



# MARBLE BAR

## Primary School

### 2018 ANNUAL REPORT



**Working Together**  
**Warrkamu Yikamartala**



## Welcome to Country

We respectfully acknowledge the past and present traditional owners of the land on which we stand - the Nyamal people, who are the custodians. We are honoured to be able to use the Marble Bar Primary School site with the approval of the traditional owners.

Together, we acknowledge what Aboriginal and non-Aboriginal Australia have done towards the education of all children and people in this country we all live in and share together - Australia.

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**From the Principal:** I am pleased to provide parents, caregivers and community members our Annual Report for 2018. This report details our achievements and **successes** during 2018, along with **challenges** and opportunities to plan for. I acknowledge and thank the school staff in 2018, School Council and partners in education for their contribution to all of our projects and programs supporting our small school in 2018.

The school's motto of **Care, Inspire, Thrive**, captures the essence of Marble Bar Primary School, and these three words are embedded into the culture of the school's processes and programs.

The School Council, led by Cemone Hedges and Julie Coffin ensures we strive towards achieving our targets and responsibilities, as set out in our 2018-2020 School Development Plan. Our four school priorities align to the Department of Education's Aboriginal Cultural Standards Framework including: **Teaching, Relationships, Learning Environment** and **Leadership**. The school's Operational Plans for 2018 in the core areas of literacy, numberacy, attendance, Information Technologies and Nyamal Language and Culture inform teachers' class programs and provide all staff with the support required to achieve the school's targets set out in the 2018-2020 School Development Plan.

Our students are to be commended for their attendance, improvement in **learning engagement** and their commitment to improved behaviour.

A highlight of our small school is the **strong community links** that enhance all aspects of our school. The annual NAIDOC celebrations - coordinated by our two experienced AIEOs, Mrs Todd and Mr Dhu - is a major event for celebrating Aboriginal and Torres Strait Islander **history, culture** and **achievements**, and recognising Indigenous Australians' contributions to our country. I acknowledge the support of the PALS team at the Department of Local Government, Sport and Cultural Industries for their generous financial support once again in 2018.

Another significant highlight in 2018 involved the contributions of the EON Foundation, Winner of the 2017 Best Community Organisation, Pilbara Development Commission, who collaborated with all staff on the continued development of our school-community garden that provided all students with fortnightly activities in health, nutrition, horticulture and cooking supported by Foodbank WA.

During 2018, the school added **value** to its Technologies Curriculum by partnership with BHP in purchasing and installing an additional 20 i-Pads for all students. Our BHP Pilbara Education Partnership's Project, entitled 'Integrating Technologies into Nyamal Language and Culture' engaged all students in an extensive suite of Aboriginal and Cultural Technologies activities, including off-site **excursions** to Doolena Gorge, Perth and Broome; **incursions** (e.g. Bushman Technologies) and integrated Geography, History, Technologies and Language activities. The Wangka Maya organisation in Hedland supported our program by providing two-way Nyamal and English resources. The staff and students are thrilled that we now have 20 i-Pads and 15 laptops that have enabled **one to one** students to device ratios.

The Smartboards in each learning space have been extended with apple box technologies. These programs have been a **key highlight** of our school's operations in 2018 in supporting student learning.

The school continued its collaborations with Fremantle's Language Development Centre Outreach Service and leading network staff in aligning the school's English Operational Plan to **evidence-based** literacy research. Speech and Language Centre Deputy Principal, Georgina Sounness and Pilbara Partnerships for Student Success Literacy and Response to Intervention Principal Consultant Engagement Coach Kylie Sgherza have extended staff capacity in providing very sound evidence-based practices across the components of the English Learning Area including **phonemic awareness, synthetic phonics, fluency, vocabulary** and **comprehension**. The region's school psychologist service and staff from Pilbara Population Health have provided an additional form of support for teachers in the school's focus areas of **trauma-informed practice**, diagnostic assessment processes and behavioural supports.

The support of the **broader community** is always appreciated, including the very kind support of Ricky Grace's Up4It organisation, EON, Foodbank, Newcrest, BHP and Nyiyaparli Charitable Trust. This support has allowed us to provide uniforms for **every child**, up to date Information Technologies, nutritious meals and reading resources. On behalf of our school-community, I **thank you** for your support.

I would also like to thank all staff, both past and present, and members of the School Council, for the **time** and **effort** you have put into our programs in 2018. Marble Bar Primary School moves into the 2019 school year with great enthusiasm and energy to **achieve** the goals set in our 2018-2020 Strategic Plan, and continue to celebrate the many **wonderful aspects** of being part of this vibrant and unique school community.

Shane Wilson (MEd, MBA, MAcc)  
Principal



Warrkamu Yikamartala



Working Together



**Our School** proudly caters for students from Kindergarten to Year 12 students, helping them to reach their potential by providing high quality teaching and engaging students in a nurturing environment.

We boast terrific facilities including two active classrooms, five protectors, one-on-one student to computer ratios, and many more buildings that expand our ability to teach a variety of learning areas. We have three teaching staff, including our teaching principal, two Aboriginal Islander Education Officers, two Education Assistants, on-site Manager of Corporate Services, as well as support staff.

We make our decisions as a team, with the involvement of our School Council of four parents, our principal, manager of corporate services and our AIEO.

**Our Vision** is to ensure that our students have an ongoing opportunity to develop skills, knowledge and confidence to achieve their individual potential and contribute as responsible members of society. We seek to ensure that all students are able to achieve the outcomes and elements of the Western Australian Curriculum and Aboriginal Cultural Standards Framework.

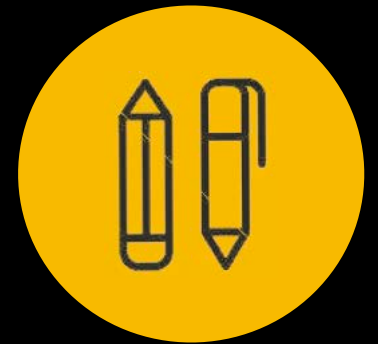
At Marble Bar, we work together to achieve a nurturing and effective learning environment that everyone feels safe at and enjoys.

Our School Council, led by Cemone Hedges and Julie Coffin in 2018 ensured that we strove towards achieving our targets and responsibilities set out in our 2018-2020 School Development Plan. Our four school priorities aligned to the Department of Education's Aboriginal Cultural Standards Framework. The school's Operational Plans for 2018 address the core areas of literacy, numeracy, attendance, Information Technologies and Nyamal Language + Culture, and informed our teacher's class programs, as well as provided all staff with the support required to achieve our targets.

Marble Bar strives for **excellence** in our teaching standards, and believe that everyone holds a special role in the education of our students.



Marble Bar fosters **positive** participation between staff, students, families and the local Aboriginal community to achieve great relationships.



Marble Bar aims towards creating a safe and **productive** learning environment for our teachers and students by being culturally responsive for all.



Marble Bar knows that **effective** leadership is vital to an effective school, and we promote this through strategies and learning for teachers and students.





## Priority One: Teaching

“Culturally responsive schools have high expectations for Aboriginal students and teach in ways that enable them to better reach their full education potential.” (Aboriginal Cultural Standards Framework, p. 5).

Build staff capability to provide a balanced, differentiated curriculum of effective teaching practices for all students.

**ACHIEVED**

Build a culture of Professional Learning communities.

**ON TRACK**



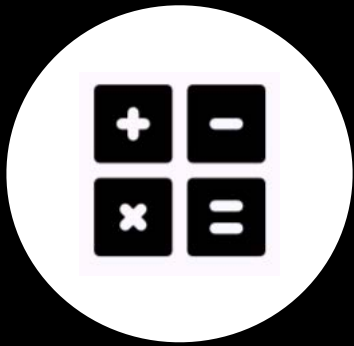
Embed a performance accountability process that reflects the AIRSL Professional Standards for teachers.

**ACHIEVED**

Staff and School Council reflect on the Aboriginal Cultural Standards Framework.

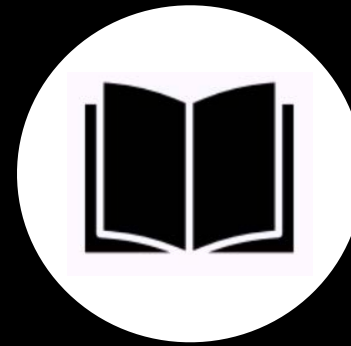
**ON TRACK**

Marble Bar has four key directions for the school's teaching priority. We strive for excellence, and believe in the potential of all of our students and staff.



100%

of our students achieved  
the Minimum Standard in  
numeracy



50% of our students are

above

the National Minimum  
Standard for reading

# NAPLAN TESTING

Of all our students 33%  
were



above

the National Minimum  
Standard in writing



100% of our

year 3, 5, 7 and 9  
students enrolled into  
NAPLAN

# Literacy

At Marble Bar, we are building upon the number of students achieving at least the National Minimum Standard (NMS) in reading and writing. To do this, we have collaborated with Fremantle Speech and Language Development Outreach Service in order to implement the Marble Bar Primary School Literacy Operational Plan, Early Years Literacy Framework, EAL/D Progress Maps and West Australian Curriculum.

We have literacy blocks in the morning, and use evidence-based strategies to teach our students. Personal or Group Learning Education Plans are developed for children who have difficulty reaching the targets, and we support all of our students through curriculum differentiation.

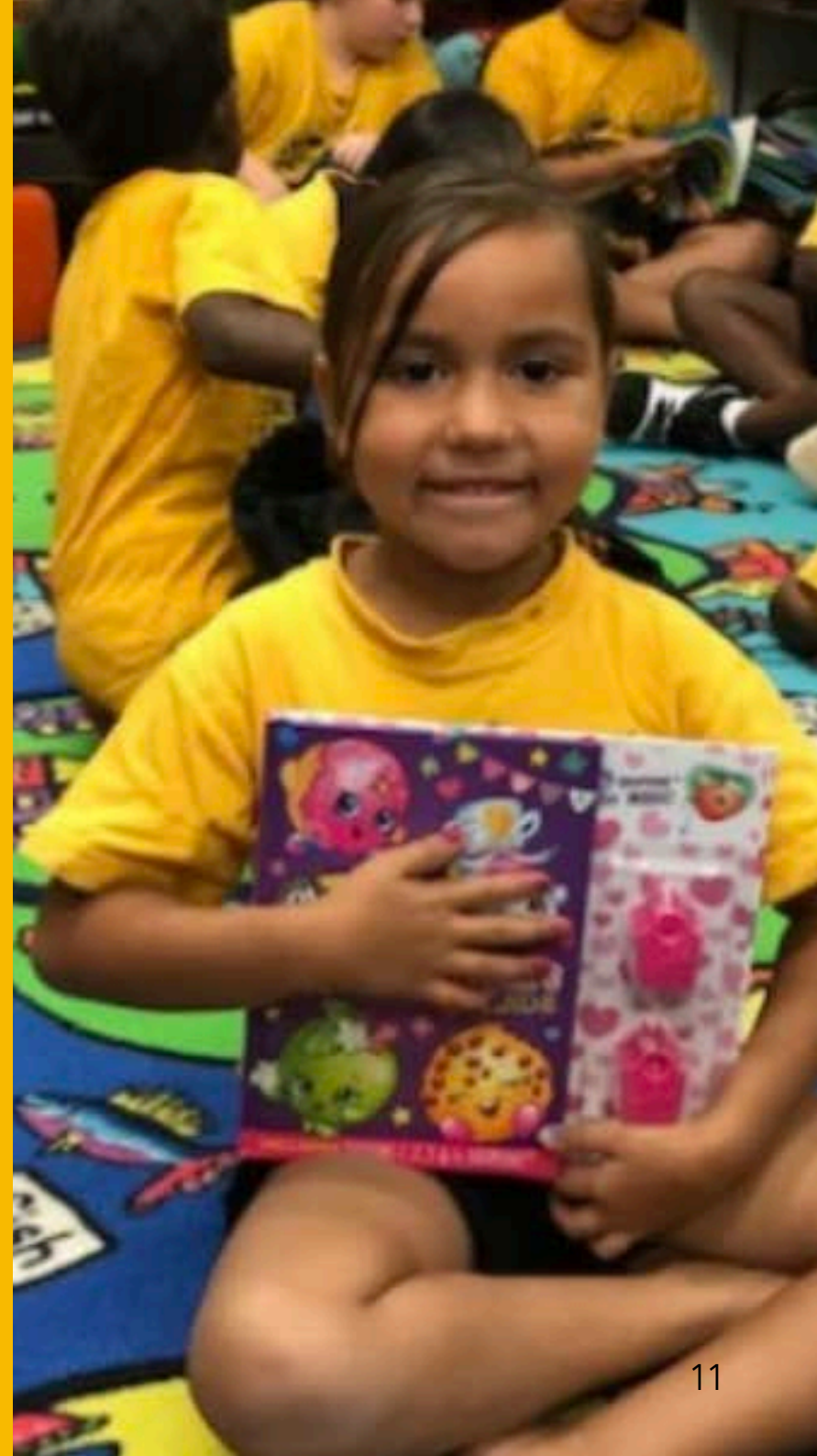
At Marble Bar, we embrace technology, and use laptops, online programs, i-pads and Epson Interactive Ultra Short Throw Projectors to boost our lessons, and keep them diverse and interesting. We have high expectations for our students, and do everything we can to help them reach their full potential.

We are proud of our student who achieved NAPLAN results well beyond the National and Like Schools' Means!

Each lesson includes: inspire/inform, teach/model, practice together and practice independently

Explicit, systematic, cumulative and intense instruction of skills are taught through Letters and Sounds and Cracking the Code

We use multi-sensory strategies to consolidate learning





100% of our students have achieved the NMS in numeracy!

That's a 41% jump from our 2017 statistics!

# Numeracy

At Marble Bar, we are focussed on developing numeracy across the school. As of 2017, 59% of students achieved at or above the NMS.

Our teachers and our community worked hard at improving these scores, and to great success! The 2018 NAPLAN results showed that 100% of our students are now at the National Minimum Standard.

In 2018, teachers integrated Mathletics into their daily STEAM activities, as well as 'Top Ten Maths', funded by the Pilbara Development Commission's 'Local Projects Local Jobs' Grant. We focussed on learn, play, review, and gave students access to a full set of curriculum activities, closely aligned with the WA curriculum.

## Extra-Curricular Activities

Marble Bar prides itself on having diverse teachers with a wide range of expertise and teaching styles. We believe that to capture imagination and maintain interest with the students, a vibrant and exciting approach to teaching is vital. We include music, visual music dance and drama into our weeks, as well as an Information Technology program brimming with potential. We teach the Nyamal Language and Culture to our students, and feel it is the upmost importance to make school life relevant, yet broadening for our kids.



## NAIDOC

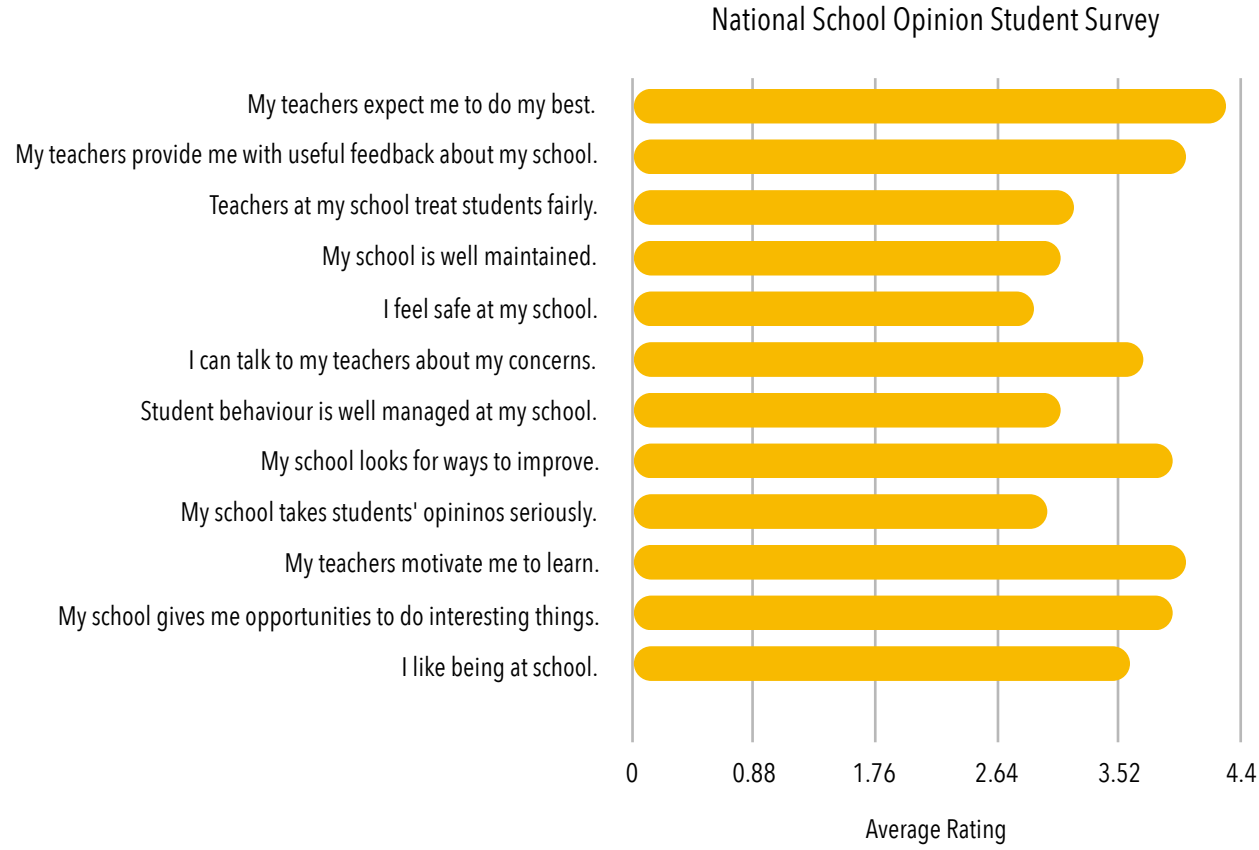
A highlight of our small school in Marble Bar is the strong community links that enhance all aspects of learning. The annual NAIDOC celebrations, coordinated by our two experienced AIEO's Mrs Todd and Mr Dhu, is a major event for celebrating Aboriginal and Torres Strait Islander history, culture and achievements. I acknowledge the support of the PALS team at the Department of Local Government, Sport and Culture Industries for their generous financial support once again in 2018 that helps us to enrich all of our lives during this incredible day.

Student perceptions of safety and well-being are our **focus**, with new programs and support already being introduced.

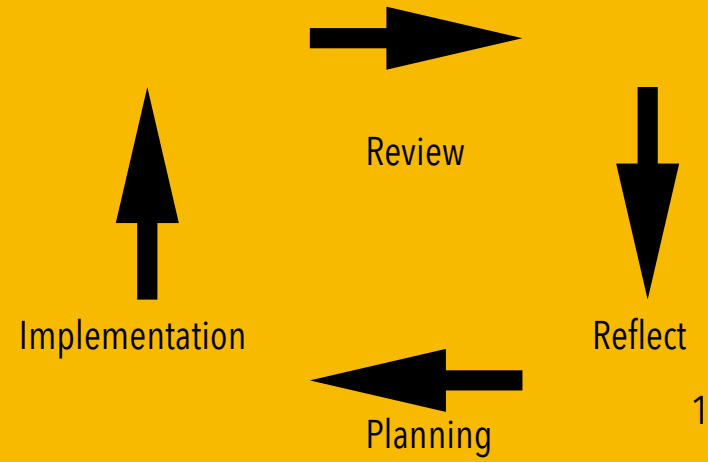
The school's behaviour management policy and procedures, as well as professional development for staff are to focus on **trauma-informed** development learning activities.

Staff interactions with students are to **prioritise** calm and positive active listening, the following up of student concerns and the liaison with parents and caregivers.

Curriculum interventions are to continue to prioritise **positive reward** for effort, 'You Can Do It' and Zones of Regulation in lessons.



We implemented a revised Performance Management process and supporting template in 2017 that focuses both teaching and non-teaching staff attention on the cyclical process of:



At Marble Bar, we feel it is important to have the students input, and have their voices heard. In Term 2 of 2018, we conducted a survey, with ten of our Year 5 to 12 students participating. Students were asked to respond to 12 questions with a ranking from 1 (strongly disagree) to 5 (strongly agree).

## Priority Two: Learning Environment

“Culturally responsive schools build an environment that is welcoming for Aboriginal students and reflects community aspirations for their children.” (Aboriginal Cultural Standards Framework, p. 5).

Encourage staff to work with Aboriginal students, their parents and families to establish shared expectations and responsibility for attendance and behaviour.

**ON TRACK**



Inspire staff to establish a supportive and safe learning environment for all students by involving Aboriginal students, their parents and families.

**ON TRACK**

Attendance is an ongoing priority area for the school and Pilbara Region and has resulted in a revised attendance operational plan being implemented in 2018 with the support of the PERO Attendance Coordinator, Hedland Network Attendance Coordinator, School Council, all staff and student feedback.

Attendance is an **ongoing priority** area for the school and Pilbara Region, and has resulted in a revised attendance operational plan being implemented in 2018.

Unfortunately, student transiency, cultural LORE, family medical needs and housing have significantly impacted a group of students becoming disengaged from the schooling processes and learning in 2018.

This interrupted a trend of rising attendance rates from 2016 that we are confident we can **continue to improve** on by using the following five points.

1. A positive school culture with high expectations and relationships for student attendance

2. Embedded daily monitoring and follow-up practices

3. Engagement of students, families and the community in the learning program

4. The connection between attendance and outcomes is understood and valued

5. A wide range of targeted strategies are aligned to the causes of student absence

Our attendance results show that Semester 1 is always **better** than Semester 2, and that primary school students tend to attend more regularly than secondary students.

In addition, students who are permanent to

Marble Bar have more consistent attendance rates - as demonstrated by five students who were **commended** for their regular attendance in Semester 2 of 2018.

We believe that **positive reinforcement** is an excellent tool, so have organised special events and acknowledgement of our regularly attending students.

22.5%

of Kindergarten to Year 6 students came to school regularly - **higher** than the like schools average of 2018.

33.3%

of our Year 7-12 students were had severely at risk attendance numbers. That's 36% **lower** than 2018's like schools.



## Attendance: Kindergarten - Year 6

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
<b>2016</b>	95.2%	89.7%	93.7%	79.1%	68.9%	80.7%	85.5%	73.8%	92.6%
<b>2017</b>	94.6%	91%	93.8%	73.4%	70.8%	81.2%	81%	76.1%	92.7%
<b>2018</b>	89.1%	91.8%	93.7%	58.5%	67%	80.8%	65.4%	98.1%	92.6%

## Attendance: Year 7 - Year 12

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
<b>2016</b>	92.3%	85.7%	89.5%	65.5%	52.6%	67.4%	75.2%	58.4%	87.7%
<b>2017</b>	97.2%	85.2%	89.7%	61.0%	50.9%	66.6%	65.8%	68.1%	87.8%
<b>2018</b>	92.9%	88.3%	89.6%	52.1%	40.9%	66%	62.5%	41.7%	87.6%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
<b>2016</b>	50.0%	28.9%	10.5%	10.5%
<b>2017</b>	41.4%	17.2%	17.2%	24.1%
<b>2018</b>	23.1%	23.1%	23.1%	30.8%
<b>Like Schools 2018</b>	22.5%	16.9%	28.3%	32.3%
<b>WA Public Schools</b>	77.0%	15.0%	6.0%	2.0%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
<b>2016</b>	20.0%	10.0%	50.0%	20.0%
<b>2017</b>	16.7%	27.8%	11.1%	44.4%
<b>2018</b>	11.1%	22.2%	33.3%	33.3%
<b>Like Schools 2018</b>	8.0%	6.8%	15.8%	69.3%
<b>WA Public Schools</b>	62.0%	20.0%	11.1%	7.0%

## BEHAVIOUR

Total negative behaviour incidents totalled just **20** for the whole year

There were **no** incidents of physical aggression toward staff

No students were withdrawn from **school**

Marble Bar enjoyed a **significantly lower** number of inappropriate behaviours compared to previous years. The school's review processes have reinforced ongoing prioritisation of the following areas:

- **Collaborative case management** with the School Psychologist Service and Schools of Isolated and Distance Education
- Continued review of the school's Behaviour Management Policy and Processes with a particular focus on **evidence-based socio-emotional interventions** that support students with their behavioural choices
- Implementation of the 'You Can Do It!' Program that draws on **social learning** theory and rational emotive/cognitive behavioural theory. All teachers have access to this and embed it into their planning, teaching and assessment

Overall, Marble Bar has had a **fantastic year** behaviour wise, and we will continue to improve.

There were **no** reported incidents of damage or theft of property

There was **no** possession, use or supply of substances with restricted sale

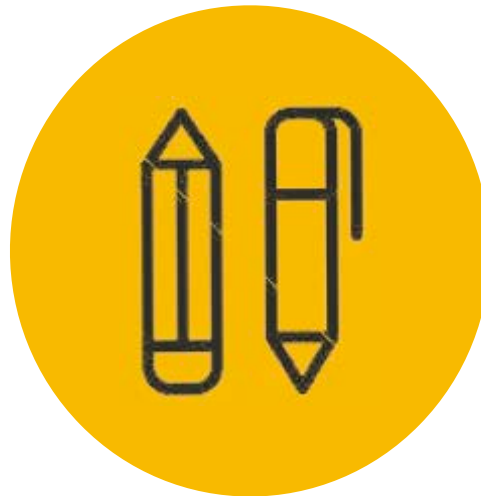
There was only **1** suspension issued for the whole year

## Priority Three: Relationships

“Culturally responsive schools foster positive participation, communication and interaction between staff, Aboriginal students, their parents and families, and the local Aboriginal community.” (Aboriginal Cultural Standards Framework, p. 5).

Foster interagency partnerships with industry, DoE WA support agencies, Indigenous and community organisations.

**ACHIEVED**



Promote the school positively in the community by prioritising partnerships with parents and carers.

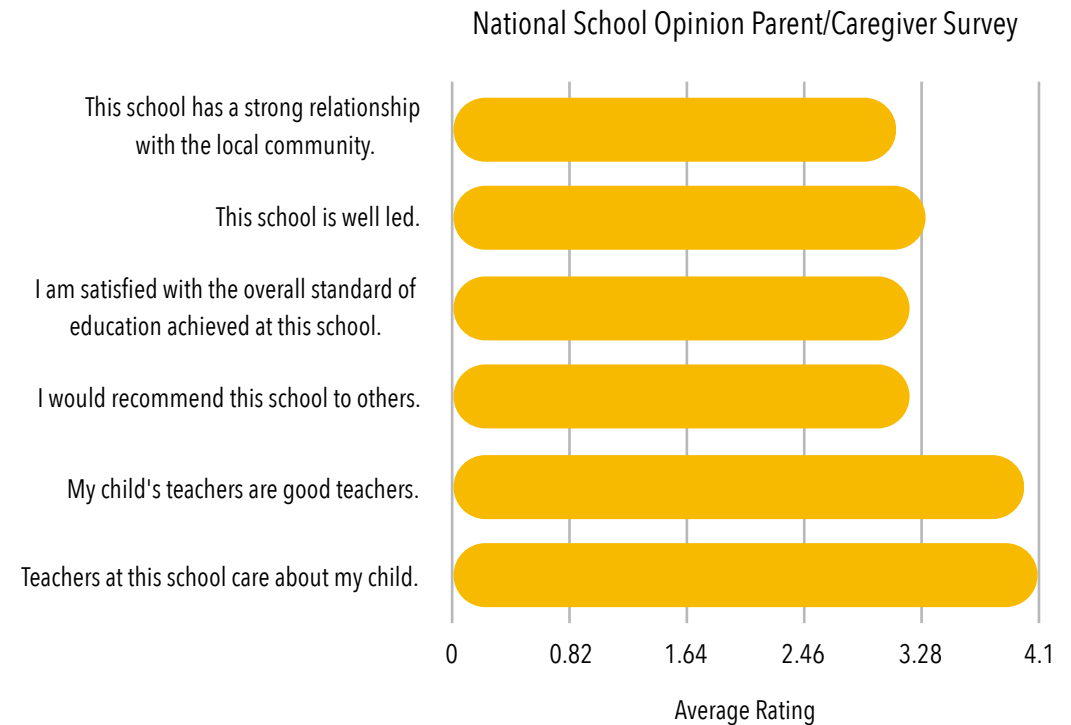
**ON TRACK**

The involvement of the whole community contributes to the wellbeing of the students at our school. At Marble Bar we believe that it takes a village to raise a child.

# Community Survey

In addition to conducting this survey, Marble Bar Primary School is reinforcing and acknowledging the contributions of parents, carers and the School council through a range of means including:

- Case management meetings for establishing and reviewing personalised student learning plans
- Reporting of student outcomes to parents at least twice a year
- Celebrating achievements at regular assemblies
- Special events that involve the community into the school
- A school facebook page
- Regular newsletters coordinated by the school's Manager of Corporate Services, Olga Potter
- Collaborative professional learning programs in key school priorities including Youth Mental Health First Aid and the Aboriginal Cultural Standards Framework



In 2018, the school conducted a parent survey that was completely anonymous and compromised a rating scale.

The purpose of this survey was to determine whether parents and caregivers believed that we were building a **strong school community**. 9 parents and caregivers completed the survey with rankings from 1 (strongly disagree) to 5 (strongly agree).

Encouragingly, parents agreed that our school has **good** teachers, that **care** about their children.

# Service in Action Collaborative Program:

As part of Christ Church Grammar and St Mary's Service in Action Programs, four Year 11 Christ Church Grammar boys and four Year 10 St Mary's Girls supported our students with a wide range of in-class and outdoors activities during Term 3. All students reunited at St Mary's Anglican Girls' School during our Up4It trip to Perth.

According to the participating schools, this program

*"inspires students to achieve individual and collective excellence for others."*

and that

*"students involved in this program often report transformational experiences - especially when they have opportunities to be immersed in cultures very different to their own."*

All participating students and staff involved thrived on this outstanding collaborative partnership.



Marble Bar Primary School's programs and processes have been **significantly enhanced** due to the kind support of many organisations including:

- Ricky Grace's Role Models Australia and Up4It Academy
- EON Foundation for their tremendous support of our horticulture and nutrition programs
- Earbus Foundation for helping our students with their hearing Allied Health
- Marble Bar Community Resource Centre (CRC) who provide the school with a range of additional supports and information
- East Pilbara Shire who have been unrelenting in their support in enriching the educational opportunities for all of our students including the shared management of our pool facilities
- Schools of Isolated and Distance Education
- Fremantle Speech and Language Outreach Development Centre
- CurriclCT
- Fair Game Australia
- Food Bank WA with regular donations of food to support our breakfast and lunch programs
- Christchurch Grammar School and St Mary's Anglican Girls' School
- Atlas Iron Mining Group for your contributions to our multitude of events throughout the year
- BHP's support of our school's Pilbara Education Partnership's program for SIDE

- Newcrest Mine for providing a range of sporting clinics and financial support of major events throughout the year including the end of year concert and presents for all children
- Marble Bar Electrical for their significant support of our facilities
- Marble Bar Traveller's Rest who have accommodated staff throughout the year and fed everyone
- Marble Bar Aboriginal Corporation for their kind support in recruiting staff to our school (including our new Groundsperson Alfred Spratt)
- EPIS who provide extensive health and well-being support to all members of the community
- Marble Bar Health Clinic who are on call to support us with any health emergencies or concerns
- Department of Education (PERO, Pilbara Engagement Centre, Statewide Services) who provide expert advice on a range of supports for the school
- Department of Local Government, Sport and Cultural Industries and
- North Regional TAFE who have supported VET students and aspirant staff with further training opportunities.

We thank each and every one of you and other individuals and businesses who have supported us in 2018. We look forward to having your continued association as we strengthen our key values in 2019 of care, inspire, thrive.

## Priority Four: Leadership

“Culturally responsive schools have leaders who develop and sustain an individual and school-wide focus on improving education outcomes for Aboriginal students.” (Aboriginal Cultural Standards Framework, p. 5).

The school’s leadership develops a clear vision for and builds staff capacity in the effective teaching and learning of Aboriginal students.

**ON TRACK**

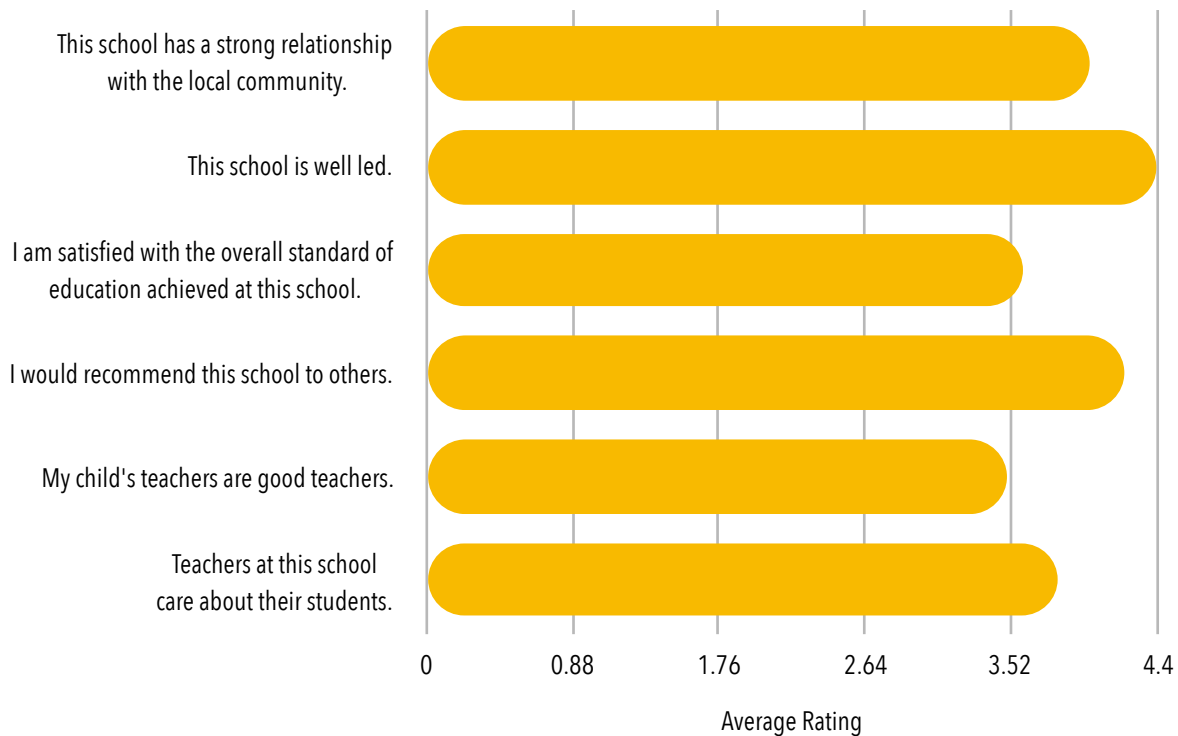


Implement plans to specifically support student and staff well-being, positive health and learning outcomes in collaboration with parents.

**ON TRACK**

Strong leadership inspires strong members of society. We believe that students need to be given chances to lead and to find their identity there.

## National School Opinion Teacher Survey



## Leadership

In 2018, staff participated in a survey to see where they **believed** the school to be at in terms of leadership and education. The results indicated that we are **developing** an individual and school-focus on improving education outcomes for Aboriginal students.

All staff have been immersed in an extensive suite of professional learning activities, including;

- Visits to and from Fremantle's Speech and Language Development Outreach Centre
- Keeping Our Workplaces Safe
- Student Centred Funding Model
- Newman's STEM Learning Project (K-6 Orientation)
- HRMIS for non-teaching staff
- Focussed staff meetings for ongoing professional learning







To **support** our students' leadership, students have been involved in an extensive suite of teaching and learning activities, including;

- A partnership with EON that provided students with horticulture, nutrition and cooking classes
- 'You Can Do It' program
- WA Circus program
- Inter-school Science, Technologies, Engineering and Mathematics Expo at Newman Senior High School
- Senior student camp





# School Highlights

Another thank you to Books in Homes for your support of our school literacy program! The students love their books.



A significant highlight in 2018 involved the contributions of the EON Foundation, and their partnership with us in providing students with fortnightly horticulture, nutrition and cooking classes. Thank you to EON Foundation, our staff and our students for our magnificent school garden and shade house.

## Enrolments as of Semester 2, 2018

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(2)	1	2	3	0	4	4	5	26
Part Time	4	0	0	0	0	0	0	0	4

School	Total	
Full Time	36	0
Part Time	4	(2)
Total	40	(38)

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	2	2	4	2	0	2	0	12

At the end of Term 4, one of our secondary students moved to Perth and another family's secondary child moved to Moora Agriculture College. Mary Bar PS experiences a significant degree of student transiency to nearby towns, including Newman, Karratha and Port Hedland.

# Budget



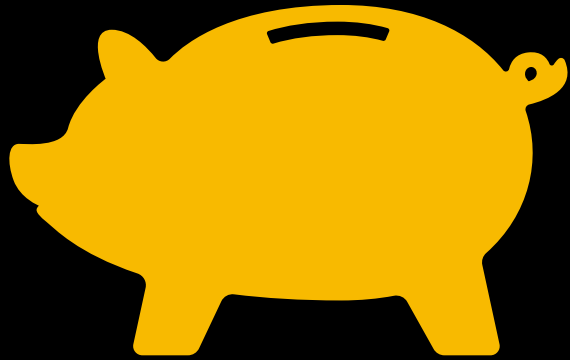
\$186,378.25

# Actual



\$18,389.89

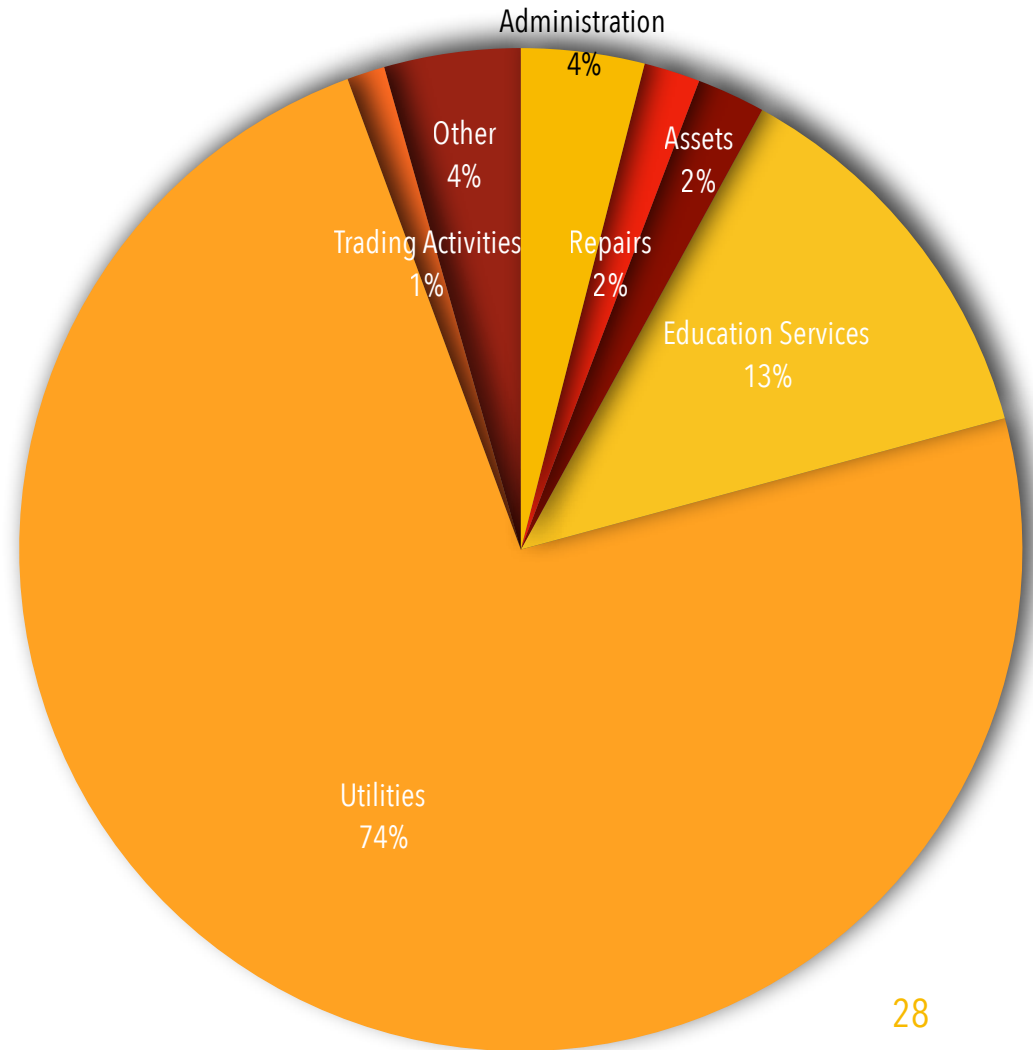
# Bank Balance



\$22,093.56

# Expenditure

- Administration
- Building
- Trading Activities
- Leases
- Assets
- Salary Pool Payments
- Other Specific Programs
- Education Services
- Transfers to Reserves
- Repairs
- Utilities
- Other



This is

# Marble Bar

The hottest school in Australia

