

Nullagine Primary School

A Remote Community School

2019 Annual Report



Community and School Work as One



Our School Mission

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

Our Vision

"We work together as a community to realise each student's and staff member's full potential and wellbeing."

To achieve our vision, we:

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

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

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

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

SCHOOL PROFILE

Community

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

School

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

Staff

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

OUR PRIORITIES

- **Attendance**
- **Community Involvement**
- **Literacy (Direct Instruction)**
- **Numeracy**
- **Healthy Living**

OUR OBJECTIVES

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

PRINCIPAL'S REPORT

It is my pleasure to present the 2019 Nullagine Primary School Annual Report to you.

Nullagine Primary School continued to be a place of high care and quality teaching in 2019, maintaining the wonderful relationships with the community that trusts their children's education to the school. We continued to develop stronger ties with the various government and non-government agencies that support the development of the whole child.

Nullagine Primary School has a strong ethos of being a warm, caring and friendly community where every child is treated as a valued individual and is reflected in our motto:

'Palya Kunyjunyu; Good Better Best'

During 2019, the effort of our staff and students was to be commended. They are the foundation of everything that happens at Nullagine Primary School and together, they create one of the most harmonious, engaging environments in which to work. Their commitment to each other to get the most out of all learning opportunities is exceptional.

Building community confidence is a significant component of being a recognised and respected educational institution, and continued to be a major focus during 2019, and as a result Nullagine Primary School significantly evolved as a strong and inclusive school community. Unsolicited feedback suggests we exceeded the expectations of our community, while also strengthening and evolving our partnerships, including but not limited to local Aboriginal organisations and external agencies. Without the continued support of the significant number of individuals and organisations who contributed to the successful running of our school during 2019. The 2019 school year was a very successful one for Nullagine Primary School and part of an important and exciting journey of improvement.

I trust that you will find this report informative and a genuine summary of the 2019 school year. I believe the information in this report, aligned with the school's priorities, holds Nullagine Primary School in the best place to continue the positive development of our students and allow them to grow in our educational setting.

In addition to the valuable set of data, the fabric of our school can also be captured in the images used throughout this report, a document we are proud to commend to our School Community.

Mr Greg Yeo



STUDENT ACHIEVEMENT

Most students evidenced an increase in their academic performance during 2019. Work samples, standardised assessments, teacher judgements and observations support this.

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

ATTENDANCE

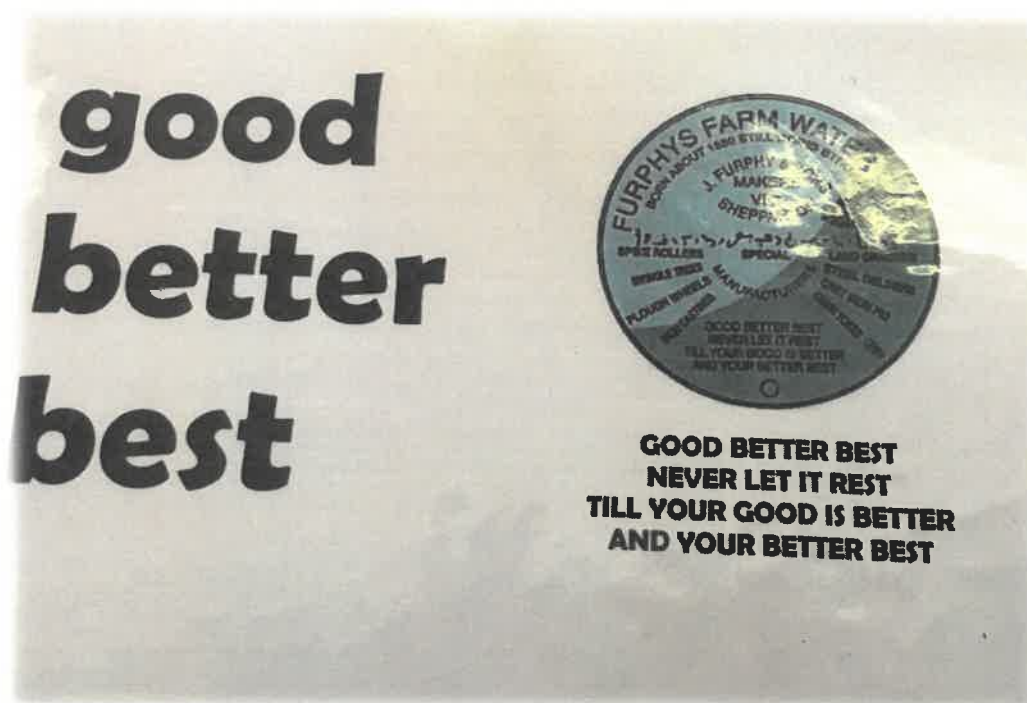
Regular school attendance was again improved during 2019 with the continued implementation of a comprehensive plan of action supported by all staff and community. During 2018 attendance of students who attend regularly [90% and above] has risen dramatically which has led to us raising the percentages for 2019 on our Attendance Plan. Primary school attendance was 13% above like schools and the High School was 38% above like schools. Regular attendance has expedited a rise in student performance.

Some of the strategies in our plan are:

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

ALL STAFF AT NULLAGINE PRIMARY SCHOOL..

- Believe that students come first and must be given every opportunity to learn and grow in a safe and inclusive learning environment.
- Understand that all children can learn and we all have a shared responsibility for children to succeed.
- Work together effectively and as a team towards better outcomes for our students.
- Believe there is no such thing as failure - just opportunities to learn.
- Believe in lifelong learning for everyone.
- Encourage learners to take on new challenges.
- Ensure staff and students are supported and assisted as needed.
- Believe everyone has something to offer and therefore their ideas, opinions and beliefs are valued and respected.
- Acknowledge differences as everyone has something to bring to our community.



2019 Highlights

For a small school that is quite a distance from a major centre, Nullagine Primary School is a very busy place. 2019 was characterised by the development and continuation of a number of programs that have been introduced in previous years;

Earbus Foundation operated regular mobile children's ear health clinics at our school. The Foundation is particularly supportive of programs that detect, diagnose and treat Aboriginal and Torres Strait Islander children with ear health concerns, delivering a mobile service to this at-risk group of children who traditionally have had limited access to health services. 2016 saw successful surgical interventions for students and the acceptance of the importance of ear health by our community

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

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

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

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

Nullagine Primary prides itself on inclusivity of Martu language into everyday life at school. Language is central to Aboriginal and Torres Strait Islander cultures. The two are intertwined. Language describes cultural attachment to place, cultural heritage items, and puts meaning within the many cultural activities that people do. Furthermore, language plays a fundamental part in binding communities together as a culture, and individuals to each other in a society.

High School Camp to Perth During term 2 2019, the High school students, along with teacher Andrew Heather, principal Greg Yeo and AIEO Lucelle Francis, travelled to Perth to conduct tours and visits to place of learning and employment. [sponsored by Millenium Mines] The students were introduced to North Metro TAFE where they visited trades, [woodwork, metal work and electrical], nursing, cosmetics and other courses available. They visited Notre Dame University to see the opportunities that can be afforded to them. It was an eye opening experience for the students to see just how many job opportunities are available to them.

We went and visited our friends at **Christ Church Grammar**. We had a tour of the school, sat in on lessons and had lunch with the boys that have been to Nullagine earlier in the year. The students also had some valuable cultural experiences like the Art Gallery. Of course a shopping trip to a mall was also had!



Pundulmurra TAFE Lee Elgood from the TAFE visited 4 times throughout the year to work with the High School students. The students worked to apply and receive their White Card [Prepare to Work Safely in the Construction Industry] and then went about preparing and building 2 picnic tables and a work bench for their class room.

Junior Primary Camp to Port Hedland Under the guidance of junior primary teacher Stacey Smith, EA Peta Asplin and AIEO Lucelle Francis, the Junior Primary class ventured to Port Hedland to visit place that were based on the classroom theme, namely *Industry*. The class participated in a tour of FMG Mining operations, Dalgety House, Rio Tinto salt mine, BHP Mining and the Spinifex Art gallery. They also visited Port Hedland Primary School to engage with STEAM/ Robotics and a class.

Christchurch Grammar 2019 saw more visits from Christchurch Grammar from Perth. 8 year 11 boys and 2 staff came to the school to immerse themselves in Indigenous and remote culture at the beginning of May. Other students, including some Year 10 girls from their sister school St Mary's also visited in Term 3. Christ Church's Service in Action (SIA) program inspires boys to achieve individual and collective excellence for others. The boys spent the week camping at the school, integrating into the school day and field trips to hunt for food. Our ongoing association with them has increased our student's confidence and also another chance to speak English.

Swim Carnivals Nullagine PS participated in 2 swimming carnivals in 2019. Organised by Telfer based organisation Ngurra Kujungka [Coming together in one Space], these carnivals provided trips to Marble to socialise and compete against other schools in our region.

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

community are very proud of her achievement. Lucelle is the only Language teacher in the Pilbara teaching the local Indigenous language.

Stem/ Steam Expo Held in August 2019 in Port Hedland, students attended the annual expo. The purpose of the expo is to encourage a greater interest in STEM subjects, foster student problem solving, critical analysis and creative thinking skills as directed by the National STEM School Education Strategy 2016-2026. Students from all over the Pilbara come together to participate in a range of activities. Thanks to THIESS Constructions for their kind donation which went towards accommodation and fuel.

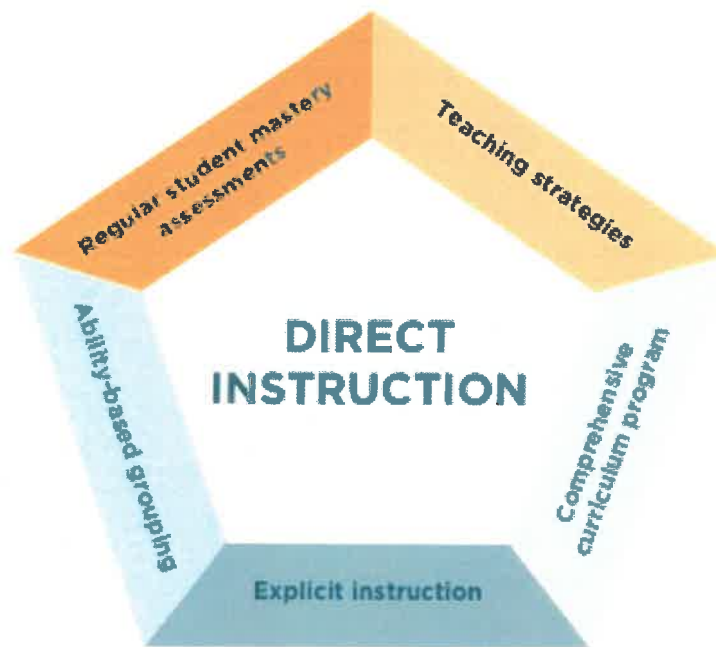
Teach Learn Grow Each student is paired with their very own tutor for the week, who they see twice a day for tutoring. In these sessions they participate in interactive maths activities tailored to their learning, often outside, as well as working with any learning difficulties. Together with their tutor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

Satisfaction with the school was gauged by:

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

The P and C hold regular movie nights during the year. These funds go towards improvements to the school and small camps. Thanks to Peta Asplin for organising these.





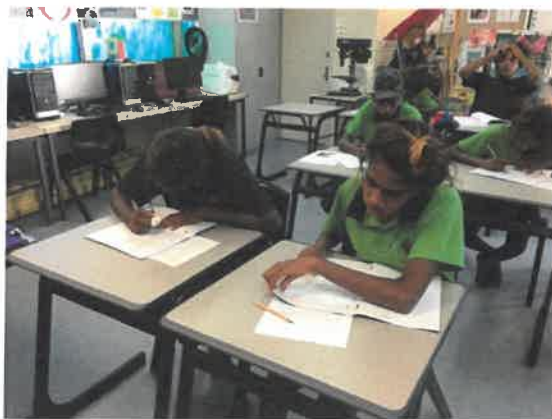
Teachers using DI are given significant professional development to hone their classroom skills.

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

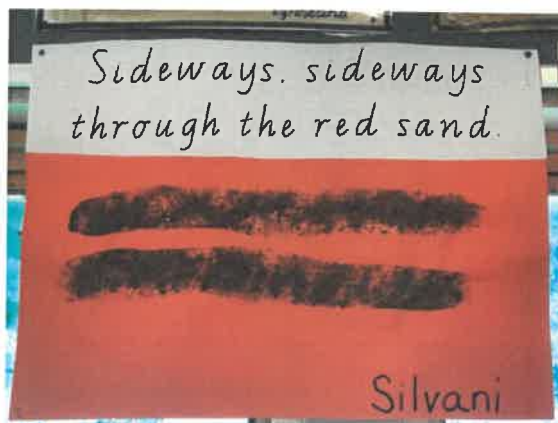
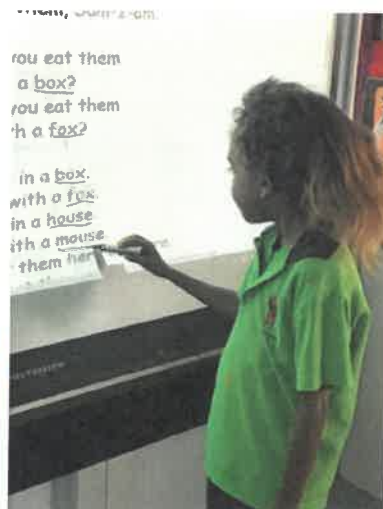
KEY FEATURES

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

Our Successful 2019 in Pictures











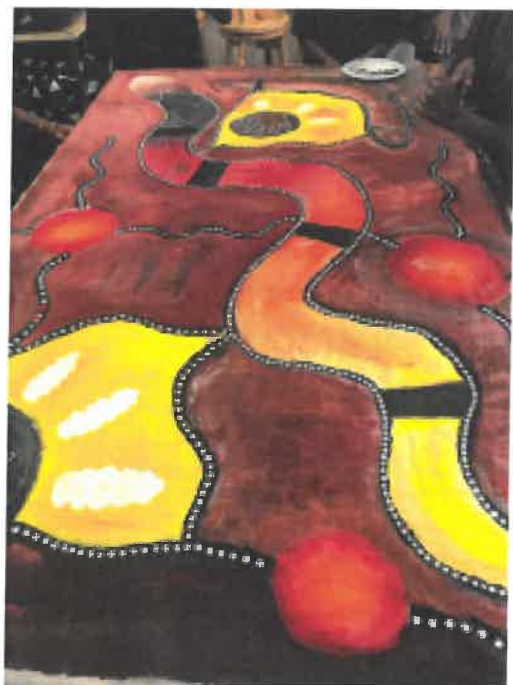
















Congratulations to Shianne Booth for winning an MPCiKINETIC Art competition and having her painting painted onto a vehicle!



Nullagine Primary

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We work together as a community to realise each

Students full potential and wellbeing.



Nullagine Primary School

Financial Summary as at

25 June 2020

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ -	\$ -
2	Charges and Fees	\$ -	\$ -
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ -	\$ 9,500.00
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ -	\$ 2,351.14
9	Transfer from Reserve or DGR	\$ -	\$ -
0	Residential Accommodation	\$ -	\$ -
1	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
2	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ -	\$ 11,851.14
Opening Balance		\$ -	\$ 704.00
Student Centred Funding		\$ 125,000.00	\$ 212,270.83
Total Cash Funds Available		\$ 212,974.00	\$ 224,825.97
Total Salary Allocation		\$ 913,765.00	\$ 793,157.00
Total Funds Available		\$ 1,126,739.00	\$ 1,017,982.97

