



Marble Bar Primary School

2021 Annual Report

Winner of the Meritorious Leadership Award of the Governor's Primary School STEM Awards, 2021



School Vision

Marble Bar Primary School inspires students to acquire, build confidence and value cultural identities that support them as life-long learners. Students confidently engage in the global world whilst practising the core values of their local Nyamal Community: Care, Inspire and Thrive.

School Highlights in 2021

Term One

- Fair Game Sports
- Earbus
- Harmony Day Cultural Celebration
- Ngurra Kujungka Interschool Swimming Lessons and Carnival
- Bloodwood Tree Association Incursion
- Christ Church Grammar School's Service in Action
- EON Two-Way Science On-Country Learning

Term Two

- ANZAC Day Assembly and Morning Tea
- Tennis Australia Incursion
- Year 5 & 6 Student Leadership Camp to Perth
- Spare Parts Puppet Theatre Performance
- STEM Enterprise Expo at the Perth Convention and Exhibition Centre
- NAIDOC Celebrations

Term Three

- Foodbank WA
- SIDE Camp to Perth
- Voluntary Fire Emergency Service BBQ
- Stephen Michael Football Foundation Visit
- Christ Church Grammar School's Service in Action
- Up4It Role Models Australia Incursion

Term Four

- STEM Awards Validation and Celebration
- Governor's School STEM Awards Ceremony at Government House
- Australian Hearing Support Visits
- On-Country STEM Camp – Abydos Campsite
- Remembrance Day Service and Lunch
- Up4It Camp to Perth
- Teach Learn Grow Tutoring
- Fair Game Sports and Health Lessons
- End of Year Concert



School Overview

Marble Bar Primary School acknowledges the traditional custodians of Marble Bar country, the Nyamal People. We respectfully acknowledge all Elders past, present and emerging.

Care, Inspire and Thrive - these are the core values of our vibrant and unique school community. Marble Bar Primary school caters for 31 students from Kindergarten to Year 12. Our school supports students to reach their potential by providing high quality teaching and engaging students in a nurturing environment. We respectfully acknowledge the past and present traditional owners of the land on which the school is set - the Nyamal people.

The school provides terrific facilities including three active classrooms, weekly playgroup, state of the art digital and interactive technologies, one-on-one student to computer ratio including laptops and i-Pads, teacher resource room, home economics room, arts room, library, administration block, undercover area, shared East Pilbara Shire pool facility and expansive outdoor areas.

School Motto

Working Together, *Warrkamu Yikamartala*

From the Principal

It is with great pleasure that I present the Marble Bar Primary School's Annual Report for 2021. I acknowledge and thank the dedicated and hard-working school staff, school Council and partners in education for their contribution to our small school's exemplary programs.

This year, our school community excelled in each of the school's core values of: Care, Inspire, and Thrive. Further to the school's leadership at the Western Australian Resources Technologies Showcase held at the Perth Convention and Exhibition Centre in June, the school won Western Australia's second highest accolade in Primary STEM Education, the Meritorious Leadership Award of the Governor's School STEM Awards. In November, School Council Chairperson Mr Stephen Mason, STEM Coordinator Mr George Pantazis and I attended Government House on behalf of the school community to accept this prestigious State Award from Western Australia's Governor, The Honourable Kim Beazley AC. Further,

the school celebrated STEM Coordinator, Mr George Pantazis, being named as Australia's CSIRO Indigenous STEM Teacher of the Year. Mr Pantazis presented his outstanding work to leading STEM practitioners at CSIRO and BHP's Best Teacher Practice Symposium and has subsequently been short-listed for the Prime Minister's Prize for Primary Science Teaching (the winner to be announced late 2022). These awards highlight Marble Bar Primary School's status as a state leader in culturally responsive teaching and learning.

The School's Strategic Improvement Plan led the directions of the school for 2021 with progress documented in this report. The school's Operational Plans for 2021 in literacy, numeracy, attendance and STEM have been developed by staff in order to progress towards the school's Strategic Plan targets overseen by the School Council.

Our school community has thrived in overcoming the challenges of 2021 and I commend all students for their resilience, creativity, cultural talents and exceptional manners. I also commend the students who were recognised for their excellence, attendance and citizenship at our end of year concert in December; a key annual highlight of the Marble Bar community.

This year, the school extended its Two-Way Science Program with extensions into drone aviation and virtual reality. Readers are invited to view the Marble Bar World Virtual Reality Flyover at Marble Bar World VR (YouTube). Our collaborative efforts as a leading small school is ensuring we continue to lay a strong foundation for building a culturally responsive curriculum, relevant to the needs and aspirations of the school community. Together, we have achieved so much in 2021, and the school looks forward to building upon this further in 2022.

Shane Wilson (MEd, MBA, MAcc, BEd)
Principal



A Snapshot of Performance against the School's Priorities

FOCUS AREA ONE: ACHIEVING STUDENT SUCCESS

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 (ACSF), p.5).

Identified School Priority	School Self-Assessment of Progress Against Priority	Planned Actions
1.1 Create, implement, monitor and review literacy, numeracy and behaviour plans for individual students at educational risk, and EAL/D students.	Adequate Level of Implementation	<ul style="list-style-type: none"> The Schools of Special Educational Needs to provide wrap-around supports and professional learning in SEN delivery for students at educational risk. EAL/D Progress Maps are used by teachers to drive teaching and learning adjustments.
1.2 Develop literacy and numeracy operational plans for each phase of schooling.	Adequate Level of Implementation	<ul style="list-style-type: none"> Prioritise school development and teacher relief time for the review and development of each phase of schooling's literacy and numeracy operational plans.
1.3 Participate in culturally responsive STEAM.	Achieved	<ul style="list-style-type: none"> Marble Bar's Virtual World Gallery is expanded to include a languages learning centre. Marble Bar VET programming will include drone accreditation for senior students. Educate IT and Marble Bar Primary School collaborate to plan for and initiate an East Pilbara Virtual Teacher Development Centre.

1.4 Embed a whole of school instructional framework, including: <ul style="list-style-type: none"> Letters and Sounds instruction P-6. Cracking the Code instruction, K-2. Top Ten Maths 	Adequate Level of Implementation	<ul style="list-style-type: none"> Teachers plan for Letters and Sounds and Cracking the Code instruction, and Top Ten Maths instruction in supporting whole of school instruction in literacy and numeracy.
1.5 EAL/D Progress Maps and PAT-R monitor and report on student achievement.	Achieved	<ul style="list-style-type: none"> EAL/D Progress Maps are being used in RTP to monitor and report student achievement. Initiate PAT-R testing and moderation across the school.
1.6 Brightpath moderation is implemented in reading and writing.	To Implement in 2022	<ul style="list-style-type: none"> Submit the SRDG and THREG to SCSSA by the due dates. Prioritise staff development opportunities in the areas of Brightpath assessment and moderation.
1.7 Deliver SIDE literacy and numeracy programs for secondary students.	Achieved	<ul style="list-style-type: none"> The school will continue to collaborate with SIDE in having all Year 7 to 12 students engaged in literacy and numeracy SIDE programs. The school has also established a target to increase the proportion of Year 10-12 students completing OLN testing.
1.8 Encourage student voice through regular goal setting in every classroom. Explicit teaching of goal setting through the program, You Can Do It!	Adequate Level of Implementation	<ul style="list-style-type: none"> Goal setting in classes, student representation on the School Council, and student involvement in leading special events are planned to facilitate ongoing student voice in 2022.

FOCUS AREA TWO: BUILDING STAFF CAPABILITIES

Culturally responsive schools target resourcing to optimise the education outcomes for Aboriginal students. (ACSF, p.14).

Identified School Priority	School Self-Assessment of Progress Against Priority	Planned Actions
2.1 Create indicators of high success and indicators for further improvement for each teaching and learning belief.	To Implement in 2022	<ul style="list-style-type: none"> Allocate school development time to creating indicators of high success and indicators for further improvement for each teaching and learning belief.
2.2 Embed Scope and Sequence Charts for intercultural understandings in daily life.	To Implement in 2022	<ul style="list-style-type: none"> Regular updates and reviews of the school's ACSF Plan to include opportunities to integrate Scope and Sequence Charts for intercultural understandings in daily life.
2.3 Regularly update and review the school's ACSF Plan.	Adequate Level of Implementation	
2.4 Provide SEN reports for identified students.	Adequate Level of Implementation	<ul style="list-style-type: none"> Staff use the school's Management Information System to identify students for SEN reports.
2.5 Participate in SEN professional learning.	Achieved	<ul style="list-style-type: none"> Induct new staff in the use of SEN planning. SSEN:D, BE and MMH are called upon to provide regular support for teachers in developing, refining and case managing SEN delivery with parents.
2.6 Upskill all staff in evidence-based whole of school programs (e.g. Letters and Sounds, Two-Way STEM, Top Ten Maths) by	Achieved	<ul style="list-style-type: none"> Peer observations, self-reflection and professional learning to extend to peers and opportunities from Network colleagues,

way of peer observations, self-reflection and professional learning.		industry partners and virtual network colleagues.
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FOCUS AREA THREE: RELATIONSHIPS AND PARTNERSHIPS

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

Identified School Priority	School Self-Assessment of Progress Against Priority	Planned Actions
3.1 Staff roles, responsibilities, agreements and Code of Conduct are fully understood and followed.	Adequate Level of Implementation	<ul style="list-style-type: none"> In 2022, the NSOS (Staff) survey will collect information on the effectiveness of staff communication, staff morale, and implementation of the DoE's new Code of Conduct based on staff agreements. Annual reflections against the ACSF will ascertain the extent of progression and attainment of cultural proficiency in each of the five ACSF standards.
3.2 School staff have fostered a learning environment which is culturally inclusive and affirms the full diversity of students, staff and the community.	Achieved	<ul style="list-style-type: none"> Teaching and Learning adjustments to inform each classroom and teachers' planning. EAL/D Progress Maps are used by staff to monitor progress and achievement.
3.3 Interactions between staff, students and parents are mutually respectful.	Achieved	<ul style="list-style-type: none"> COVID-19 restrictions to inform family member participation in school activity (e.g. ad-hoc activity). The NSOS (Parent) Survey to ascertain extent of improvement on the areas of seeking parent and community views; and effective communication strategies (2020 → 2022).

		<ul style="list-style-type: none"> Two-Way Science bush planning involves community members.
3.4 The School Council is an effective governing body.	Adequate Level of Implementation	<ul style="list-style-type: none"> Conduct and analyse Yearly School Council Effectiveness survey. Complete at least one training module from the DoE's Public School Councils and Boards "Linking Schools and Communities" (e.g. Foundations of an effective council/board).



FOCUS AREA FOUR: LEARNING ENVIRONMENT

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

Identified School Priority	School Self-Assessment of Progress Against Priority	Planned Actions
4.1 A positive behaviour program that embraces opportunities for students to have a voice is fully implemented at Marble Bar School.	Adequate Level of Implementation	<ul style="list-style-type: none"> Consult with School Psychologist Service on Zones of Regulation, You Can Do It, Socio-Emotional Health, IEP Processes, and Case Management Processes. Update SAER Policy including the review of case management models.
4.2 All staff are proficient in following trauma-informed practices, Restorative Justice and IESCAPE practices in the classroom and playground.	Adequate Level of Implementation	<ul style="list-style-type: none"> Case management meetings and individual education and SEN plans are documented and developed in collaboration with families and agencies are electronically stored and available for all students identified as being at educational risk. The school's leadership completes Gatekeeper training and related policy processes.
4.3 Forty per cent or more of the student population attend school above 90 per cent.	Semester 1, 2021: 6% Semester 2, 2021: 9.7%	<ul style="list-style-type: none"> Positively reinforce the attendance of regularly attending students. Set individual improvement attendance SMART targets for all students.

4.4 The school maintains and improves on an 80 per cent rate of authorised absences.	Semester 1, 2021: 75% Semester 2, 2021: 33%	<ul style="list-style-type: none"> Action the COVID-19 Positive Guide for Schools. Regular monitoring of Student Attendance Reporting and Integris data to identify trends and students at educational risk requiring follow-up.
4.5 The percentage of students in the seriously at risk category (<60 per cent) reduces to less than 20 per cent of the student population.	Semester 1, 2021: 51.5% Semester 2, 2021: 58.3%	



STUDENT ACHIEVEMENT

English Learning Area

Marble Bar students' progress in developing proficiency in Standard Australian English is determined by using several assessment measures including the On-Entry Literacy Assessment for Pre-Primary and Year One Students, OLNA for Year 10 to 12 students and the EAL/D Progress Map for primary students. Each student performing up to Phase Five of the Letters and Sounds Program has a Letters and Sounds Tracking Booklet that subsequently guides teachers in the choice of teaching interventions based on the student's phase of Literacy. Literacy concepts are reinforced through the provision of the Pilbara's Partnerships for Student Success initiative of Talk for Writing.

Mathematics Learning Area

Further to the Pilbara Development Commission's Mathematics Grant received in 2018, the school has continued to implement Top Ten Maths for Primary Schools as its key whole of school numeracy program. Top Ten includes 900 hands-on open-ended tasks, all organised into developmentally sequenced units; over 500 materials-based lessons for the early years and 400 real-life lessons for years 3-6. Each lesson includes:

- Photographs of classroom modelling and student work samples;
- Warm-up games and an engaging hook or tune-in element;
- A specific learning intention and lesson-specific maths vocabulary highlighted at the start of each lesson;
- Success criteria within the formative assessment cross-checks linked to each unit;
- Questioning and feedback tips, as well as misconception alerts; and
- Pre-planned enabling and extending prompts for ongoing in-class intervention and extension within every open-ended (low-floor high-ceiling) session.

As detailed in our school's Strategic Plan, our target strives to increase the number of students achieving a C grade or better in the Mathematics Learning Area for all year groups.

The table below indicates the percentages of grades A, B, C, D and E in Pre-Primary to Year 6 Semester Two 2021 reports.

Semester 2, 2021 (students reported = 9):

A	B	C	D	E
0%	0%	11%	64%	11%
Target: Increase the number of students achieving a C grade or better in the Mathematics Learning Area.				



NAPLAN Testing

The National Assessment Program in Literacy and Numeracy (NAPLAN) is a curriculum-based assessment that tests students' knowledge and skills in numeracy, reading, spelling and writing. The National Minimum Standard (NMS) is the minimum level required for students to make adequate progress. Marble Bar PS has small and transient cohorts at each year level. Longitudinal graphs showing data over a period of years will demonstrate swings and wide variation from one year to next.

Care has been applied in reporting these results because of low student numbers which means one student's extremely positive or negative result can skew the mean scores significantly. For this reason, student numbers have been compiled into whole of school analyses. Table 1 also reports how many of these students tested in May, 2021 are enrolled at Marble Bar PS as at Census Date, 11th February 2022. This enables the degree of student transiency in the testing cycle to be reported. By doing so, the school can track individual student progress more closely for those students with stable enrolments.

Table 1: Number of Students Tested in May, 2021 and Enrolled at February, 2022	NAPLAN – Writing	NAPLAN – Numeracy	NAPLAN - Reading	NAPLAN – Spelling	NAPLAN - Grammar
Year 3 – Enrolled as at 11/2/22	1	2	2	2	2
Year 5 – Enrolled as at 11/2/22	1	1	1	1	1
Year 7 – Enrolled as at 11/2/22	2	2	2	2	2
Year 9 – Enrolled as at 11/2/22	1	1	1	1	1
School Total As at 11/2/22	5	6	6	6	6

Table 2: Proportion of students achieving at the National Minimum Standard or Above the National Minimum Standard for NAPLAN 2021	NAPLAN - Writing		NAPLAN - Numeracy		NAPLAN - Reading		NAPLAN – Spelling		NAPLAN – Grammar	
	At the NMS	Above the NMS	At the NMS	Above the NMS	At the NMS	Above the NMS	At the NMS	Above the NMS	At the NMS	Above the NMS
Percentage of the total number of students tested in May, 2021.	20%	60%	17%	17%	17%	33%	33%	33%	17%	33%

NMS – National Minimum Standard

At least half of the students tested are achieving at least the National Minimum Standards in NAPLAN tests. The results achieved for NAPLAN 2021 for the students tested indicate writing to be an area of strength and numeracy an area in need of development. Students who have not achieved the National Minimum Standard are catered for by individualised Student Education Needs Plans. In 2022, staff will also continue to review the school’s Mathematics Operational Plan which will better target student weaknesses in numeracy identified by NAPLAN and other teacher assessments including Top Ten Maths Pre and Post Diagnostic Assessments.

The Marble Bar Primary School Strategic Plan 2021-2023 aims to achieve:

1. By 2023, NAPLAN means will be equal to or above like schools in reading, writing and numeracy.
2. By 2023, all students at Educational Risk (Tier 2 and 3 Response to Intervention) will have fully developed Individual Education Plans as a scaffold to their learning.
3. By 2023, Year 9 students achieve a Level 6 or above in NAPLAN Reading and Writing.

Culturally Responsive Science, Technologies, Engineering and Mathematics (STEM)

In Term 4, 2021, Marble Bar Primary School received \$22,000 of funding from Roy Hill Mine to further the school’s implementation of culturally responsive two-way integrated STEM teaching and learning. This funding is being used to provide the school with up to date and leading STEM equipment whilst developing staff capacities in developing Marble Bar’s Virtual Worlds in collaboration with Airborne IT. The first Marble Bar Virtual World (Art Gallery) was showcased as part of the Department of Education’s STEM Enterprise Project to 80 schools, 663 locals and 200 international virtual guests at Western Australia’s Resources Technologies Showcase, Perth Convention and Exhibition Centre. This program has added significant value to the school’s outcomes of:

1. Improve student attendance;
2. Increase student participation in STEM;
3. Enable Aboriginal students to succeed as Aboriginal people; and
4. Progress student literacy and numeracy.



The school's many partnerships are adding significant value to the school's STEM programs. This has included Telstra's Tech for STEM program, providing a \$5,000 Tech for STEM scholarship for a senior Year 11 student. In addition, the Foundation for Regional and Rural Renewal kindly provided \$10,000 of funding for the school's new drone and 3D printer. Both items of equipment are enabling the development of objects and material for Marble Bar's three Virtual Worlds.



KANGAROO - (DUGA)
The kangaroo's hopping indicates gratitude and abundance, as this is a very lucky animal to have in your house. It symbolizes health, power, harmony, and strength – just some of the things that you need to succeed and be happy in life.

Kangaroos
Sign of wealth and spiritual significance to Aboriginal people about Australia. First, there were kangaroos and emus to be, a staple protein source, pelts were used for clothing and bags and their skin crafted into woven bags.

Science Pathways is one of six elements of the Indigenous STEM Education project. CSIRO's Two-Way Science Integrated Pathways programs provides for on-site activity in the STEM garden, incursions and on-country excursions. These activities are integrated with Educate IT, Airborne IT and Wangka Maya's Pilbara Aboriginal Languages Centre's expertise in technologies and culture. Activities are strengthening Marble Bar's capacity to create a set of Two-Way Aboriginal and Western culturally responsive Science activities tailored to the unique cultural and environmental conditions of the Western Desert regions of Australia. In 2022, the school will be extending this to provide a Virtual Teacher Development Centre enabling educators from anywhere in the world to collaboratively plan and celebrate culturally responsive STEM in varying contexts.

The school's STEM programs have been acknowledged by the Governor of WA, and Ministers for Science and Education, for encouraging students to engage in the global world whilst practising the core values of Marble Bar's local Nyamal community. The Department of Jobs, Tourism, Science and Innovation awarded the school with a \$1,000 prize for winning this prestigious state award.



As stated by the Hon. Kim Beazley AC, Governor of WA:

"The school leadership teams recognised as part of this year's awards have developed strong STEM education initiatives, which engage students and support outcomes critical to Western Australia's technological future".

The Education Minister, the Hon. Sue Ellery MLC stated:

"Getting students to fully embrace STEM education takes strong leadership and teachers that spark inspiration".

The Science Minister, the Hon. Roger Cook MLA stated:

"The winners of this year's Governor School STEM Awards have gone above and beyond to develop engaging and supportive STEM learning environments".



The Marble Bar Primary School community is immensely proud of its achievements and looks forward to developing the following key STEM priorities for 2022:

- Marble Bar’s Virtual World Galleries is expanded to include an Aboriginal Languages Learning Centre for the purpose of preserving and show-casing the first Indigenous languages of the area;
- STEM Leadership Camp to Perth;
- Marble Bar’s VET programming includes opportunities for drone accreditation; and
- DoE Panel Integrator Educate IT and Marble Bar Primary School collaborate to plan for and initiate an East Pilbara Virtual Teacher Development Centre (VTDC).



Student Attendance

Marble Bar Primary School’s Attendance Operational Plan supports the five key pre-requisites outlined in the Department of Education’s Attendance Toolkit:

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

Regular attendance is set as 90 per cent or above. The school's attendance data is impacted by students who leave Marble Bar and do not actively enrol in surrounding schools in the Pilbara or other larger centres including Perth. The school seeks to maintain and build upon whole of school attendance of at least 75 per cent which was not achieved in 2020 and 2021 predominantly due to the COVID-19 Pandemic, cultural Lore and transiency. The school's focus in collaboration with the Pilbara's Participation and Engagement unit, continues to track and support disengaged students.

Attendance Overall: Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2021	75%	89.7%	92.4%	48.7%	60.2%	76.8%	51.5%	62.6%	91%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2021	11.1%	16.7%	11.1%	61.1%
Like Schools 2021	18.1%	15.6%	22.7%	43.6%
WA Public Schools	71.0%	19.0%	7.0%	3.0%



Attendance Overall: Secondary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2021	89.3%	79.4%	86.5%	31.7%	35%	62.6%	39.9%	37.8%	84.4%

Attendance Category

	Regular	At Risk		
		Indicated	Moderate	Severe
2021	0.0%	20.0%	20.0%	60.0%
Like Schools 2021	7.4%	7.5%	14.0%	71.2%
WA Public Schools	51.0%	26.0%	14.0%	9.0%

The school's attendance targets for 2022 are:

- The percentage of students in the seriously at risk category (<60%) reduces from 41% of student enrolments in Semester 1 2020 to less than 20% of the student population by the end of 2022;
- Six of the severely at risk students will move into the moderately at risk category or higher;
- To restore the proportion of students attending regularly to more than 40% of the student enrolment;
- To decrease the proportion of unauthorised and unexplained absences by using the authorised Integris Codes C, N, M and R;
- To actively case manage students outside of Marble Bar; and
- An extensive suite of external agencies and people are engaged in promoting, reinforcing and celebrating improved student attendance, in line with the targets outlined above.



Student Behaviour

Marble Bar PS had one new teacher commence in 2021. The school retained its school structure of two classes for 2021 including a K-4 and 5-12 class. All non-teaching staff are permanent and long serving members of our school community who support the work of teachers and the reinforcement of positive and consistent behaviours of our students.



A total of 34 negative behaviours including three (3) individual suspensions were recorded on the school's Behaviour Management Module of Integris, a significant 85 per cent reduction from the proceeding year. This is an outstanding result for our small school that aims for students to accept responsibility for their own behaviour and for the natural and logical consequences that result from their behaviours. Our students are self-motivated and confident in their approach to learning and are able to work individually and collaboratively.

Table: Behaviours Statistical Overview for 2021

	2021 Totals
N1 Physical Aggression Toward Staff	0
N2 Abuse, Threats, Harassment or Intimidation of Staff	5
N3 Physical Aggression Toward Students	2
N4 Abuse, Threats, Harassment or Intimidation of Students	0
N5 Damage to or Theft of Property	7
N6 Violation of Code of Conduct or School/Classroom Rules	0
N7 Possession, Use or Supply of Substances with Restricted Sale	0
N9 Negative Behaviour – Other	17
S – Suspended	3 (7 days)
W – Withdrawal	4
Total Negative Behaviours	34 in 2021 (223 in 2020)

Reference: Management Reports. Behaviours – Statistical Overview for All Students (Integris, retrieved 13th June, 2022). Further to the school's review processes including collaborations with the School Psychologist Service, Behaviour Engagement Centre, SSEN:BE and Schools of Isolated and Distance Education, staff reviewed 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. The staff made a collective effort to implement the 'You Can Do It! Program that draws on social learning theory and rational emotive/cognitive behavioural theory. In 2022, this review will extend to additional Gateway Suicide Prevention Training which completes the community's First Aid in Mental Health training received in 2018.

The major aims of incorporating the ‘You Can Do It!’ Program into the school’s Behaviour Management Policy, Processes and subsequent health and well-being programs are to:

- Teach specific social and emotional skills including confidence, persistence, organisation and getting along with others to help students take responsibility for their learning, behaviour and emotional wellbeing;
- Increase students’ motivation for and engagement in learning and achievement;
- Help children to develop positive relationships and behaviour; and
- Achieve better mental health, resilience, reflective problem-solving, social responsibility, independence and wellbeing.

All teachers at Marble Bar PS have access to the program’s curriculum resources on the school’s intranet and embed these requirements into their planning, teaching and assessment. In addition, regular visits and Video Conferences from the school’s psychologist provide an additional curriculum support for all staff and students.



REPORT ON SCHOOL-COMMUNITY RELATIONSHIPS AND PARTNERSHIPS

As detailed in the *School’s Strategic Plan, 2021-2023*, Marble Bar Primary School aims to achieve a culturally responsive school that fosters positive participation, communication and interaction between staff, Aboriginal students, their parents and families, and the local Aboriginal community (ACSF, p.5). The school’s strategic focus emphasises:

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1. Professional relationships between staff are enabled through respectful and purposeful collaboration.
2. Staff, student and parent relationships are respectful and culturally responsive.
3. Clear communications are evident, both within the school and with key stakeholders.
4. Parent and carer satisfaction feedback is sought and acted on.
5. The School Council fulfils its role in supporting school governance.
6. Community partnerships are sustainable and culturally responsive.
7. The local community values its school.



The Marble Bar Primary School community promotes effective relationships and partnerships through:

Target 1: Staff roles, responsibilities, agreements and Code of Conduct are fully understood and followed.

- Create staff agreements.
- Introduce the new DoE Code of Conduct.

- Focused staff meetings on professional learning, school-wide pedagogy and strategic plan targets.
- Implement conflict resolution strategies, compliance policy, and staff working with health providers in seeking collegiate support.



Target 2: School staff have fostered a learning environment which is culturally inclusive and affirms the full diversity of students, staff and the community.

- Include Code of Conduct/ Positive Staff and Student Relations in Performance Management Meetings.
- Embed positive behaviour policies, processes and reward systems across the school using Zones of Regulation and You Can Do It!

Target 3: Interactions between staff, students and parents are mutually respectful.

- Regularly involve families in their child's learning, purposeful case management meetings, focus group meetings and culturally responsive feedback processes both formally and informally.

Target 4: The School Council is an effective governing body.

- Work in partnership with the School Council, other agencies, networks and schools from across WA and globally (e.g. World Virtual Reality Platform, Altspace),
- Establish and maintain an active Website and Facebook page,
- Embed two-way teams in home visits,
- School Council Members receive training in effective School Governance.

Service in Action Program

Christ Church Grammar and St Hilda's Anglican School's Service in Action Programs inspire students to achieve individual and collective excellence for others. The program is based on the Christian call to serve others, especially those less fortunate than ourselves. Marble Bar school community has been part of this program for many years and continues to benefit

greatly by being part of this partnership, extended to two weeks per school year from 2021 given the exponential demand for places in this outstanding program.



Parent and Caregiver Responsiveness

During Term 3, one of our Elders gave her blessing for the ongoing development of our Virtual Worlds that is actively seeking to preserve Marble Bar's first Nyamal culture and languages.

“As a Nyamal woman, I give this project my blessing so that the students continue to learn and work together and create beautiful Aboriginal art”. (JD)

Another emerging Elder and parent to Marble Bar students reflected on the school’s journey and stated:

“This engaging and hands-on educational journey has sparked curiosity and passion amongst our students while also encouraging learning about our rich Aboriginal culture and history”. (JW)

Ngaarda Media, the voice of the Pilbara, who attended Marble Bar’s celebration of culturally responsive STEM in Term 4, 2021 reported:

“Marble Bar’s STEM program encourages students to engage with the world whilst practising the core values of the local Nyamal community. Wajiwarlun Marble Bar Primary School”.

The broader Australian community has celebrated Marble Bar’s extraordinary journey with Bianca Roberts, journalist for the Australian Teachers’ Magazine writing:

“MBPS’s STEM program is closing the gap between Indigenous and non-Indigenous student learning outcomes. Aboriginal and Torres Strait Islanders have called for a new phase of reforms, emphasising empowerment, self-determination and community- led initiatives that ensures equity can be realised. Marble Bar’s STEM program epitomises the promise of this changed tack”.

It was an extraordinary opportunity to display the school’s culturally responsive STEM to 80 schools, Members of Parliament, Industry Leaders and members of the public at the Department of Education’s STEM Enterprise Showcase. Many parents and staff from across Perth and surrounding country areas commented on the excellence presented by community members, staff, industry partners and students.



National School Opinion Survey

The National School Opinion Survey is administered every 2 years. Eight parents, representing 80% of our families completed the National School Opinion Survey during the

Reporting to Parents Cycle at the conclusion of Term 2, 2020. This Survey will next be completed as part of the Semester One, 2022 Reporting to Parents Cycle.

Culturally responsive STEAM programming seeks to build upon the following outcomes of the NSOS Parent Survey Response:

SMART Outcome 4, 'Parents report an increase in their responses to the NSOS Parent Survey Response 2018-2020' in each of the following 4 specific items:

- (i) **The school works with me to support my child's learning (Target: 3.4 in 2018 to 4.0 in 2020);**
ACHIEVED TARGET, 4.1 in 2020.
- (ii) **My child's learning needs are being met at this school (Target: 3.2 in 2018 to 4.0 in 2020);**
ACHIEVED TARGET, 4.1 in 2020.
- (iii) **The school takes parents' opinions seriously (Target: 3.2 in 2018 to 4.0 in 2020);**
ACHIEVED TARGET, 4.1 in 2020.
- (iv) **The school looks for ways to improve (Target: 3.6 in 2018 to 4.0 in 2020).**
ACHIEVED TARGET, 4.1 in 2020.



SCHOOL REVIEW

School reviews in 2022 and beyond will seek to measure our continued impact on achieving the following SMART targets for cultural responsiveness:

1. Staff and School Council move from a cultural understanding (developing) to cultural competence (capable) in establishing and maintaining positive relationships with Aboriginal students, their parents and families.
2. Staff and School Council move from cultural competence (capable) to cultural responsiveness (proficient) in staff engaging professionally with local Aboriginal community members and organisations.
3. Staff and School Council move from cultural understanding (developing) to cultural competence (capable) in staff providing Aboriginal students, their parents and families, and local Aboriginal community members with leadership opportunities.
4. Staff and School Council move from cultural understanding (developing) to cultural competence (capable) in staff broadening their knowledge of and improving practices in Aboriginal education.

Our staff completed the *National School Opinion Survey (Staff)* in 2020. Further to the survey completed in 2018, the school observed minor regressions (<0.5) in 14 key descriptors; 1 area of regression (0.5) in 1 key descriptor; and minor progressions (<0.5) in 5 key descriptions. Staff responded with either 5 – strongly agree; 4 – agree; 3 – neither agree or disagree; 2 – disagree; and 1 – strongly disagree. According to staff, our major strengths are:

- *Care for students (4.5);*
- *Teacher expectations (4.3);*
- *Student feedback (4.3);*
- *School maintenance (4.3);*
- *Student feelings of safety (4.3);*
- *Discussion of concerns (4.3);*
- *School improvement (4.3); and*
- *Culturally responsive teaching (as per additional comments).*

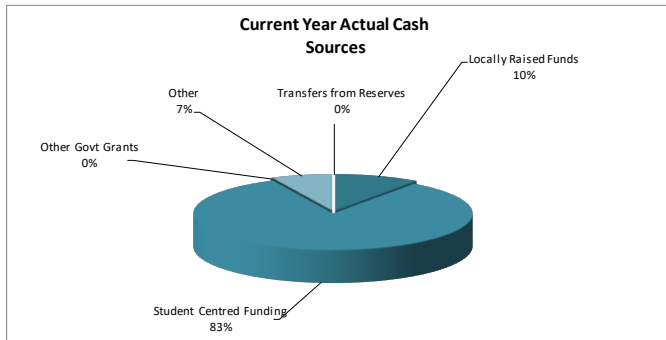
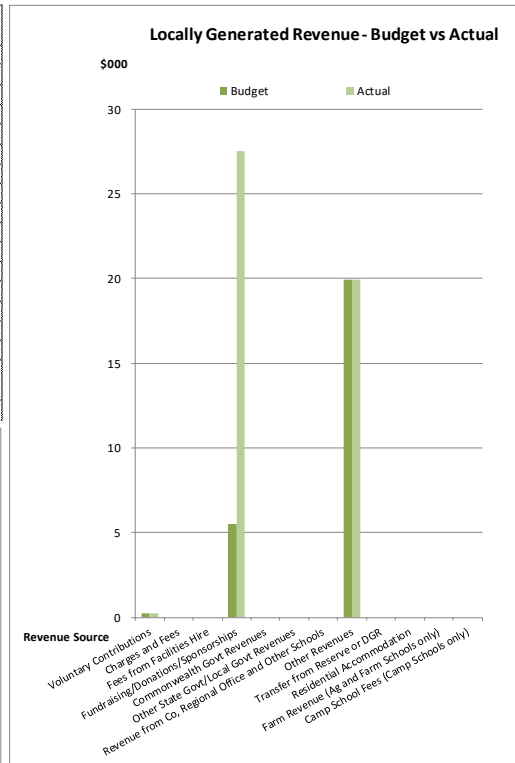
Further to our strengths, staff view our key areas in need of development as being:

- *Management of student behaviour (3.8);*
- *Relationship with local community (3.8);*
- *Satisfaction with overall standards of achievement (3.8);*
- *School is recommended (3.8);*
- *Quality teaching (3.8); and*
- *Applying the EAL/D Progress Map to teaching.*

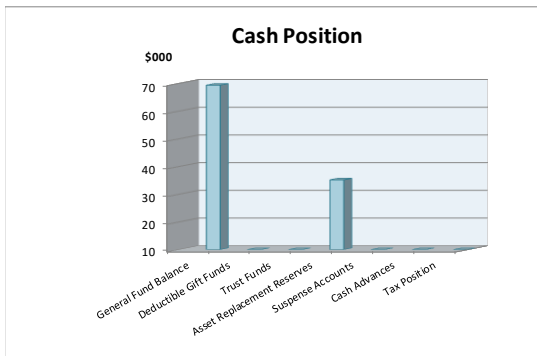
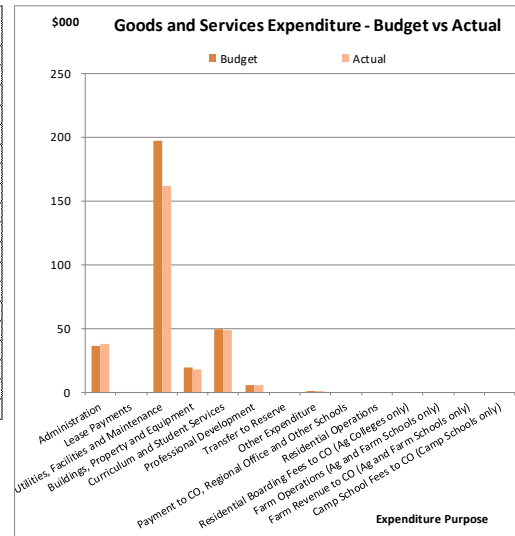


Marble Bar Primary School
Financial Summary as at
31 December 2021

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 234.00	\$ 234.00
2 Charges and Fees	\$ -	\$ -
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 5,508.00	\$ 27,508.09
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 19,924.00	\$ 19,927.45
9 Transfer from Reserve or DGR	\$ -	\$ -
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 25,666.00	\$ 47,669.54
Opening Balance	\$ 60,528.00	\$ 60,528.18
Student Centred Funding	\$ 232,483.00	\$ 232,483.38
Total Cash Funds Available	\$ 318,677.00	\$ 340,681.10
Total Salary Allocation	\$ 802,169.00	\$ 802,169.00
Total Funds Available	\$ 1,120,846.00	\$ 1,142,850.10



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 35,956.00	\$ 37,705.12
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 196,731.00	\$ 161,703.31
4 Buildings, Property and Equipment	\$ 19,332.00	\$ 17,522.36
5 Curriculum and Student Services	\$ 49,567.00	\$ 48,448.92
6 Professional Development	\$ 5,188.00	\$ 5,178.73
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 759.00	\$ 761.01
9 Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 307,533.00	\$ 271,319.45
Total Forecast Salary Expenditure	\$ 764,606.00	\$ 764,606.00
Total Expenditure	\$ 1,072,139.00	\$ 1,035,925.45
Cash Budget Variance	\$ 11,144.00	



Cash Position as at:	
Bank Balance	\$ 101,724.73
Made up of:	
1 General Fund Balance	\$ 69,361.65
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 35,169.40
5 Suspense Accounts	\$ 472.68
6 Cash Advances	\$ -
7 Tax Position	\$ (3,279.00)
Total Bank Balance	\$ 101,724.73