

ANNUAL REPORT 2023



**KAMBALDA
PRIMARY
SCHOOL**



A photograph of two young students in school uniforms (light blue shirts and dark shorts) standing in a schoolyard. They are both holding and playing large, black, tubular instruments that resemble horns or trumpets. The student on the left is wearing a white bucket hat. They are standing on a patch of grass and dirt. In the background, there are trees and a red metal structure, possibly part of a playground or a building. The sky is blue with some clouds.

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 creating lifelong learners; 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 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 911, 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 indicates 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 2023 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. Unfortunately, we were not fully staffed for 2023 impacting the school's ability to accept new enrolments as all classes were at capacity/or above.

We had our School Review Term 1 Week 5 that involved all staff as well as parents and community members. This was a positive experience and allowed us to showcase all the wonderful learning opportunities we provide our students as well as demonstrate the high quality of staff we have at Kambalda Primary School, both teaching and non-teaching.

Kambalda Primary School is well supported by an active P&C and School Council. The School Council meetings were mostly via email this year and communication was once or twice a term; 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

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.

SCHOOL 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.

RECONCILIATION VISION

Our vision for reconciliation is an Australia of equality and equity with positive race relations based on trust and respect, and free from racism, among a diverse and rich accumulation of cultures; Aboriginal, Torres Strait Islander and other Australians working together to create a national culture of unity and historical acceptance of our shared history, proudly valuing, and recognising Aboriginal and Torres Strait Islander cultures and heritage.

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.



PRIORITIES



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.



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.



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.

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.



EARLY YEARS

The early years of life are a period of rapid growth and development as children form their language, social, emotional, and physical skills and undergo significant cognitive development. During these early years, we provide opportunities to enable the foundations for learning throughout school and beyond.

Targets

For the duration of our School Plan students will achieve at or above the standards for their year level for reported teacher judgements, achieve at or above proficiency levels specified for system assessments and where described, achieve moderate or higher progress relative to students with similar previous assessment scores for relevant NAPLAN assessments.

Where these standards may not be appropriate or where students are considered to be at risk or have identified needs or where individual student performances are well in excess of these standards more specific targets will be described in the school operational plans for the individual or small groups.



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 2023 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 regularly with Line Managers.

CURRICULUM LEADERS

At Kambalda PS we are concerned with leadership practice and how it is exercised and transacted. Our leaders aim to facilitate organisational change and growth, achieving alignment between management obligations, professional responsibilities, and accountability.

Clarity of vision and a reliable sense of direction are leadership traits that create confidence and trust in both staff and the wider school community.

Curriculum Leaders in English, Mathematics and Social Emotional Health at Kambalda Primary School will:

- take responsibility for providing observation and feedback in either a mentoring or coaching capacity
- be members of the Leadership Team and attend meetings
- be willing to measure their leadership success against the AITSL Principal Standards
- understand that they may, at times, be required to utilise their own time to complete tasks
- initiate and lead staff to deliver on specific projects, or the scope of the role.

The main purpose of the leadership roles is to improve the effectiveness of classroom teaching, ensure consistency of teaching practices across the school, building teacher's commitment and capacity to make sustainable improvements in their day-to-day teaching practices resulting in improved student outcomes.

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. Reports are used to determine intervention requirements and to highlight those students requiring individual case management and inform the development of IEPs.

All Pre-primary students were tested as per the DoE mandate in Term 1 and in Term 4 students were tested based on teacher discretion.



NAPLAN

NAPLAN 2023 came with significant changes from previous years in testing and assessment. Testing was administered through an earlier test window commencing in Week 7 of Term 1 (March) rather than Term 2 (May) as in previous years, and the assessments have been re-scaled to show students sitting across four proficiency levels: Exceeding; Strong; Developing and; Needs Additional Support. Because of this, NAPLAN progress and comparisons, previous proficiency levels, and longitudinal data are unavailable.

Kambalda Primary School has a NAPLAN participation rate of 83% for 2023, with 11 Year 3 students and 9 Year 5 students completing all assessments. This compares to a 95% participation rate for all Australian students. A school's NAPLAN test must have a minimum of 11 participants and an 80% participation rate for a comparison between 'Students with Similar Backgrounds' or 'All Australian Students' to be available; our participation in Year 5 did not meet these thresholds.

Regardless of comparisons, assessment scales and participation numbers, staff continue to use the data they receive from the NAPLAN testing to plan and implement effective learning experiences aimed at the individual needs of the students in their class to maximise outcomes for all students.

Interpreting the table

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

	Year 3	Year 5
	2023	2023
Numeracy	0.0	-1.1
Reading	-0.2	0.3
Writing	1.2	0.3
Spelling	-0.2	-0.4
Grammar & Punctuation	-0.3	0.2

2023					
Compare to	● Students with similar background		● All Australian students		
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	338	391	346	336	356
Year 5	447	436	437	443	414

■ **Above Expected** - more than one standard deviation above the predicted school
■ **Expected** - within one standard deviation of the predicted school mean
■ **Below Expected** - more than one standard deviation below the predicted school mean
 If blank, then no data available or number of students is less than 6

SEN PLANNING AND REPORTING

Students achieving a D grade or lower on their semester report are monitored through IEPs. SEN reporting is implemented fully 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. ABLEWA is utilised by a number of staff using the ABLES Assessment Tool for planning and assessment.

3 WAY INTERVIEWS

As per the school's Curriculum, Assessment and Reporting Policy, teachers hold 3-Way Interviews with students and their parents/carers at the end of Term One.

3-Way Interviews involve children as active and essential members of the interview and enable them to demonstrate an understanding of their learning. Parents ask questions, express ideas and help make plans to support learning at home. Teachers support students and parents by clarifying, elaborating and responding to specific questions and concerns.

PRIORITY PAGE:

3 way interviews

As per the school's Curriculum, Assessment and Reporting Policy, teachers will be holding 3 Way Interviews with students and their parents/carers this term.

3 Way Interviews involve your child as an active and essential member of the interview and enable them to demonstrate understanding of their learning. As parents you can ask questions, express ideas and help make plans to support your child's learning at home. Teachers will support students and parents by clarifying, elaborating and responding to specific questions and concerns.

WHY DO WE HOLD 3 way interviews?

In short, 3 way interviews provide a forum for teachers, students and parents to acknowledge student progress and achievement. They are a valuable avenue for involving parents and students in the learning process, reporting to parents and helping them understand the teaching, learning, assessment and reporting process.

BENEFITS OF 3 way interviews

When you and the teacher try the same strategies and use the same language, your child sees that everyone is on the same page. It can help children feel confident knowing what to expect and what's expected of them. Plus, when children have confidence, it makes it easier for them to speak up when they need help.

Working with the teacher gives you the chance to share concerns about what's happening at home that may impact the student at school.

Engaging with the teacher lets you find strategies to use in class and at home, and other ways to support your child at school.

You and your child's teacher share a common goal, providing the best learning experience for your child.



Studies show that a strong connection between home and school benefits children tremendously. Students whose parents stay actively involved in their education do better in school and demonstrate a higher attendance rate, better social skills, and an increased graduation rate.

Good communication between teachers and parents will be beneficial to students by providing them with motivation to work hard at school and subsequently boost their academic achievements, confidence and positivity in their attitude and behaviour.

When you put in the time to communicate with teachers, you help them understand more about your child's home learning environment and needs. Ongoing communication with your child's teacher allows them to tailor their approach and apply appropriate strategies to suit your child's needs and learning in class.

It's the student who benefits the most from communication between home and school, resulting in numerous positive advantages:

- Improved academic achievement
- A more positive attitude toward learning
- A feeling of empowerment and confidence.

PRIORITY PAGE

WHY TEACH SCIENCE AT PRIMARY SCHOOL

Science education is becoming increasingly important in our society. With the advancement of technology, it is more important than ever for children to be taught science at a young age. First and foremost, science is a subject that helps children understand the world around them. It teaches them about the natural world and how things work.

Through building on foundational knowledge and concepts, children are encouraged to explain and develop a sense of excitement and curiosity about the world around them. They are encouraged to understand how science can be used to explain what is occurring, predict how things will behave and analyse causes.

Engaging in science and nature activities allows children to learn through hands-on experimentation, fostering scientific thinking techniques.

Learning through experimentation

Children develop their ability to observe, analyse, and synthesise information, honing their powers of observation.

Improved observation skills

Science and nature activities not only teach correct thinking methods but also positively impact children's performance in school lessons.

Enhanced academic success

These activities fuel children's curiosity, encouraging them to ask questions and fostering a thirst for learning.

Stimulated curiosity

Children develop better eye and hand coordination as they participate in experiments and hands-on tasks.

Improved hand-eye coordination

For children aged 8 & 9, participating in nature activities and science workshops aids in the development of motor skills.

Motor skills development

Children interacting with peers during these activities have the opportunity to develop their social skills and teamwork abilities.

Social skill enhancement

Involvement in culture, art, science, nature, or sports activities enables children to discover their talents, promoting self-confidence.

Boosted self-confidence

Children exposed to diverse subjects learn to generate ideas and approach problems from different perspectives.

Creative problem-solving

Science and nature activities enhance children's observation, classification, comparison, and inference skills, improving their cognitive abilities.

Strengthened cognitive abilities

Encouraging science at home

Use questions to bring out the scientist in your children, such as...

What is it doing?
How does it feel?
How are they alike?
How are they different?

What if...?
How could we...?
Why do you think?
Can you explain that?

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, Reading Eggs and implemented Mastery Folders across the school 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.



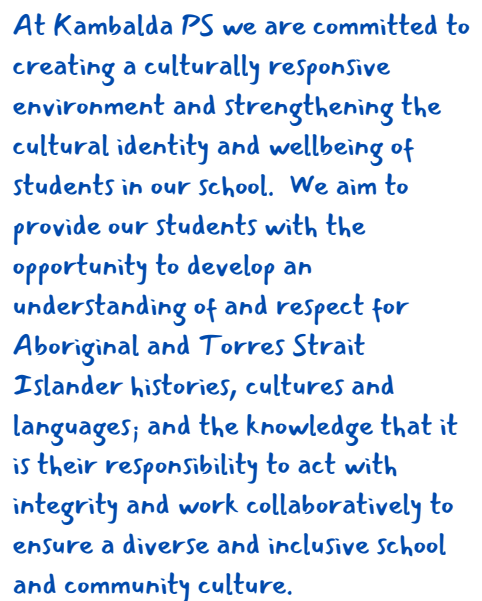
We have a holistic approach and the community and school work closely together to ensure that each child is supported and cared for. Their academic and social wellbeing is the responsibility of all.

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

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

- The school purchased the online resources this year and the DOTT provider consistently used the program with all classes across the school to further embed the program.

Thanks to BHP we purchased permanent YCDI! Totem Poles and had them installed at the side entrance of the school outside the administration building. In 2024 we will be inviting BHP to school to thank them formally. The totems came about as part of our action towards reconciliation and designed the 5 culturally significant totem poles to honour Australia's Aboriginal heritage and reinforce school values.



Newsletter Term 4 Week 1

AROUND THE SCHOOL

BLOOMIN' MARVELLOUS

What a blooming marvellous start to Term 4 we have had; it is lovely to see our students' smiling faces as they return to school. The school grounds are looking sensational and many visitors to the school have commented about how nice it is to walk down the colourfully lined front path and smell the beautiful roses. The warm weather - and Doug the gardener - have done wonders for the school and students are enjoying their time in the playground at recess, lunch, and during outdoor activities and lessons.

Thanks to BHP we have also had our new YCDI Totem Poles installed and they look great, all they need is the finishing touches on the ground around them; we will be inviting BHP to school to thank them formally when the project is complete.



COMMUNITY NEWS

RIDING YOUR BIKE TO SCHOOL

It is fabulous to see so many students riding to school now that the weather is warmer. If your child is riding to school, please ensure they are wearing a helmet as per legislation. Helmets are compulsory in WA, and all cyclists must wear an approved helmet.

What the law says

- All cyclists are permitted to ride on the footpath but must give way to pedestrians.
 - Choose a helmet that fits correctly and displays an Australian/New Zealand Standards sticker.
 - Securely fasten the helmet and check it regularly for damage. If damaged, replace promptly.
 - Bikes must be roadworthy and working brakes and a
- 

Safety tips

- Take extra care when riding on footpaths and give way to pedestrians, especially older pedestrians.
- Make sure the cyclist has a high skill level before moving onto a road.
- Avoid cycling on busy roads.
- Use shared paths and cycle paths whenever possible.
- Be prepared to respond to any riding hazards.
- Check bikes regularly and keep up the maintenance.



INFORMATION, COMMUNICATION, TECHNOLOGY (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.

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. Technology can encourage a more active participation in the learning process that can be hard to achieve through a traditional lecture environment.

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.

TECHNOLOGY

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.

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.

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.



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.

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.

EARLY YEARS



The early years of life are a period of rapid growth and development as children form their language, social, emotional, and physical skills and undergo significant cognitive development. During these early years, we provide opportunities to enable the foundations for learning throughout school and beyond.

PRIORITY PAGE

Ensuring we are on track in Early Childhood with the NATIONAL QUALITY STANDARD

So... what is NQS?

All governments in Australia recognise the importance of experiences that children have throughout childhood, and the impact those experiences have on their present and future health, development and wellbeing.

In December 2009, they agreed through the Council of Australian Governments to a partnership to establish a National Quality Framework for Early Childhood Education and Care service provision.

The National Quality Framework comprises legislation, regulations and procedures by which long day care, family day care, outside school hours care and preschool services across Australia are regulated.

Central to this Framework is the National Quality Standard which specifies the required features of the education and care services provided for Australian children.

The National Quality Standard is comprehensive and sets a 'high bar' for early childhood education and care.

Key features of the National Quality Standard in all public schools in Western Australian are as follows:

- The National Quality Standard applies across the early years of schooling to Year 2.
- Each year, school principals are required to determine whether their school is 'meeting' or 'working towards' each quality area. Schools are required to keep a record of the determinations. This information is incorporated into whole-school planning processes and cyclic external school review or school registration procedures.

Newsletter Term 4 Week 4

- To be considered as 'meeting' a quality area, it is necessary to meet every element that makes up each standard within all seven quality areas.



If your child is four years old before 30 June 2024 you can enrol them in Kindergarten for 2024.

Newsletter Term 3 Week 1

This semester every Wednesday, Thursday and Friday all Pre-primary students will be playing in the main school playground at recess and lunchtimes, transitioning for Year 1 in 2024. The Kindy students will be joining them every Friday; all students from K-6 will have an opportunity to interact and build relationships across a wide range of ages. There are 6 benefits of Play; through play in a variety of settings students learn to interact with others and develop critical lifelong skills. These 6 benefits all play an important role in creating well-rounded children. The 6 benefits of play are:

- Physical**
active play helps children with coordination, balance, motor skills and spending their natural energy (promoting better eating and sleeping habits).
- Emotional**
during play children learn to cope with emotions like fear, frustration, anger, and aggression in a situation they control. They can also practise empathy and understanding.
- Social**
playing with others helps children negotiate group dynamics, collaborate, compromise, deal with other's feelings and share etc.
- Cognitive**
children learn to think, read, remember, reason, and pay attention through play.
- Creative**
by allowing imaginations to run wild during play, children create new worlds, and form unique ideas and solutions to challenges.
- Communication**
play lets children exchange thoughts, information, or messages by speech, signals, writing or actions.

I look forward to a fantastic term and continuing to build strong relationships with students, staff, parents, and the wider community of Kambalda Primary School.



Pre-primary students in EC2 finished Term 2 with a Drive-In Movie session. Each student had to drive their own car and use the money they earned throughout the term to purchase a ticket, popcorn and a drink.



Newsletter Term 3 Week 1

KINDY

We welcomed 11 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. Students had new learning experiences in the classroom and playground throughout the year.

PRE KINDY

Pre-Kindy Program was run by the DOTT provider/Sport Specialist in Term 4 over 7 weeks. 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.



Newsletter Term 4 Week 1

Friday mornings from 8:30am-10:30am from Week 2 through to Week 7, the Pre Kindy program will be running in the Kindy room (EC2) with Mrs Rumsey. This is a program designed to prepare the child and parents for Kindergarten through in-school activities and experiences. It is not too late to enrol for Kindergarten 2024 and participate in the program if you haven't already or know of anyone in the community that has a child that is eligible for Kindergarten in 2024 (Born between July 2019 and June 2020).



Newsletter Term 4 Week 4

MAJOR PROJECT: NATURE PLAYGROUND

Recent research indicates that natural play settings can positively influence children's behaviour and development in terms of mental health, social and emotional relationships and provide stimulating, sensory experiences. The school was in a financial position in 2023 to plan for and install a significant nature playground. There was space in the early childhood area that was perfect for the construction site as it would back onto some established trees and fill a void between the fence and the current playground area. After research and discussion with some community members and other schools we chose to go with Nature Playgrounds; the company was passionate about providing unique, sustainably sourced, nature playground equipment, that through play, helps children's mental & physical development. We worked closely with Nature Playgrounds staff to design and construct our desired grand playground design. Nature Playgrounds are leaders in design, supply, and construction of nature-based playgrounds for early learning centres, schools, public spaces, and private use. Nature Playgrounds provide a supply only service which enabled us to design and order individual components from a wide range of sustainably sourced, nature-based playground equipment. Most of Nature Playgrounds products are assembled in their workshop in Perth and they use sustainably sourced timbers, and their products are built to exacting safety standards. The project began in the last few weeks of Term 4 and was completed just prior to Christmas.





SCHOOL PROFILE

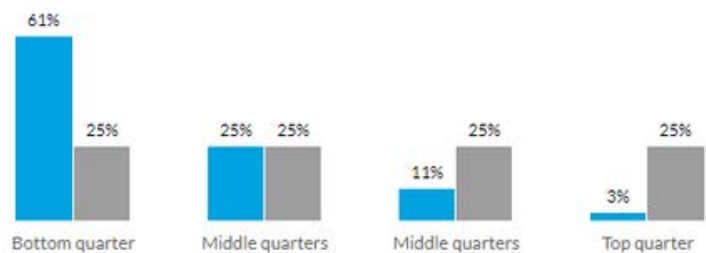
STUDENTS

Background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	911
Average ICSEA value	1000
School ICSEA percentile	12

Distribution of Socio-Educational Advantage (SEA)



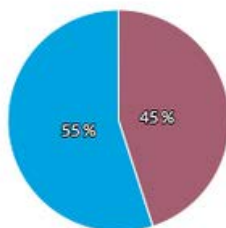
■ School distribution ■ Australian distribution

Percentages are rounded and may not add to 100

Enrolments

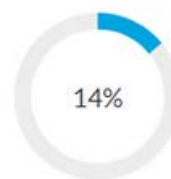
Total enrolments: 93

Boys 51
Girls 42



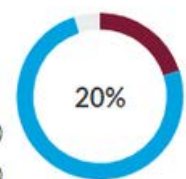
Full-time equivalent enrolments: 90.2

Indigenous students



Language background other than English

Yes (20%)
No (75%)
Not stated (5%)



Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(4)	20	11	14	13	11	11	6	90
Part Time	7								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	2	16	33		51
Female	5	4	33		42
Total	7	20	66		93

	Kin	PPR	Pri	Sec	Total
Aboriginal	1	4	8		13
Non-Aboriginal	6	16	58		80
Total	7	20	66		93

Student Leaders



Sophie



Hannah



Ezrah

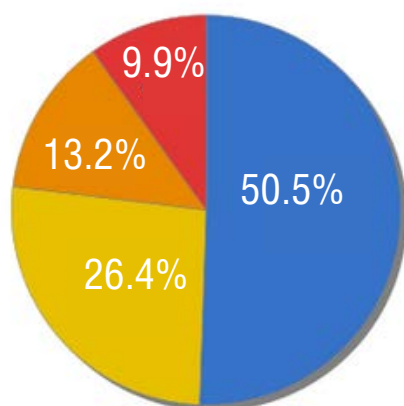


Cooper

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 absent with unexplained absences for a 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. In 2023 we reintroduced the Semester 1 and 2 Attendance Reward for all students with 90% and above

Semester 2



Regular (90% or above)
Indicated (80% to <90%)
Moderate (60% to <80%)
Severe (<60%)

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	6	6.0	0
Total Teaching Staff	6	6.0	0

School Support Staff	No	FTE	AB'L
Clerical / Administrative	1	1.0	0
Gardening / Maintenance	2	0.8	0
Other Allied Professionals	6	5.1	0
Total School Support Staff	9	6.9	0

Total	17	14.9	0
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Newsletter Term 3 Week 7

PRIORITY PAGE

SCHOOL ATTENDANCE

ATTENDANCE AT PRIMARY SCHOOL: Going to school every day is vitally important so your child does not miss out on important ideas, concepts, knowledge and skills for future learning. At our school, we want your children to do their very best. To get the best education, they need to go to school every day. By working together, our school community can support your child's attendance.

What can you do to help?

- Have a set time for your child to go to bed at night and get up in the morning.
- Have their uniform and school bag ready the night before.
- Have a set time for breakfast.
- Set a time for daily homework activities.
- Talk about school positively.
- If running late, encourage your child to still go to school and reassure that it is ok to be late.
- Organise for your child to meet a friend before school so they can arrive at school together.
- Get involved at school through volunteering or participate in school programs, events or join the P&C Association.

Do you need to let the school know if your child will be away from school?

Yes you need to let office staff know that your child will be absent from school and the reason why as soon as possible. Having information about why a child is missing school helps us plan for their return to school and to work out whether we can provide any further help to you. Where possible, please discuss any upcoming absences in advance so we can let you know of important learning or activities your child will miss out on. This requires a responsible person, usually a parent, to provide a reason for the absence within three school days. We strongly encourage you to organise holidays during school holiday periods to make sure your child doesn't miss out on school.

It is important for children to attend school all day, every day.

When is it OK to not go to school?

An **OK** reason is one that prevents your child from getting to school.

This could include:

- ✓ your child is unable to attend because they are sick
- ✓ attending cultural or religious observances such as sorry time and funerals
- ✓ an unavoidable medical appointment
- ✓ an unavoidable natural event such as flood waters or a cyclone

The Principal decides if the reason given for your child's absence is acceptable.

It's **NOT OK** to miss school if your child:

- ✗ is celebrating a birthday
- ✗ is going on a family holiday
- ✗ is visiting family and friends
- ✗ has slept in or had a big weekend
- ✗ is looking after other children
- ✗ has sport or other recreational activities that have not been approved by the school
- ✗ has appointment such as haircuts and minor check ups

If possible, routine medical and other health appointments should be made either before or after school, or during the school holidays.

THE IMPACT OF HOLIDAYS DURING SCHOOL TIME: Developing the habit of going to school every day is vitally important so your child does not miss out on important ideas and skills they need for future learning. This is why we strongly encourage you not to go on family holidays during school time.

Why is going to school regularly so important?

At school, many concepts (such as English and Mathematics) are taught in a sequence. Missing school means missing out on learning – which can often make it difficult to catch up later. This is particularly important in the early years when essential foundation skills are being taught. Going to school every day helps children learn the important life skill of 'showing up' – at school, at work, to sport and other commitments. Research from the Western Australian Telethon Kids Institute shows that every day at school counts towards a student's learning. Students who attend more, generally do better at school and in life.

The School Education Act 1999 does not allow principals to give permission for families to take holidays during the school term. As students are required to attend school every day, time off for holidays is recorded as an absence.

What percentage of attendance is ok?

Attendance percentages are not like exam percentages; 60% may seem like an acceptable amount to attend school but the research says otherwise.

Attendance of:

- 60% or less is **SEVERE**
- 60% to 80% is **MODERATE**
- 80% to 90% is **INDICATED**
- 90% or greater is **REGULAR**

This means that the only acceptable rate of attendance is 90% or above. Any less than this is of concern.

CELEBRATE AND 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 22nd 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 \$70 for Down Syndrome Association Australia.



BEANIE FOR BRAIN CANCER

On 28th June we supported Beanie Day wearing beanies to raise funds for the Mark Hughes Foundation for Brain Cancer, raising a total of \$92.

CHILDHOOD CANCER AWARENESS

September is International Childhood Cancer Awareness month and gold is the international colour of childhood cancer awareness. On Wednesday 20th September students were encouraged to wear anything gold for a gold coin donation. We raised \$107.45. We also had Neuroblastoma merchandise for sale in the office.

JEANS FOR GENES

Friday 4th August Kambalda Primary School supported Jeans for Genes Day with students and staff wearing 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 – that's 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 treatments and cures, to give every child the opportunity to live a long and healthy life. We raised \$81.24.

PARTY WITH A PURPOSE

Party with a Purpose, in its third year now, was an opportunity to raise money through fair-type stalls to provide support to those not as fortunate as us and raise awareness of others in our world who do not have the same opportunities as we do. 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. Students still had to manage their money, add the remaining coins to see how much they had left. The cards were also put on a necklace that made life even simpler for all students. 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. \$515 was raised and donated to the Salvation Army.

ACKNOWLEDGEMENT OF COUNTRY

Acknowledgement of Country is a custom that recognises Aboriginal and Torres Strait Islanders as the original inhabitants of Australia; a formal acknowledgment of our local area by our school, will assist us to demonstrate the importance we place on working towards reconciliation and becoming a culturally responsive school where we create a welcoming and supportive learning environment that respects the cultures, languages, experiences, and world views of our Aboriginal students and their families.

We are purposefully working towards being a culturally responsive school and the erection of an Acknowledgement of Country signifies this to the whole school and wider school community that Culturally Responsive schools build an environment that is welcoming for Aboriginal students. A permanent Acknowledgement of Country is an opportunity for our school to show respect for Traditional Owners and the continuing connection of Aboriginal and Torres Strait Islander peoples to Country. It provides a simple, but important powerful symbol of our respect for Aboriginal and Torres Strait Islander people and enables us to pay respect formally, symbolically following traditional customs. It is one step in a concerted and coordinated action at the school level that enables us to work toward reaching cultural responsiveness and to demonstrate further support to Aboriginal and Torres Strait Islander communities; our school will continue to make worthwhile contributions and actions towards reconciliation. This will also meet one of the recommendations from our Public School Review held in February this year.



Teachers worked with the students in their classes to create their own Acknowledgement of Country and as a school we used common elements of these to create a school Acknowledgment of Country to be displayed out the front of the school. We want our students to engage with diversity and respect, we want to help them learn that compassion and empathy for others is an important part of having positive relationships and the Acknowledgement of Country is a meaningful opportunity for cultural exchange and awareness in an authentic manner. Students were involved in the process to develop the artwork. Formal recognition ensures Traditional Owners are afforded the rights and responsibilities as the First Peoples of Country and provides the broader community with certainty about who are the Traditional Owners of Country.



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 2023 swimming lessons ran over 5 days instead of 10 in Term 4. This was more cost effective for parents and less disruptive to student learning. We had fabulous weather and everyone thoroughly enjoyed the water.

Newsletter Term 4 Week 7

HEALTH AND PHYSICAL EDUCATION

Swimming lessons

We had wonderful weather in Week 5 for swimming lessons. Students enjoyed the week in the water and there were smiles on many faces when certificates were received to show improvements made, whether by passing a stage or achieving milestones within the current stage.



LIFE EDUCATION : HEALTHY HAROLD

Year P-6 students had the opportunity to attend a Health session with Harold on Thursday 7th September. 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 teacher attended the workshops with each class and completed the units of work leading up to and after the sessions.



WHOLE SCHOOL EVENTS

NATIONAL 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. On Thursday 1st June all classes contributed to a heart display on the front lawn of the school followed by a walk around the perimeter of the school, finishing with a picnic lunch on the oval. Kangaroo sausages and burgers were donated by Coles Kalgoorlie and staff and parents made damper to share with everyone.

Newsletter Term 2 Week 7

Learning and acknowledging National Reconciliation Week (27 May – 3 June) was evident in classrooms across the school last week and as a whole school we held a 'Walk for Reconciliation'. The walk is inspired by The Bridge Walk for Reconciliation and other similar events that took place around Australia. Our walk was a public expression of support for meaningful reconciliation between Australia's Indigenous and Non-Indigenous people. We walked on the paths around the perimeter of the school that concluded with a picnic lunch on the oval. The students and family members got to sample some bush tucker of kangaroo sausages and patties as well as damper and honey.

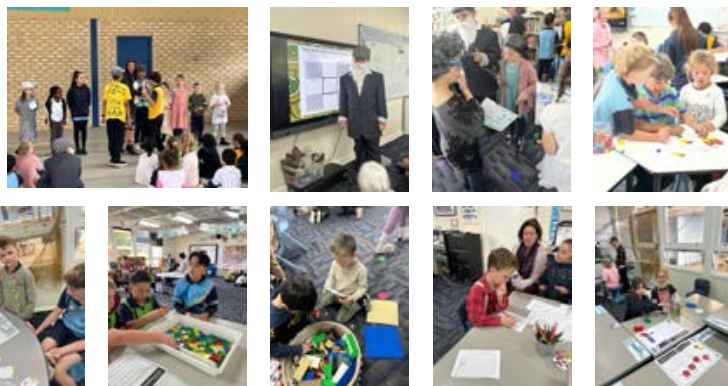
All classes also collectively participated in the Sea of Hearts Challenge by the Connecting the Dots through Culture Team; every student in every class was given a love heart cut out to decorate to the theme, "What does Reconciliation mean to you?" These were laminated and put on sticks, and all placed in the lawn at the front of the school.

- Miss Beeson for organising the event
- Adroit Mining Services for a generous donation to purchase resources required
- Coles Kalgoorlie for kindly donating the meat
- Mr and Mrs Reynolds (Nan) for making damper
- Michael Ros for picking the kangaroo meat up from Kalgoorlie
- Doug our gardener for cooking the meat
- Families who supported the event and joined us for the walk and picnic!



100 DAYS OF SCHOOL - MATHS AFTERNOON

On Thursday 27th of July, we held a whole school maths afternoon to celebrate being at school for 100 days and students dressed as they would look when they are 100, or in something that showed '100' in some way. There were several math puzzles that students worked toward solving. Puzzles had a "mild" and a "spicy" version with mild targeting students P-2 and spicy 3-6. Students worked in twos or threes to discuss their thinking, focusing on strategies available and what was used, rather than the answers. Some puzzles had more than one correct answer- or asked for multiple solutions. Students were split into two divisions, to allow for multi-age groupings encouraging peer tutoring and allowing students to work with others at their level. Certificates were awarded to students showing the YCDI Keys to Success and great mathematical thinking.



NATIONAL SIMULTANEOUS STORY TIME

On Wednesday 24th May, we participated in the National Simultaneous Storytime (NSST), 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 24th 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 Mrs Morrow 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 *The Speedy Sloth*, written by Rebecca Young.

GOLDFIELDS GIANTS BASKETBALL INCURSION

Through the 'Giants in Schools' program, two players from the Goldfields Giants visited the school in Week 10 of Term 2 to follow up on the basketball unit students had been working through in sport.

SPORT UPDATE:



Goldfields Giants players Mike Dupree and Regan Tumour-McCarthy visited the school in the last week of Term 2 to run through some basketball skills and drills with students in all classes.



Newsletter Term 3 Week 1



FATHER'S DAY BREAKFAST

Friday 1st September, we held our annual Father's Day Breakfast. The morning is all about the Basketball Competition of Dad's V Kids. We put on a sausage sizzle followed by one-on-one basketball games. The morning is well planned with staff in charge of the official tally board and timers at each end of the courts. This is a great annual event and is always well received by Dads, special men in student lives and the wider school community.



INTERNATIONAL MATHS DAY

Tuesday 14th March was International Maths Day, and we held a whole School Numero Competition. YCDI awards were awarded to students displaying Resilience, Persistence, Confidence, Getting Along and Organisation. 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.



INTERSCHOOL NUMERO COMPETITION

Kambalda Primary School students in Room 5, 1 and EC1 visited Boulder Primary School on Thursday 8th June 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. Boulder Primary School was awarded a trophy for the most points for the day so it is now one all in the interschool Numero competition with Boulder Primary School.



BHP & THE CHAMBER OF MINERALS AND ENERGY

Kambalda Primary School was one of 11 schools across the Goldfields region that adopted The Chamber of Minerals and Energy (CME) WA's Digital Technologies Program, co-designed by curriculum and sector subject matter experts. Funded by BHP, the investment in students in the Goldfields region, aligns PP-Year 10 Digital Technology curriculum requirements with real-world scenarios. The program used a mix of online and offline activities so students learn code and navigate robots using simple instructions to detailed coded pathways. Focusing on automation and data science, the challenges help primary and secondary students develop essential critical thinking and problem-solving skills. The Department of Education funded CME to co-ordinate the program and provided professional learning opportunities to build teacher capacity and confidence to deliver the digital technologies curriculum using the Challenges. It also supported teachers to deliver real-world Digital Technology content.



ACHIEVEMENTS & EVENTS

ATHLETICS CARNIVAL

Kambalda Primary School has three factions: Clague (green), Lingiari (red) and Namatjira (yellow). During Week 4 students participated in athletic events in their factions. Students in Years 3-6 competed in Turbo Javelin and Long Jump during their sport lessons early in the week and on Thursday students in Years K-6 spent the morning at Harry Steinhauser East Oval competing in running events and team games; a highlight being the Kindy 'never ending' egg and spoon race, and everyone enjoyed earning points for their faction for placing and for participation. The overall winning faction was Lingiari.

SCHOOL EVENT

faction carnival



During Week 4 students participated in athletic events in their factions. Students in years 3-6 competed in Turbo Jav and Long Jump during their sports lessons early in the week and on Thursday students in years K-6 spent the morning at East Oval competing in running events and team games; a highlight being the Kindy 'never ending' egg and spoon race, and everyone enjoyed earning points for their faction for placing and for participation. Well done to **Lingiari** for winning the day.

Newsletter Term 4 Week 7

CROSS COUNTRY

On Friday 21st July 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. The sport teacher set up a small course for students to practice leading up to the day; students were well prepared, and this was reflected on the day.



Newsletter Term 4 Week 4

SCHOOL EVENT



King & Queen of the Mountain

The KPS annual King and Queen of the Mountain event was held on Friday 20th October. Students in Year 1-6 walked to the bottom of Red Hill and raced in mixed groups of Year 1/2, Year 3/4 and Year 5/6.

Our winners were:

Duchess
1 Bronte, 2 Willow, 3 Rosalyn, 4 Manala.

Duke
1 Sam, 2 Robbie, 3 Drew, 4 Ruri.

Prince
1 Beau, 2 Eydis, 3 Roman, 4 Leon.

Princess
1 Lyndsey, 2 Rosie, 3, Amara and Elanor.

King
1 Nash, 2 Liam, 3 Anthony, 4 Cooper.

Queen
1 Amelia, 2 Carnaliya, 3 Sophie, 4 Charlize.

Thanks to the P&C for providing fruit and water at the top of Red Hill after the race, and to the Kambalda Police for coming along to ensure our safety.

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

KING & 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 30-40 years. The weather was very warm on the day, but 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. This year we made the event a smoke free event; this was adhered to and supported by all spectators.

THANKS:

Partnering with P&Cs to Advance Public Education

WACSSO believes every student in Western Australia should have access to the best education possible.

For over a century, we have worked passionately with school organisations across this state to improve the public education system - all the while never losing sight of a simple principle: that we are stronger together.

This is why we work every day to build the individual capacity of all of our affiliates - empowering them through a number of support services, knowledge-sharing and learning opportunities.

It's also the reason we recognise the power of presenting a collective voice for the views of all P&Cs. As one, we have the strength and fearlessness to advocate for the positive change that will truly make a difference.

Together with the P&C community and all our stakeholders, we will work tirelessly to advance public education in Western Australia, so that every student has the best chance to realise their potential.

Thank you.
KAMBALDA PS P&C
for all that you do for our school

P&C DAY WA
#RANDCDAYWA

Newsletter Term 2 Week 4

INTER-SCHOOL CROSS COUNTRY

On Friday 28th July, 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.



Newsletter Term 2 Week 4

REMINDER

YCDI! COLOUR FUN RUN

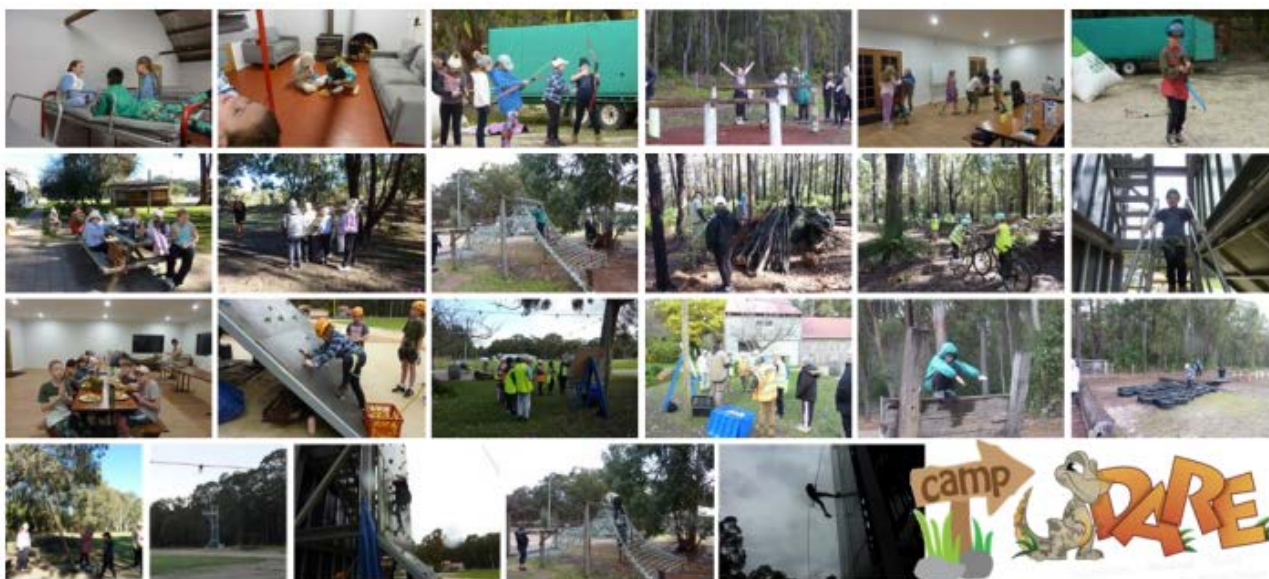
Friday 26th May 2:00pm-3:30pm
\$5 entry fee per student participating, due Tuesday 23 May

Students without forms or \$5 entry fee are unable to participate and alternative supervision will be provided

YOU CAN DO IT! COLOUR FUN RUN

Friday 26th May the P&C held their biennial YCDI! Colour Fun Run. This took place at the school from 1:50-3:30pm. For students to participate they paid \$5 or had \$5 or more in lap sponsorship. This is always well attended by all students and families and raises a significant amount of money for the P&C to use to buy more uniforms, school requested items, reduce the cost of school camp etc. The total amount raised was \$4879.10.

YEAR 5/6 CAMP



13 Year 5/6 students along with Miss Garratt and the principal travelled to Dwellingup by train and bus for school camp. Kyle was the instructor for the week informing the students of the camp expectations and rules on arrival as well as activities planned for the week. Throughout the week, students completed a variety of team building games that meant they needed to work together to successfully complete the challenges. They participated in an orienteering activity, using a compass, and measuring distance to find certain points around the camp/bushland. A commando course challenged their strength, balance, and ability to overcome their fears and be confident in themselves. Students were a great support to each other in completing each obstacle. Abseiling, rock climbing and in particular the ziplining from a 10-metre tower was a favourite; these challenged those with a fear of heights, and there were many nervous students before their turn! However, most were able to successfully overcome their nerves to complete the activities and felt a huge sense of achievement afterwards. Archery tag, forest ecology, mountain bike riding, shelter building, and a night bush walk were some of the other activities. On the final day bags were packed and cabins cleaned with most students helping each other with bags or cleaning. The train ride home was somewhat quieter than the trip down as everyone was very tired after such a big week! The students experienced some amazing activities and each and every one of them gained confidence and personal achievement as a result. The memories made throughout the week will be in the minds of the students for a very long time.

SHIRE LEISURE & RECREATION DEVELOPMENT OFFICER

Kambalda Primary School partnered with the Shire of Coolgardie and supported the services offered for the Shire's Leisure and Recreation Officers to come to the school on a weekly basis. The aim of the partnership was for the officers to build rapport with students and to encourage students' participation in out of school fitness programs that the shire runs. The officer also assisted the teacher in the development of students' sporting skills. The officers worked alongside the Physical Education teacher throughout the year during all Physical Education lessons as well as ran and/or supported lunchtime sport and games, including round robin tournaments such as soccer and basketball.

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 displayed outside the office for the month and in the newletter.



Nash - March; Nilly - July; Amelia - May; Elanor - June
Jackson - August; Lyndsey - October



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.

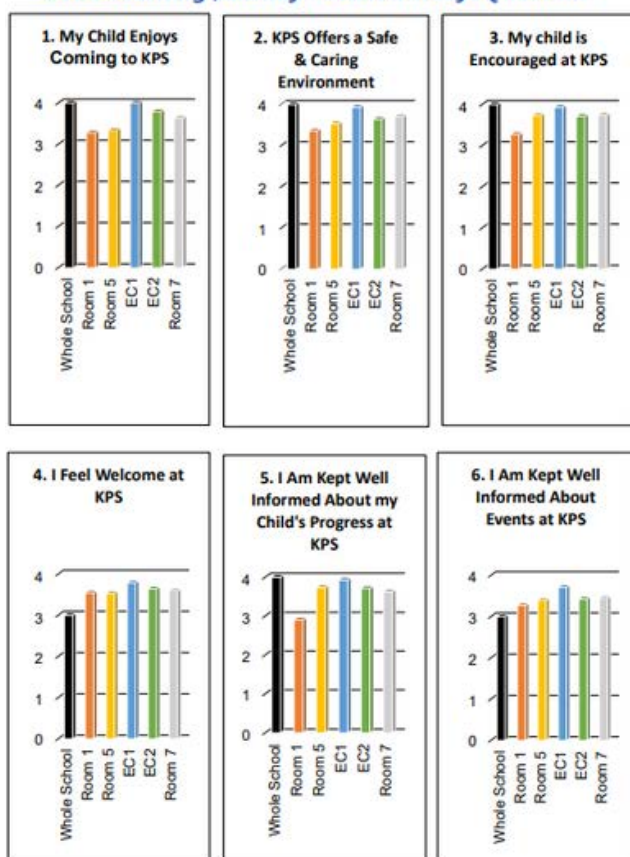


LEARNING JOURNEY

The reporting requirement at Kambalda Primary School for Term 3 is Learning Journey. Our annual Learning Journey evening was held on Wednesday 13th 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 are encouraged to complete a school satisfaction survey; data collected this year shows that the school is seen in a positive light by our families. A change in survey questions this year has meant that we are unable to access longitudinal data.

2023 Learning Journey Parent Survey: Question



KEY	1 Strongly Disagree
	2 Disagree
	3 Agree
	4 Strongly Agree

SCHOOL PROGRAMS

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 iPad and desktop computers 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 desktop computers 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. We added Mathseeds this year to cater for the younger students and meet the needs of other students who were not at level.

PLD

We are in our seventh 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. Teachers track student achievement and progress in Spelling. We continue to see improvements across the school as well as monitoring our NAPLAN results in the areas of Spelling and Grammar & Punctuation.

THERAPISTS

The school was fortunate to source and secure a school-based contract for Speech Therapy in Semester 2, contracted one day a fortnight to support students (and upskill staff) with speech therapy. Fly2Health are a Perth based company that fly to Kalgoorlie on a fortnightly basis to service clients under the NDIS scheme. Fly2Health screened Kindy, Pre-primary, and some Year 1 students initially and then other students with identified speech needs as appropriate. All parents were encouraged to return permission forms to enable their child to be assessed for speech capabilities and receive appropriate support if required. The support and intervention were fully funded by Kambalda Primary School and no additional parent payment was required. Students were out of class for approximately 30 minutes to complete a range of assessment tasks with the therapist. A summary report was provided to the school and parents. We will continue to budget for therapists, and we have secured the same contract with Fly2Health in 2024 for the entire 2024 school year. The therapist will screen new students and using the screens from 2023 she will conduct small group intervention across the lower year levels to improve the speech and language of students identified as requiring intervention.

We also have several 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.

SCHOOL PSYCHOLOGIST

The School Psychology service has been consistent for many years in the Goldfields with Kambalda Primary School having a regular school psychologist for the past 5 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. 2024 will see this service continue.

123 MAGIC & EMOTION 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 2023 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.

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.

TRIBES

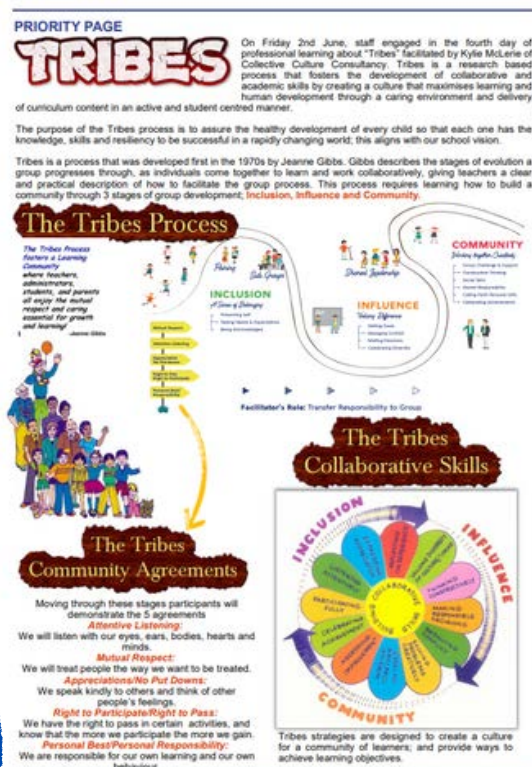
Tribes is a research-based process that creates a culture that maximises learning and human development. This process requires learning how to build a community through 3 stages of group development: Inclusion, Influence and Community. Whilst moving through these stages participants will demonstrate the 5 agreements; Mutual Respect, Attentive Listening, Appreciation/No Put Downs, The Right to Participate/The Right to Pass and Personal Best/Personal Responsibility. Kambalda PS staff decided on common language to use across the school for these 5 agreements making them more appropriate for our students.

- Whole Body Listening/Ready to Learn
- Getting Along (Key to Success) Green Choice
- More thinking time
- We don't have to be friends, but we do have to be friendly.

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 several 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



Newsletter Term 2 Week 1

CRUNCH & 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 when children's attention can begin 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!



What foods can I pack for Crunch&Sip®?	
The Crunch&Sip® break is a time to introduce children to raw vegetables and fruit and encourage the water drinking habit. Fresh vegetables and fruit are the best choice. Please only send foods with a tick:	
✓ Allowed Vegetables ✓ All fresh vegetables (eg celery, carrot sticks, broccoli bits etc.) Fruit ✓ All fresh fruit (eg whole fruits, chopped melon etc.)	✗ Not Allowed Drinks ✗ Any drinks other than plain water including fruit or vegetable juice, fruit juice drink, fruit cordial, mineral waters, carbonated water All other foods not permitted include: ✗ Dips, including those that are vegetable based ✗ "Fruit" products (eg fruit leather, fruit roll-ups, fruit bars or similar) ✗ Fruit jams, jellies, pies and cakes ✗ Fruit canned in syrup or jelly or with sweeteners

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. 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 use of the dishwasher installed in 2022, increases 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

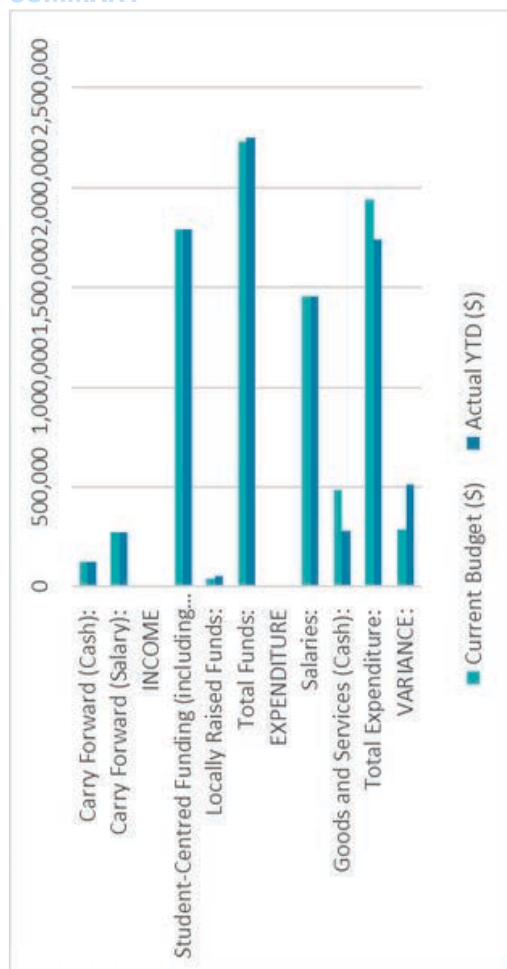
This was held at the school in the undercover area with parents, extended family and community members invited to attend. The theme was Seasons and was a highlight of the school year. Each class put on a fabulous performance, and we were extremely proud of the way everything came together on the night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



FINANCIAL SUMMARY

as at 31 December 2023

SUMMARY



INCOME

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	124,575	124,575
Carry Forward (Salary)	273,651	273,651
STUDENT-CENTRED FUNDING		
Per Student	852,057	852,057
School and Student Characteristics	835,414	835,414
Disability Adjustments	37,090	37,090
Targeted Initiatives	57,350	57,350
Operational Response Allocation	13,223	13,223
Total Funds:	1,795,134	1,795,134
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
Transition Adjustment	0	0
School Transfers – Salary	(373,689)	(373,689)
School Transfers - Cash	373,689	373,689
Department Adjustments	0	0
Total Funds:	0	0
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	2,175	2,447
Charges and Fees	5,073	7,353
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	26,664	33,690
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other scho	0	0
Other Revenues	3,600	11,385
Transfer from Reserve or DGR	0	0
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	37,512	54,875
TOTAL	2,230,872	2,248,235

EXPENDITURE

	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	1,352,616	1,352,616
New Appointments	0	0
Casual Payments	101,639	101,639
Other Salary Expenditure	4,351	4,351
Total Funds:	1,458,606	1,458,606
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	40,230	32,588
Lease Payments	0	0
Utilities, Facilities and Maintenance	152,390	114,523
Buildings, Property and Equipment	181,430	64,291
Curriculum and Student Services	77,980	49,695
Professional Development	27,000	18,303
Transfer to Reserve	0	0
Other Expenditure	4,737	927
Payment to CO, Regional Office and Other schools	0	0
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	483,767	280,327
TOTAL	1,942,373	1,738,933

LOOKING FORWARD TO 2024

- Continue the Leadership positions for staff in curriculum areas of English and Mathematics
- Continue Numero across the school and hold a school competition in Term 1 aligned with International Maths Day in 2024 and schedule a repeat interschool 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 receive Professional Learning either online or at the local/district level, or in Perth
- Focus on whole school data collection and analysis
- Observation practices scheduled and encouraged to become integrated as part of the teaching and learning culture at Kambalda Primary School
- Continue to employ and retain quality teachers
- Budget and plan for Pre-Kindy program in Term 4
- Replacement/update iPads – 60 in total
- Attendance reward for students with attendance at 90% or above each semester.
- Morning K-6 Faction Carnival with Jumps and Throws conducted during sport lessons.
- Fly2Health Speech Therapy contract for all of 2024 (individual assessments/screens and small group intervention)
- Approach Fly2Health for an Occupational Therapist – budget for this
- YCDI! Given back to teachers to do along with Health so that more incidental teaching and learning can occur and ensures consistently embedded in all classes across the school
- HASS to be taught by DOTT provider
- As part of our action towards reconciliation, install a permanent Acknowledgement of Country sign to welcome visitors to the school. (the process began in 2023 and will be erected in 2024)
- Establish a Bush Tucker Garden
- Employ additional EAs as required to cater for new enrolments/needs across the school
- Staff development (123 Magic and Emotion Coaching to upskill new staff, Restorative Practice to align with new Department Student Behaviour Management Policy implemented in 2023)
- Incentive for parents to pay school fees – voucher donated by local MP to the value of \$150
- Cultural Competency Training for all staff – through Language Centre Boulder
- Participating school in the Scaling Up For Success program
- Continue to work in partnership with the Shire of Coolgardie and engage with the Shire Leisure & Recreation Development Officer