a classic novel or fairy tales before bed, reading aloud to children can significantly benefit your child's life.

Studies have shown that reading and playing with your children can have a sustained impact in shaping their social and emotional development in ways that go far beyond helping them learn language and early literacy skills.

Reading to young children is proven to improve cognitive skills and help along the process of cognitive development. When you begin reading aloud to your child, it essentially provides them with background knowledge on their young world, which helps them make sense of what they see, hear, and read.

When you read, you exercise your comprehension abilities and your analytical abilities. It fires up your imagination and stimulates the memory centres of your mind. It helps recall information as well as stabilize your emotions. The importance of a reading habit is that it strengthens mental muscles.

THE BENEFITS OF READING TO CHILDREN

- Supported cognitive development
- Improved language skills
- Preparation for academic success
- Developing a special bond with your child
- Increased concentration and discipline
- Improved imagination and creativity
- Cultivating a lifelong love of reading
- Increased empathy
- Healthy brain
- Reduced stress
- Promotes better sleep

It's undeniable that a child's reading skills are important to their success in school, work, and life in general; it is very possible to help ensure your child's success by reading to them starting at a very early age.

Reading is a way to escape your own life, and can take you to faraway lands, other times, and put you in other people's shoes.

BOOK WEEK: PARADE

EC2 **Room 5** **Room 3** **Room 1** **STAFF**

DOOR DECORATIONS

First Place: Room 5 Dreamtime Stories

2nd Place: EC1 Dear Zoo Rod Campbell

3rd Place: Room 7 When Henry Caught Imaginities Nick Bland

Room 1: Holes Louis Sachar

Room 3: 300 Penguins Jean-Luc Fromental

EC2: Dream You'll Be Joseph T Garcia

Mrs Cox: Little Cloud Eric Carle

Mrs Morrow: Not a Stick Antoinette Portis

Mrs Colling: Snow White Brothers Grimm

Mrs Laws: Phil Pickle Kenny Herzog

OUR MORAL PURPOSE
We have a commitment to making a positive difference in the lives and outcomes of our students as a result of their experiences

Phone: 08 9027 2900

Email: kambalda.ps@education.wa.edu.au

Larkin Street Kambalda WA 6442

Website: www.kambaldaps.wa.edu.au

National Simultaneous Story Time

On Wednesday 25th May, we participated in the National Simultaneous Storytime (NSS), held annually by the Australian Library and Information Association (ALIA). Every year a picture book, written and illustrated by an Australian author and illustrator, is read simultaneously in libraries, schools, pre-schools, childcare centres, family homes, bookshops and many other places around the country. Now in its 22nd successful year, it is a colourful, vibrant, fun event that aims to promote the value of reading and literacy, using an Australian children's book that explores age-appropriate themes, and addresses key learning areas of the National Curriculum for Kindy to Year 6.

We met in the library and Miss Beeson read to the whole school at the same time that millions of others were doing the same thing across Australia. This year the book we read was Family Tree, written by Josh Pyke and illustrated by Ronojoy Ghosh; it is a lovely story narrated by a seed that grows. We see the gum tree twig taking root in a glass jar: as a house is built, and foundations are being laid, roots are growing...



Numero

Thursday 21st July was all about Maths at KPS as Julie Richards from IETPL flew in from Perth to spend the day with us. All students from Pre-primary to Year 6 and all staff spent time with Julie learning and expanding knowledge of Numero®. A parent afternoon was held after school and parents could purchase cards to continue the learning and playing of Numero at home. Numero® can be played from junior primary grades through to secondary mathematics classes. In its early levels, Numero® develops basic number recognition from zero to 15, basic number facts of all 4 operations plus speed of recall. As the game develops and players move to more difficult levels with the introduction of wild cards, additional concepts and skills are developed and reinforced including fractions, decimals and percentages. At its higher levels, with the introduction of more wild cards and scoring, Numero® continues to challenge minds and develop concepts such as squared and cubed roots, multiple equations and point scoring. At all levels of Numero® there is a high level of problem solving and understanding of strategy that develops from basic stages with young students to complex moves that

will challenge the brightest mathematical mind. Numero® continues to challenge & because the game develops with a player's mathematical understanding, it always provides a new and unique challenge to the players. We play Numero® in class regularly as part of our Maths @ KPS.



Numero Competition

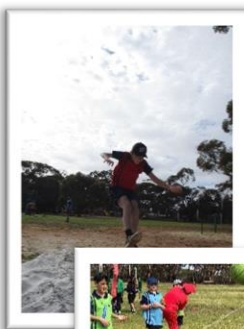
Students from Boulder Primary School visited Room 3 and Room 5 to take part in a Numero competition. Students from both schools had been practising their skills leading up to the competition to try and get the upper hand on the other school. Students were awarded certificates for displaying our 5 Keys to Success throughout the competition as well as division winner certificates. Kambalda Primary School was awarded a trophy for the most points for the day.

NUMERO CHALLENGE	
Kambalda Primary School v Boulder Primary School	
You Can Do It Awards	
ORGANISATION	Winter, Aelee & Lyndsey
RESILIENCE	Logan, Zain & Harlan
CONFIDENCE	Ayden, Alex & Charlie
PERSISTENCE	Savannah, Jackson & Natalia
GETTING ALONG	Isla, Amelia & Kaia
Numero Awards	
Blue Division Winner	Lyndsey
Red Division Winner	Music
Yellow Division Winner	Kayden
OVERALL WINNER Kambalda Primary School	

Achievements and Events

Athletics Carnival

Kambalda Primary School has three factions: Clague (green), Lingiari (red) and Namatjira (yellow). All events are on one day; long jump and turbo javelin held at the school for Year 3-6 in the morning and the carnival held at Harry Steinhauser Oval with events for all students K-6 taking place for the remainder of the day. Parents and spectators came to support the participants and it was very successful having all students participate on one day for one carnival this year as opposed to split Early Childhood and 1-6.



Cross Country

On June 30th we had our Cross Country; students conducted themselves well and the level of participation by students from Years 3-6 was fantastic. Parents attended to cheer and encouraged the students. Teachers took the students for a number of practices leading up to the day; students were well prepared and this was reflected on the day.



King And Queen of The Mountain

This is a traditional annual school event that all students in Years 1-6 run up 'Redhill' a local steep hill right near the school. This event has been happening at the school for 20-30 years. The students practised prior to the day. The weather was perfect on the day! The P&C provided fruit and water at the top of the hill for all students on finishing. It was great to see so many parents and extended family at the top of the hill.

Winners are crowned King & Queen (Yr. 5-6), Prince & Princess (Yr. 3-4) Duke & Duchess (Yr. 1-2) at the top and receives a crown and a ribbon and then lead the whole school back down the hill.



Winter Lightning Carnival

A day in Kalgoorlie for our Year 6 students to compete against other schools. A number of sports are included in the event; KPS participated in netball with a mixed team of girls and boys.



Interschool Sport Day

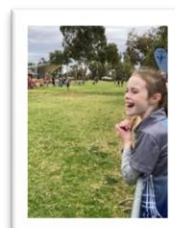
This year we had the Shire Sport's Development Officer assisting our school and other schools in the Shire during sport lessons and at the end of the term she arranged an interschool event at Harry Steinhauser Oval, for students in Years 3-6, with cricket, soccer and tabloid games competitions. Participation was based on good standing as per the Student Behaviour Policy. It was a great day and lots of fun for everyone who participated.



Interschool Cross Country

On Friday 29th July, eight students travelled to Centennial Park in Kalgoorlie for the Eastern Goldfields School Sports Association Interschool Cross Country Carnival. It was a great morning for running and the rain held off, so competitors and spectators stayed dry for the duration.

Students represented the school with pride. Students were able to participate thanks to parents volunteering to drive the students to Kalgoorlie for the event.



Aussie Of the Month

Aussie of the Month is a primary school recognition program that has been in operation for over twenty years. The program recognises personal endeavour, achievement and contribution to the school community and reflects some of the values we share as Australians, such as fair go, mateship, respect and inclusion. At Kambalda Primary School students that receive this award are recognised for their display of the school's Keys to Success; organisation, resilience, confidence, getting along and persistence. They are presented with a certificate and a prize pack at the month's assembly and their photo is then displayed outside the office for the month.

March was Ayden

April Rosie

June Amelia

July Alierah

August Rosalyn

October Harlow

November Ezrah

December Liam



Cubbies

Throughout the year many students spent their play time at recess and lunch industriously working in 'crews' and building cubbies. There were some great constructions around the school bush area with students from Years 1 to 6 banding together, putting their Science, Technology, Engineering and Mathematics knowledge to good use; and developing their persistence, organisation, resilience, confidence and their ability to get along with others. The sense of achievement from working together, solving problems and making things happen was incredible to watch. The benefits of those experiences may not be tangible but Kidsafe WA has summarised some of the current research in the area of nature-based play. Children who regularly play outside in natural settings:



- are sick less often. Mud, sand, water, leaves, sticks, pinecones and gumnuts can help to stimulate children's immune systems as well as their imaginations.
- tend to be more physically active and are less likely to be overweight.
- are more resistant to stress; have lower incidence of behavioural disorder, anxiety and depression; and have a higher measure of self-worth.
- play in more diverse, imaginative and creative ways and show improved language and collaboration skills.
- have more positive feelings about each other.

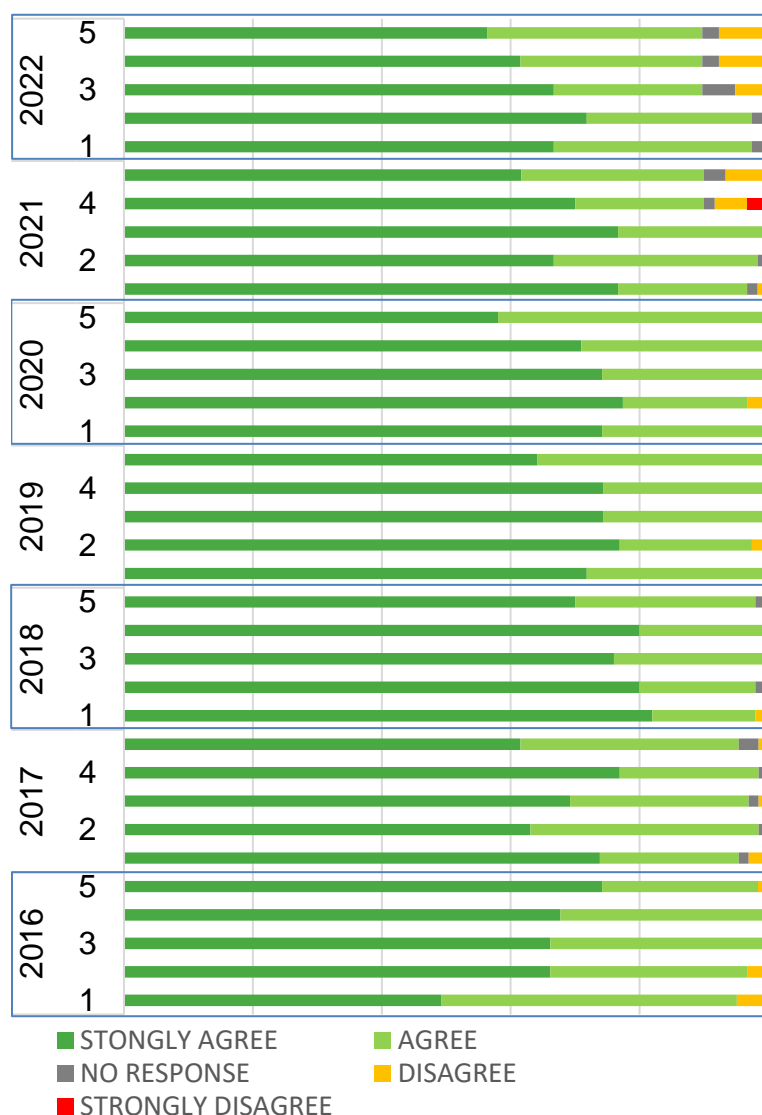
Added to this, bullying behaviour and symptoms of Attention Deficit Hyperactivity Disorder are greatly reduced where children have access to diverse nature-based play environments. We are so lucky to have the areas around our school to allow this.

Learning Journey

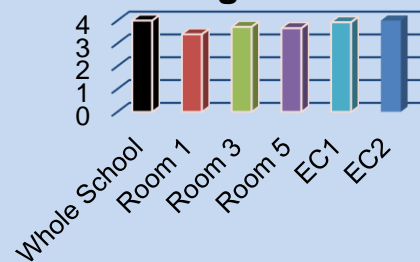
The reporting requirement for Term 3 is a Learning Journey at Kambalda Primary School. Our annual Learning Journey evening was held on Wednesday 14th September. Teachers were at school from 5pm until 6:30pm to welcome students and their families into classrooms. Students were excited to showcase their work, guiding their special guests along their journey throughout the year in all aspects of learning at school. It was a successful evening and enjoyed by all who attended.

Parents who attend also complete a school satisfaction survey; both longitudinal data and data collected this year show that the school is seen in a positive light by our families.

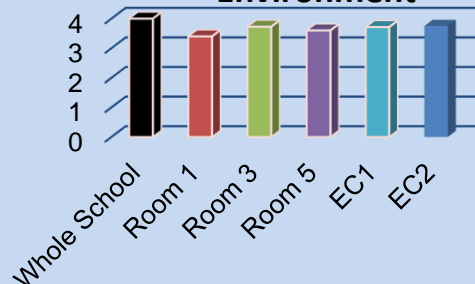
Parent Survey Longitudinal Data



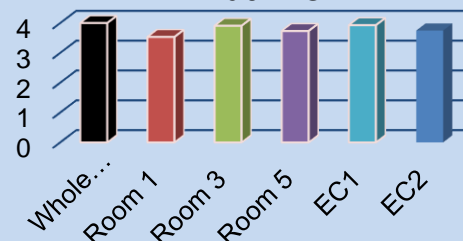
1. My Child Enjoys Coming to KPS



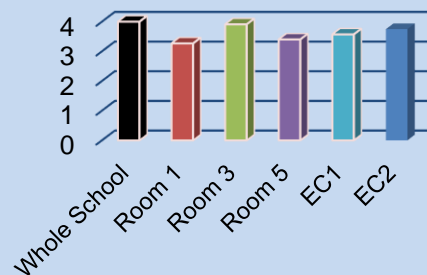
2. KPS offers a Safe, Caring Environment



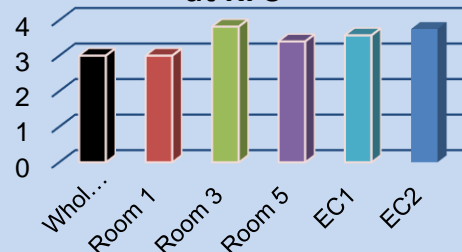
3. My child is Encouraged at KPS



4. I Feel Welcome at KPS



5. I Am Kept Well Informed About my Child at KPS



Early Childhood

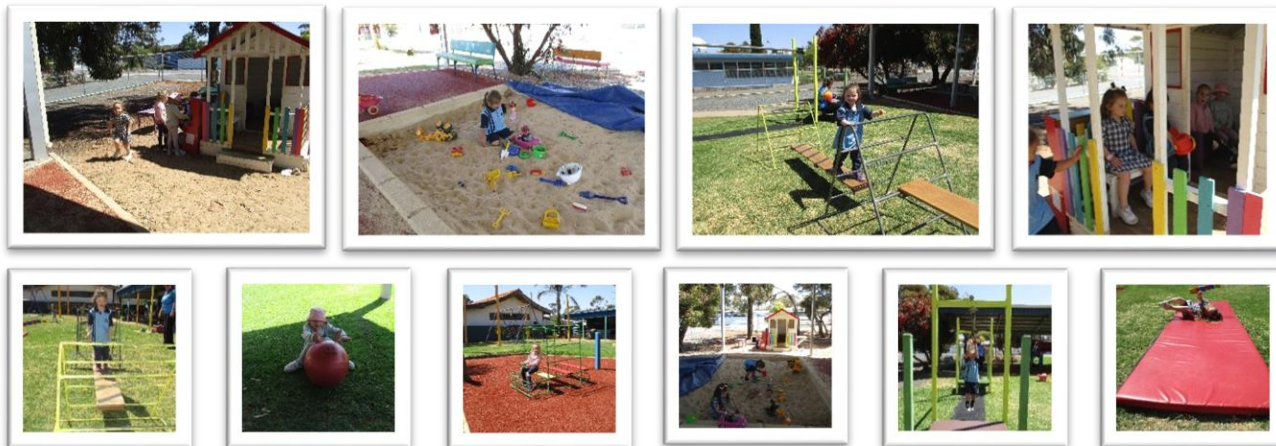
Kindy

We welcomed 20 new Kindy students to Kambalda PS for the start of their school journey. There were plenty of smiles and lots of excitement - with the odd short-lived tear from some parents and students - and students had new learning experiences in the classroom and playground for their first two days of school. It was a successful first week in Kindy!!



Pre-Kindy

Pre-Kindy Program ran in Term 4 over 7 weeks by part-time early childhood teacher being offered an additional day to run the program. The 3-Year-Old Pre-Kindy Program provides opportunities for parents and children to interact with each other, fosters early Literacy, Numeracy and social skills, and gives insight into a day at Kindy so students and parents know what to expect at the beginning of next year. It was great to see so many smiling faces as children came through the office, excited to be at school and disappointed to leave at the end of the session. Students and parents enjoyed many games and activities over the weeks with the last session being a Kindy Induction morning from 8:30am - 10:30am in the Kindy class. The Principal presented to parents while children were outside supervised by the teacher and EA. The school nurse and other agencies speak at the morning when available.



School Programs

Wushka

In 2022 we continued with the cloud-based levelled reading program at the school. The program encourages students to engage with fiction and non-fiction texts on interactive devices. All readers are levelled from level 1 through to 31+ and have been developed using decades of educational publishing experience. This program improves student's confidence in Reading, helps them develop excellent reading skills and improves their vocabulary.

Reading Eggs

Reading Eggs is a comprehensive, well-integrated program to help develop children's skills and interest in Reading. It allows students to work at their own level and provides students at the lower end of the scale with the opportunity to gain success. The students love the games, stories and different challenges. It strengthens reading abilities in an independent fashion. All students from PP to Year 6 at Kambalda Primary School have access to Reading Eggs and it is used in the classrooms on the iPads and laptops in the computer lab. All students have a username and password; the use of Reading Eggs is also encouraged at home. Each assembly we congratulate students who achieve Reading Eggs Certificates.

Mathletics

Mathletics switches students on to maths. It's engaging, highly supportive with activities targeted to the Western Australian mathematics curriculum for both primary and secondary students. All students from PP to Year 6 at Kambalda Primary School have access to Mathletics and it is used in the classrooms on the iPads and laptops in the computer lab. All students have a username and password; the use of Mathletics is also encouraged at home. Each assembly we congratulate students who achieve Mathletics Certificates.

PLD

We are into our sixth year of implementing the Diana Rigg PLD spelling program. This program incorporates Oral Language (Speaking and Listening), Motor and Movement and Decoding and Spelling. As a school we take this knowledge and approach to literacy-based learning with the aim of improving the learning outcomes for all our students. The whole school tracks student achievement and progress in Spelling. We continue to see improvements across the school as well as monitoring our NAPLAN results in the area of Spelling and Grammar & Punctuation.

Therapists

Unfortunately, the school has been unable to source and secure a school-based contract for Occupational Therapy and Speech Therapy as we have done in the past. This is largely due to all agencies in the area being understaffed and finding it difficult to meet the high demand of private clients. We do, however, have a number of private therapists that visit the school on a regular basis to conduct private sessions with students through their NDIS, reducing time out of the school for students and eliminates the need for parents to take their child to Kalgoorlie – 45 minutes away.

In Term 2 we were fortunate to secure two terms of Occupational Therapy through one new agency and she conducted assessments and observation reports for all Kindergarten students. She provided the school and families with a comprehensive report/observation feedback as well as provided staff with resources to implement activities and recommendations in the classroom. We will continue to budget for therapists and endeavour to source a school contract for 2023.

School Psychologist

The School Psychology service has been consistent for the past few years in the Goldfields with Kambalda Primary School having a regular school psychologist for the past 4 years. The service consisted of five visits a term; students were referred through the Principal for assessments, observations and/or counselling. Staff could also access support with planning, Individual Education Plans and classroom behaviour management strategies. 2023 will see this service continue.

123 Magic & Emotional Coaching

Classroom Behaviour Management 123 Magic and Emotional Coaching in the Classroom (K- 6) encompasses easy to use techniques that result in a consistent approach to help children develop more self-control and respond more flexibly to frustration and upsets. The program has been embedded at Kambalda Primary School since 2016 as a whole school approach with excellent outcomes; implementation across the whole school ensures a consistent school approach to behaviour management. The Kambalda Primary School Student Behaviour Policy reflects this strategy more specifically with a more transparent policy overall and has resulted in minimal suspensions, withdrawals and detentions.

Seesaw

In 2022 the Seesaw app continued to be the platform for whole school parent communication with all classes using it consistently and effectively. The app was utilised by approximately 95% of parents/families, however 100% were connected, improving the home-school link. The app enables student work to be uploaded, allowing parents instant access to student work. The newsletter and other school/class notes were posted to families regularly and as required.

You Can Do It!

The Social and Emotional education needs of our students are addressed through the YCDI! Program. The program has been implemented at

the school for six years now; the YCDI! Program has a focus on building the social, emotional and motivational capacity of young people rather than on their problems and deficits. This is a very positive way of looking at social and emotional development and is a great way to set our students up for success when dealing with difficulties or setbacks they may encounter in life. To show progress and achievement of the 5 KEYS TO SUCCESS students' complete tasks, show enthusiasm, are focused and determined and display perseverance. Students and staff set goals, have high expectations and do their best at all times as well as maintaining good attendance and punctuality.

Our 5 KEYS are displayed on the front of the undercover area and all five are on teardrop banners displayed daily on the grass entry to the school, with the future plan to replace these with permanent totem poles in the entrance to the school. These remind us daily of the Kambalda Primary School's Social and Emotional priority.

Brightpath

Kambalda Primary School has been using Brightpath since 2016 and getting more and more out of the tool from year to year, with particular focus on our assessment schedule and writing tasks. Throughout the year meetings were scheduled to facilitate the marking of student work samples as well as continue to upskill staff on the use of the rulers. Whole school tasks were scheduled to ensure deadlines were met and all teachers completed the common writing task. As a staff we look at reports and how Brightpath can be utilised to greater depth both for individual students, teacher teaching points/planning and whole school data. The purpose of whole school implementation ensures common language and being a small school, we can work together to mark work samples and make judgements based on the Brightpath rulers.

7 Steps to Writing Success

The Seven steps program was chosen as a tool to upskill staff and improve the writing outcomes for students at Kambalda Primary School. It has

been a school program for Writing since 2017 with new staff being upskilled through online professional learning as required to ensure the program is implemented accurately and consistently across the school. Key Benefits of the program and why Kambalda Primary School chose the program:

- Improve Writing Results Fast – Improvements of up to 30% in just 10 weeks
- Start the Next Day – Learn the theory and try the activities so you can start immediately
- Effective Pedagogy – Promotes modern teaching practices such as collaboration, verbalisation and multimodal literacy
- Ongoing Support – A suite of additional print and digital resources available to support in the classroom
- Curriculum Aligned – Activities are aligned to the Australian Curriculum and cover multiple text types across all ability levels
- We subscribe to the online version of the program, accessing a number of other components and resources through this
- Writing improvement will continue to be a focus across the school and will be monitored and measured using NAPLAN and Brightpath

Crunch And Sip

In 2019 we became a certified and accredited Crunch & Sip school. The program allows students to eat vegetables and fruit in class in the morning or afternoon and helps students to re-fuel during the gap between breakfast and morning tea, or between lunch and afternoon tea. These are the times that children's attention can start to wane in class. The Crunch & Sip break gives children the opportunity to eat the vegetable sticks or fruit that might otherwise be left in their lunchbox and not be eaten at all. It is also an opportunity for parents to encourage their children to try new fruits and vegetables. This not only helps to improve physical and mental performance; it promotes long term health as well!

Ketawa

KETAWA program is designed to provide resources and support for generalist classroom teachers. It supports teachers to implement the Western Australian Curriculum: Indonesian Second Language Syllabus. It supports connection and integration with other curriculum areas and supports integration of the general capabilities and cross curriculum priorities.

KETAWA was chosen as the language for Kambalda Primary School due to the transiency of staff and often difficult to staff issues. Choosing this department funded and provided program would not be an ongoing cost to the school and it would remain consistent due to the fact that it is designed to be implemented by the general classroom teacher. This was endorsed by the School Council at the end of 2017 for 2018 implementation. All students in Year 3-6 participate in the program and are reported on.

Breakfast Club

Breakfast Club is always well supported by students. P&C members, mums, and dads as well as community members make this program possible every week. Without this support the program would not be possible, and it enables teachers to remain in their classroom preparing for the day. The school purchased a dishwasher this year to increase the time students can be eating and then be in class for the beginning of the day, as well as hygienically cleaning the dishes each week.

Jump Jam

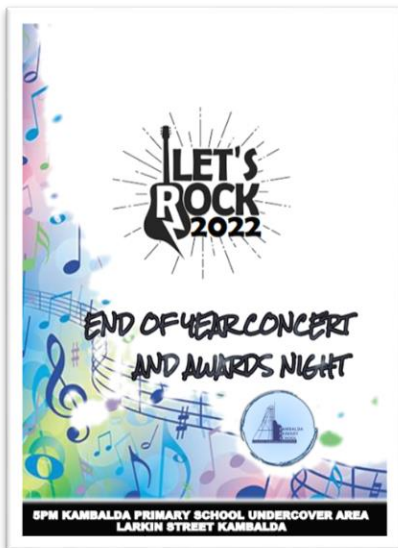
Jump Jam is a fun fitness dance program that motivates children and promotes health and wellness within the school community. At Kambalda Primary School a team of senior students make up our Jump Jam Team. These student volunteers are trained in the program giving up one afternoon after school once a week to practise and learn new routines. The Team take their role very seriously and lead with enthusiasm, and throughout the year they display good leadership skills.

This is an excellent opportunity for them to increase their confidence and leadership and they become great role models for their peers and the younger Kambalda Primary School students. Jump Jam happens at Kambalda Primary School Monday, Tuesday and

Wednesday just before the beginning of the school day. As well as a fun and healthy way to start the day it brings our whole school together. It also encourages students to get to school on time.

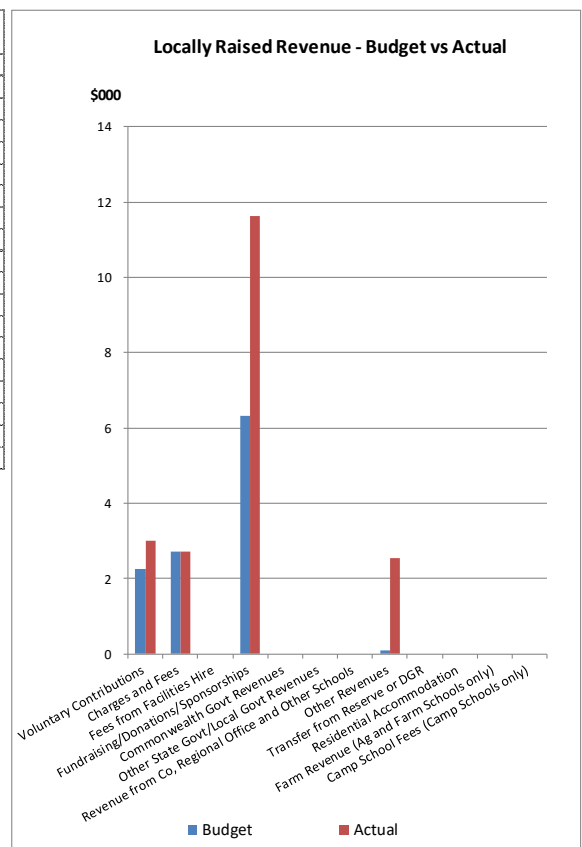
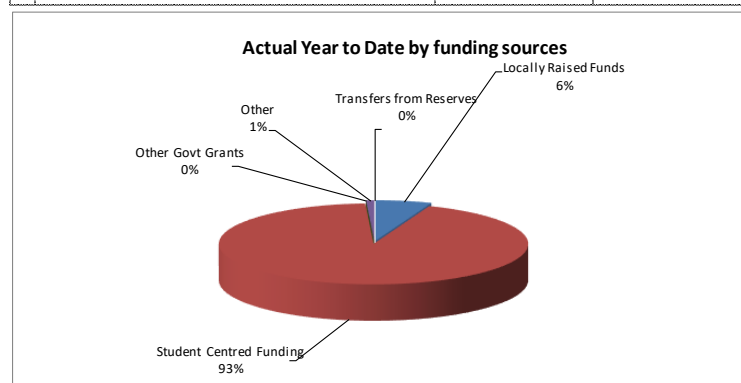
End Of Year Concert

This was held at the school in the undercover area with parents, extended family and community members invited to attend. The theme was Rock n Roll and was a highlight of the school year. Each class put on a fabulous performance, and we were extremely proud of the way everything came together on the night for them; their hard work and practice paid off. Teachers presented class and specialist awards.

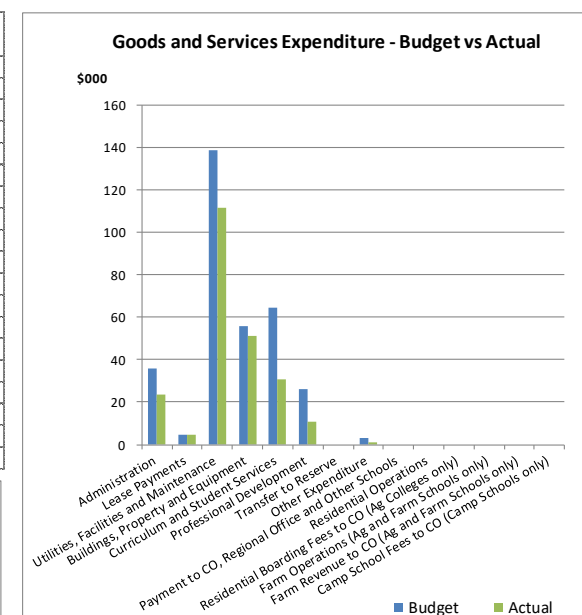
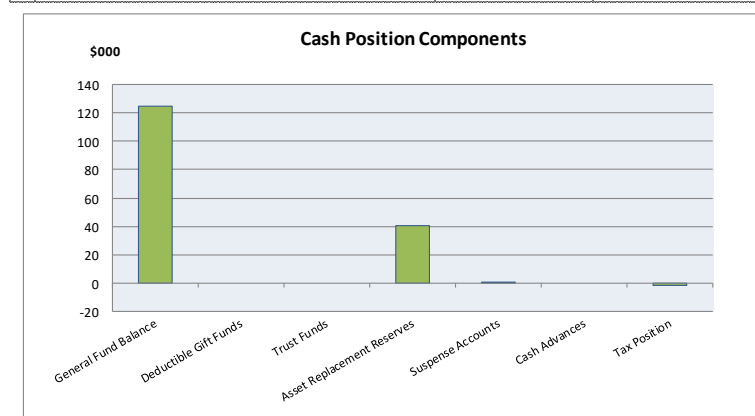


Financial Summary as at 31 December 2022

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 2,250.00	\$ 3,010.00
2	Charges and Fees	\$ 2,707.75	\$ 2,707.75
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 6,336.47	\$ 11,636.15
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 80.00	\$ 2,530.55
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 11,374.22	\$ 19,884.45
Opening Balance		\$ 63,159.14	\$ 63,159.14
Student Centred Funding		\$ 274,135.00	\$ 275,068.80
Total Cash Funds Available		\$ 348,668.36	\$ 358,112.39
Total Salary Allocation		\$ 2,226,064.00	\$ 2,226,064.00
Total Funds Available		\$ 2,574,732.36	\$ 2,584,176.39



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 36,072.00	\$ 23,360.18
2	Lease Payments	\$ 4,834.00	\$ 4,833.57
3	Utilities, Facilities and Maintenance	\$ 138,450.00	\$ 111,388.63
4	Buildings, Property and Equipment	\$ 55,640.00	\$ 51,190.32
5	Curriculum and Student Services	\$ 64,533.00	\$ 30,769.00
6	Professional Development	\$ 26,000.00	\$ 10,949.75
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 3,045.75	\$ 1,045.89
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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		\$ 328,574.75	\$ 233,537.34
Total Forecast Salary Expenditure		\$ 1,413,662.00	\$ 1,413,662.00
Total Expenditure		\$ 1,742,236.75	\$ 1,647,199.34
Cash Budget Variance		\$ 20,093.61	



Cash Position Components	
Bank Balance	\$ 164,025.64
Made up of:	
1 General Fund Balance	\$ 124,575.05
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 40,679.59
5 Suspense Accounts	\$ 50.00
6 Cash Advances	\$ -
7 Tax Position	\$ (1,279.00)
Total Bank Balance	\$ 164,025.64

Looking Forward to 2023

- Develop Leadership positions for interested staff in curriculum areas/areas of interest
- Continue Numero across the school and hold a school competition in one term. Prepare for and participate in regional competition in Kalgoorlie. Schedule a repeat competition with BPS for the trophy.
- Principal to continue to attend Network meetings and Network initiated Professional Learning opportunities
- Continue with the embedded Performance Management practices for all staff with the focus on every staff member to continue to develop and learn in their field
- Provide opportunities for all staff to achieve Professional Learning either online or at the local/district level, or in Perth
- Engage with local Aboriginal artist to complete mural
- Focus on whole school data collection and analysis
- Peer Observation practices scheduled and encouraged to become integrated as part of the teaching and learning culture at Kambalda Primary School
- Develop a RAP
- Employ additional Special Needs and Mainstream Education Assistants full or part time to support additional students with needs and general support in all classrooms across the school
- Continue to employ and retain quality teachers
- Budget and plan for Pre-Kindy program in Term 4
- 25 new desktop computers to replace current laptops (budgeted for and paid for in 2022) install in 2023
- Public School Review scheduled for Term 1, Week 5. Implement recommendations
- Construction of Nature Play (budgeted for and deposit paid in 2022)
- Re-introduce attendance reward for students with attendance at 90% or above each semester. Add attendance as a priority area in new School Plan.
- K-6 Faction carnival
- Source new Occupational Therapy and Speech Therapy school contract
- New School Plan 2023-2025
- YCDI! Given to the DOTT provider to conduct lessons with each class across the school to ensure it is consistently embedded in all classes across the school
- As part of our action towards reconciliation, install a permanent Acknowledgement of Country sign to welcome visitors to the school and 5 culturally significant totem poles to honour Australia's Aboriginal heritage and reinforce our school values.
- Establish a Bush Tucker Garden