



Kambalda Primary School

Success through endeavour



2024 Annual Report

Principal's Message

I am pleased to present Kambalda Primary School's Annual Report for 2024. As we enter the third year of our 2023–2025 Strategic Plan, this report summarises our past successes and future path.

This year has brought significant changes to our school community. We welcomed new members to our administration, teaching, and allied professional teams. Despite these changes, our devoted staff worked hard to ensure that learning remained a primary focus for all students.

Academically, 2024 has shown many successes. Diagnostic and formative assessments have shown student growth. We are fortunate to be one of the schools involved in the Scaling Up Success (SUpS) Programme. SUpS supports teachers through effective collaboration, implementing evidence-based teaching practices, lifting school attendance, and working with parents and the community. The SUpS team provides coaching and advice for administration staff and teachers, facilitates community co-design and co-delivery of the programme, and provides guidance on learning and teaching materials.

As we look ahead to 2025, our goal is to build upon the successes of 2024. With our current staff remaining in place, we are excited to continue delivering high-quality educational programmes, collecting and discussing high-quality data, and strengthening our partnerships within the community.

Megan Irving (Principal)



About Us

School Context

Kambalda Primary School is a vibrant educational institution committed to fostering a supportive and inclusive learning environment. With a strong emphasis on academic excellence, the school aims to empower students to reach their full potential.

At Kambalda Primary School, core values such as respect, responsibility, and resilience are instilled in every student, promoting personal growth and community spirit.

The school encourages creativity and critical thinking, preparing students to become confident, lifelong learners who contribute positively to society.

Through various engaging programs and a dedicated staff, Kambalda Primary School nurtures knowledge and character, ensuring that every child thrives academically and socially.

Our 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.

Our 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. They are:

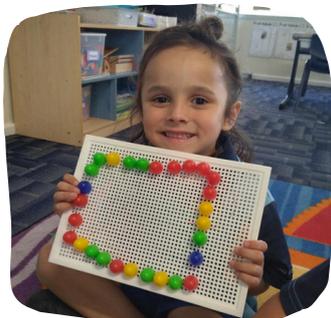
Confidence - encourages children to believe in themselves and their abilities, making them more willing to take on new challenges without fear of failure.

Organisation - assists children in learning how to plan their time and tasks effectively, which is essential for staying on track with their schoolwork and responsibilities.

Resilience - teaches children to bounce back from setbacks and see challenges as opportunities to learn and grow, instilling a positive attitude towards difficulties.

Persistence - teaches children to keep trying, even when things get tough, helping them understand that hard work and determination lead to success.

Getting Along - focuses on building strong relationships, showing students how to communicate well, work together, and resolve conflicts respectfully.

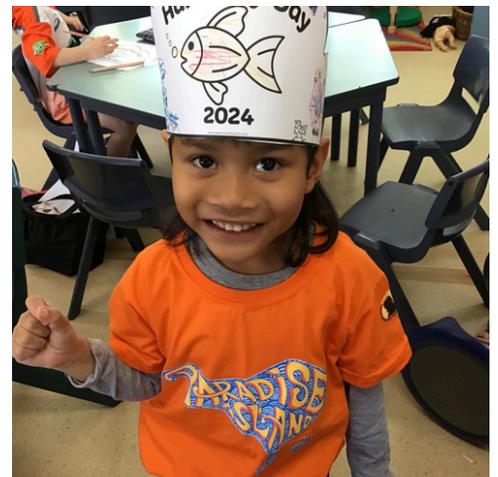


Attendance

School attendance is an area that we are working hard to improve. We are achieving similarly to like schools. We have been fortunate enough to have an Aboriginal and Islander Education Officer (AEIO) conduct home visits. We have also been monitoring the students in the indicated and moderated categories.

Primary Attendance Rates									
	Non Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2022	85.7%	85.6%	88.3%	65.4%	65.9%	69.5%	82.4%	80.3%	86.6%
2023	87.6%	88%	90.3%	72.4%	76.4%	74.3%	85.5%	85.7%	88.9%
2024	87.7%	88.4%	91%	62.1%	74.4%	74.3%	83%	85.7%	89.4%

Attendance Category Primary				
	Regular	At Risk		
		Indicated	Moderate	Severe
2022	38.7%	37.6%	16.1%	7.5%
2023	41.5%	35.1%	16.0%	7.4%
2024	57.4%	16.0%	11.7%	14.9%
Like Schools 2024	52.1%	24.8%	15.6%	7.5%
WA Public Schools	65.0%	23.0%	9.0%	4.0%



Attendance Risk Rates: Regular 90%+, Indicated 80-90%, Severe less than 70%



Staff Demographic

Most of our teaching staff have been teaching for two years or more, and our Allied Professionals have lived in Kambalda for at least five years, if not more



	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	1	1.0	0
Total Administration Staff	2	2.0	0
Teaching Staff			
Other Teaching Staff	6	6.0	0
Total Teaching Staff	6	6.0	0
Allied Professionals			
Clerical / Administrative	1	1.0	0
Gardening / Maintenance	2	0.8	0
Other Allied Professionals	8	6.1	0
Total Allied Professionals	11	7.9	0
Total	19	15.9	0



All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teachers Registration board of Western Australia



2024 Professional Learning: Staff participated in Professional Learning, which included:

Scaling up Success Modules 1-4
SSEND Autism Modules
Morphology Instruction
DigiTech K-3 Little Hands, Big Tech: iPads in ECE- South Metro
Classroom Management
Gatekeeper

Record-keeping awareness training
National Quality Standards Graduate Modules
unpacking the science of learning
Strategies
SEN planning

Child protection and Abuse prevention
On-Entry Introduction
Phonics initiative
Oral Language difficulties
Introduction to the science of reading
First Aid

Target Settings and Progress

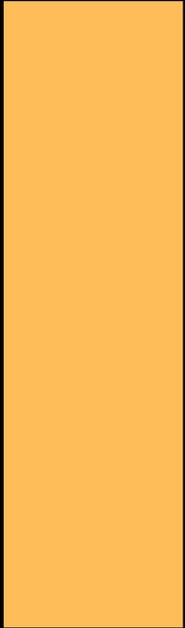
2024 was the middle year of our strategic plan.

The strategic plan incorporates priorities in Success for all Students, Social-Emotional Health, ICT, and Early Years. The priorities have included strategies aligned with the domains from the School Improvement and Accountability framework.

Our target has been tracked using the traffic light system. Red meaning the target is behind schedule and at high-risk of not being met, yellow meaning the target is on track and at low risk of not being met, and green meaning the target is being met or has been exceeded.



Target Settings and Progress

<p>Target</p>	<p>For the duration of this 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 plans for the individual or small groups.</p>	<p>Status</p>	
<p>Strategies</p>	<ul style="list-style-type: none"> • Discuss data as a staff. • Strategic Adjustments • Individual Education Plans • Curriculum leaders (English, Maths and Social-emotional learning) • Whole school Literacy and Numeracy Block • You Can Do It! • Tribes • 1,2,3 Magic • Technology skills explicitly taught • Upskill staff in National Quality Standard for K-2 • Upskill staff on Quality Teaching Strategy 		
<p>Monitoring</p>	<ul style="list-style-type: none"> • Work samples • Assessments • Observations • Task analysis • NAPLAN • On-Entry • Reporting to Parents 		
<p>Comments</p>	<p>Staff have continued to monitor strategies used to gauge their success. The target is regularly monitored, and the overhaul of the operational plan, alongside the inclusion of KPS in the Scaling Up Success program, has ensured best practices are being used in the classroom and quality assessments are used to monitor student academic growth, and progress.</p>		

Student Achievement Data

NAPLAN has maintained the same system for the past two years, allowing us to observe progression. However, in 2025, we will begin to see measures of success. The previous band system has been replaced with four 'Proficiency Standards': Exceeding, Strong, Developing, and Need Additional Support. These standards are not directly comparable to previous years' results, marking a new start for all the data. Consequently, past progress will also not be directly comparable, and it won't be until 2025 that we can start showing measures of progress. Lastly, the timing of NAPLAN has shifted from an early Term 2 test to late Term 1.

The tables below show the 2024 performance of Year 3 and Year 5 students at Kambalda PS in NAPLAN, compared against the Top 20%, Middle 60%, and Bottom 20% of WA Public School students, as well as a comparison to 'Like Schools'.

Numeracy

WA Public Schools	Year 3 Numeracy		Year 5 Numeracy	
	School	Like School	School	Like School
Top 20%	15%	7%	0%	6%
Middle 60%	31%	54%	33%	57%
Bottom 20%	54%	39%	67%	36%

Reading

WA Public Schools	Year 3 Reading		Year 5 Reading	
	School	Like School	School	Like School
Top 20%	8%	8%	8%	6%
Middle 60%	46%	53%	58%	56%
Bottom 20%	46%	39%	42%	37%

Writing

WA Public Schools	Year 3 Writing		Year 5 Writing	
	School	Like School	School	Like School
Top 20%	0%	8%	8%	11%
Middle 60%	46%	56%	67%	57%
Bottom 20%	54%	36%	25%	32%

Student Achievement Data

Spelling

WA Public Schools	Year 3 Spelling		Year 5 Spelling	
	School	Like School	School	Like School
Top 20%	15%	11%	17%	10%
Middle 60%	46%	52%	33%	57%
Bottom 20%	38%	37%	50%	33%

Grammar and Punctuation

WA Public Schools	Year 3 Grammar and Punctuation		Year 5 Grammar and Punctuation	
	School	Like School	School	Like School
Top 20%	8%	13%	8%	7%
Middle 60%	38%	42%	50%	55%
Bottom 20%	54%	45%	42%	38%

Year 3 & 5 Numeracy Proficiency Levels

The table below provides a breakdown of the percentage of students in the new proficiency levels.

Year 3 & 5 Numeracy Proficiency Levels – measured in percent

Year 3 Numeracy				Year 5 Numeracy			
Proficiency	NAPLAN Score Range	School	Like School	Proficiency	NAPLAN Score Range	School	Like School
Exceeding	493+	0%	3%	Exceeding	577+	0%	3%
Strong	378 - 492	38%	35%	Strong	451 – 576	25%	38%
Developing	311 – 377	46%	37%	Developing	386 – 450	50%	35%
NAS	Up to 311	15%	26%	NAS	Up to 386	25%	24%

Student Achievement Data

Comparative Performance

Comparative Performance data is a calculation based on ICSEA only. Calculations are based on WA Public school students, excluding students identified with an intellectual disability.

ICSEA is a scale which allows for fair and reasonable comparisons among schools with similar students. ICSEA stands for the Index of Community Socio-Educational Advantage. 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.

ICSEA is calculated by the following factors – parents' occupation, parents' education, geographical location, and the proportion of indigenous students.

Comparative Data

Test Domain	Year 3		Year 5	
	Performance	#Students	Performance	#Students
Numeracy	0.4	13	-1.1	12
Reading	-1.3	13	-0.1	12
Writing	-0.6	13	1.1	12
Spelling	0.2	13	-0.4	12
G&P	-0.3	13	-0.8	12

Data Understanding Key

Green	Above Expected - more than one standard deviation above the predicted school mean
Yellow	Expected – within one standard deviation of the predicted school mean
Red	Below Expected – more than one standard deviation below the predicted school mean



Student Achievement Data

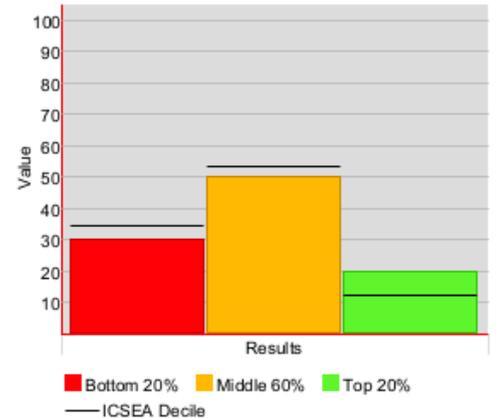
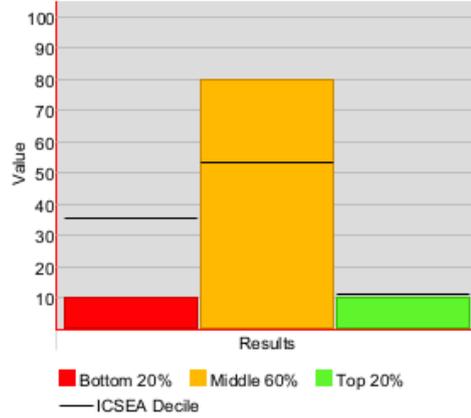
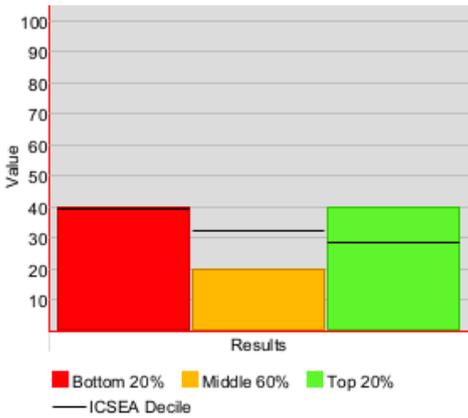
On-Entry

The On-Entry assessment is conducted at the beginning of the Pre-Primary year. The purpose of the assessments is to provide teachers with an opportunity, early in the year, to collect information on literacy and numeracy skills and understandings of each child in the class. Information gathered by teachers helps to develop teaching targets and learning programs that cater for groups of children and support the needs of individuals. 10 Pre-Primary children were assessed in 2024.

On-Entry – Writing
Results compared to ICSEA Decile
Including data from other schools

On-Entry – Reading
Results compared to ICSEA Decile
Including data from other schools

On-Entry – Numeracy
Results compared to ICSEA Decile
Including data from other schools



2024 Highlights

- Continued support for breakfast club on Fridays
- Mother's Day stall
- Mother's day picnic
- Father's day stall
- Father's day breakfast
- Numero challenge
- Interschool Numero competition
- Harmony day
- Reconciliation walk
- Easter hat parade
- Nature play week
- Autism awareness week
- Olympians visit
- National Simultaneous Storytime
- Outdoor classroom Day
- Disabled Sports Association visit
- 100 Days of school
- Cross Country
- Interschool Cross Country
- Book Fair
- Book week parade
- Healthy Harold visit
- Learning journeys
- Faction Carnival
- Introduction of Math, English, and Social Emotional leaders.
- TLG visit
- Jeans for Genes day
- Amazing race competition
- Yarn and yarn club
- Art club
- Numero club
- Kindy bear hunt
- King and Queen of the mountain
- Swimming lessons
- End of year concert
- Year 6 graduation
- Party with a purpose
- Bush tucker garden
- Pre-kindy



2024 Financial Summary

INCOME - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	293,615	293,615
Carry Forward (Salary)	215,688	215,688
STUDENT-CENTRED FUNDING		
Per Student	870,254	870,254
School and Student Characteristics	1,007,748	1,007,748
Disability Adjustments	7,797	7,797
Targeted Initiatives	102,719	102,719
Operational Response Allocation	1,904	1,904
Total Funds:	1,990,422	1,990,422
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(322,427)	(322,427)
School Transfers - Cash	322,427	322,427
Department Adjustments	0	0
Total Funds:	0	0
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	2,025	2,460
Charges and Fees	0	3,005
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	1,500	3,561
Commonwealth Govt Revenues	0	499
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other schools	0	0
Other Revenues	8,000	12,974
Transfer from Reserve or DGR	15,000	15,000
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	26,525	37,499
TOTAL	2,526,250	2,537,224

