



Be Respectful

Be Responsible

Be your Best

Be Resilient

Annual Report 2022



PANNAWONICA SCHOOL

Here we build the future



OUR SCHOOL



Pannawonica School is an Independent Public School located in the Western Pilbara that caters for children from Kindergarten to Year 12. As a small regional school, we deliver an inclusive, diverse and exciting range of programs that deliver the best possible education for children in Pannawonica.

Our staff are a highly motivated and professional team. They have formed a tight collegiate group which collaborates well and responds effectively to the needs of the children and community.

The school adopts a 'whole staff' approach and all staff are involved in school planning, school activities and regular professional learning.

Specialist learning programs begin in Kindergarten and continue throughout our school. These programs include STEM, Talk for Writing, Top Ten Maths, Initial-Lit, Cracking the Code, Words Gramma Fun and Intervention. We collaboratively work with the local day-care centre and provide a Transition to Kindergarten Program.

Our school vision is 'Ohana' which means nobody gets left behind or forgotten. Our purpose is to make sure that our children, our staff, our parents/caregivers and our community members do not get left behind academically, socially/emotionally, physically or culturally.

We are a committed positive behaviour support school. Our four behaviours are to be responsible, be respectful, be resilient and be your best; which the whole school community actively encourages and implements daily.

A Youth Care Chaplain, Student Support Officer and an Aboriginal and Islander Education Officer are available for the students to access, and visiting specialists also regularly attend the school to support the social, emotional and physical wellbeing of our children.

The school is equipped with a fully networked computer system as well as interactive whiteboards, laptops, and iPads that are integrated throughout the classrooms to assist learning.

Our Years 7 to 12 students have their own area on the school grounds. Students are taught using a combination of online learning through the School of Isolated Distance Education and MESH Subjects covered by experienced Face-to-Face teachers.

Being a small and regional community, there is a strong focus on collaboration and communication both within the school and the town. We regularly work together on community events such as ANZAC Day, Remembrance Day and NAIDOC.



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PRINCIPAL'S REPORT

Our Annual Report

It is my pleasure to be writing the 2022 Annual Report.

2022 saw our school finish the targets set in our 2020-2022 Business Plan. On review of the outcomes and processes the new Business Plan 2023-2025 strategic focuses continues to support students growth across Secondary Education targets, Early Years Priorities and a focus on Cultural Responsiveness.

In the year, we expanded and offered an even greater array of subjects being taught to our Year 7-10 students and worked across the network to connect with other Schools to strengthen the quality of our Secondary Teaching and Learning. This work was led by Mrs Shannon Martin who stepped into the role of Head of Learning: Secondary and worked with our staff and community to begin implementing AVID as a common pedagogical framework and Pathway Development in our Senior Secondary Classrooms.

Work continued in our Primary School with a focus on embedding Initial-Lit, Spell-It and Top 10 Mathematics. Staff engaged in a range of Professional Learning and collaborative planning with the Deputy Principals focused on this work.

In 2022 the Early Years Committee was established with all Service Providers across Pannawonica making this work their priority. The school employed an Early Years Officer—Mrs Hollie Desmond who in collaboration with all stakeholders assists in supporting the very important work in children 0-3 years.

A Youth focus was also established in partnership with the towns stakeholders Rio Tinto and the Shire of Ashburton which saw Mrs Stacy Rutherford take on the role of Student Support Officer. A focus on Youth engagement, mental health and after school programs tailored to support our Youth has been the priority of this work.

The School Celebrated turning 50 Years Old in 2022 —celebrations were held by both present students/ staff and we also saw some students from yesteryear visit to mark the momentous occasion. A whole School Birthday party marked this special event.

The school was successful in the Application process of being reclassified as a Combined School which reflects the current school need of providing education across Kindy—Year 12. The work of rebranding and reflecting this outcome begins with the school name changing from Pannawonica Primary school to —Pannawonica School.

Ms Annette Hansen
Principal





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OUR STAFF (OUR FAMILY)



Principal

Deputy Principal Teaching and Learning

Deputy Principal Operations

Manager Corporate Services

Head of Learning Area ECE

Head of Learning Area Primary

Head of Learning Area Secondary

School Officers

Student Support Officer

Learning Support Coordinator

ICT Officer

Library Officer

Chaplain

Aboriginal and Islander Education Officer

School Psychologist

Teachers

Education Assistants

Gardeners

Head Cleaner

Cleaners

Ben Jamieson

Annette Hansen

Melinda Nelson

Samantha Sylva

Kate Jamieson

Lena Marsh

Melinda Nelson

Shannon Martin

Jacinta Eyre

Selima Telfa

Stacy Rutherford

Kylie Warburton

Claire Mann

Claire Mann

Talitha Martin

Laurissa Sampi

Rebecca Sullivan

Alisha Hospital

Lena Marsh

Louise Blackmore

Cameron Bennett

Rachael Turner

Ivy Delios

Anna Hayden

Nicole Ratcliffe

Carolyn Garrett

Shannon Martin

Kylie Warburton

Ria Mehra

Mary Breedon

Leanne Harbron

Carina Gajnik

Heidi Hilzinger

Lara Rahman

Sam Evans

Chelsea Rowe

Emma Jamieson

Ali West

Jeab Fitzgerald

Elyse Mumby

Elyse Mumby

Kanjana Chooklin & Jeab Fitzgerald & Charlotte Hussey



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OUR ANNUAL REPORT FORMAT

Our Annual Report Format

The format of our Annual Report is reflective of our Business Plan 2020-2022 and the Statement of Expectation 2021-2024.

The Statement of Expectation (SOE) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

Our school engages in regular self-assessment which includes an external review of the school which took place in 2022.

In order to provide greater transparency to our self-assessment, as a school, we decided to frame our Annual Report against our Business Plan 2020-2022, the six priority areas articulated in the Statement of Expectation 2021-2024. These roles and responsibilities include:

- Identify and meet student needs
- Lead school improvement
- Build the capacity of our people
- Strengthen educationally powerful connections
- Meet policy, industrial and legislative requirements
- Embed strong governance through school councils/boards

The Annual Report is required to *describe the school's performance, including consideration of the student improvement targets and priorities, as detailed in the school's Business Plan, and reports on legislative and designated policy and program requirements.*





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BUSINESS PLAN

Findings from the Review of our Business Plan 2020-2022

As a staff and as a School Board, we reviewed ourselves against the DPA and found that we had achieved all aspects that relate to the Business Plan.

What is a Business Plan?

A Business Plan is a plan which outlines to our community the priority areas for our school, the broad strategies, the milestones and the targets that we have set for ourselves and our students over a three year period. Our current Business Plan covers 2020-2022.

Our Business Plan identifies four priority areas that directly relate to our School's Vision and Purpose.

What are our Priority Areas and Targets from our Business Plan 2020-2022?

Over a three year period, 2020-2022, the school has identified four priority areas. These priority areas directly relate to our School's Vision and Purpose and include:

- Academic
- Social and Emotional
- Physical
- Cultural

Each priority area has targets set against them. These targets, and how we are travelling against them, can be viewed over the page.





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BUSINESS PLAN

Our Targets—By the end of 2022

Academic

- Year 3 & 5 stable cohorts tested in 2021 and 2022 will be at or above the Australian Mean for performance in Reading, Writing, Numeracy, Spelling and Grammar & Punctuation NAPLAN Assessments. **On average, this was not achieved for 2021 with the target set for being at or above the Australian Mean. This is an aspirational target with the school's ICSEA being below the Australian Mean. When compared to like-schools, you can see the comparable achievement of our students below**

Year 3 Stable Cohort 2021				
	Like-Schools	Stable Cohort	Australian Mean	Stable Cohort
Numeracy	369	393	403	393
Reading	391	390	437	390
Writing	400	436	425	436
Spelling	381	406	421	406
Grammar	388	413	433	413

Year 5 Stable Cohort 2021				
	Like-Schools	Stable Cohort	Australian Mean	Stable Cohort
Numeracy	461	484	495	484
Reading	476	459	512	459
Writing	458	452	480	452
Spelling	475	494	505	494
Grammar	463	448	503	448

- Year 7 & 9 stable cohorts tested in 2021 and 2022 will be at or above Like Schools for performance in Reading, Writing, Numeracy, Spelling and Grammar & Punctuation NAPLAN Assessments. **On average, this was achieved for 2021 with individual test results below.**

Year 7 Stable Cohort 2021		
	Like-Schools	Stable Cohort
Numeracy	461	497
Reading	476	525
Writing	458	490
Spelling	475	548
Grammar	463	528

Year 9 Stable Cohort 2021		
	Like-Schools	Stable Cohort
Numeracy	461	512
Reading	476	474
Writing	458	510
Spelling	475	462
Grammar	463	502

NAPLAN Results 2019-2022 (Business Plan Targets)

NAPLAN National Minimum Standard (NMS)	NAPLAN - Numeracy											
	2019				2021				2022			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
Above NMS	78%	63%			78%				83%	73%	75%	
At NMS	11%	25%			17%				11%	18%	0%	
Below NMS	11%	13%			6%				6%	9%	25%	

NAPLAN National Minimum Standard (NMS)	NAPLAN - Reading											
	2019				2021				2022			
	Yea r 3	Year 5	Yea r 7	Yea r 9	Yea r 3	Yea r 5	Yea r 7	Yea r 9	Yea r 3	Yea r 5	Yea r 7	Year 9
Above NMS	91%	100%			94%		50%		78%	64%	88%	
At NMS	9%	0%			0%		50%		17%	27%	13%	
Below NMS	0%	0%			6%		0%		6%	9%	0%	

NAPLAN National Minimum Standard (NMS)	NAPLAN - Writing											
	2019				2021				2022			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
Above NMS	82%	89%			94%	50%	50%		72%	64%	63%	
At NMS	9%	11%			6%	10%	10%		17%	27%	38%	

NAPLAN National Minimum Standard (NMS)	NAPLAN - Spelling											
	2019				2021				2022			
	Year 3	Year 5	Yea r 7	Yea r 9	Year 3	Yea r 5	Year 7	Yea r 9	Year 3	Year 5	Year 7	Year 9
Above NMS	67%	78%			89%		78%		78%	64%	88%	
At NMS	33%	22%			6%		0%		11%	36%	0%	
Below NMS	0%	0%			6%		22%		11%	0%	13%	

NAPLAN National Minimum Standard (NMS)	NAPLAN - Grammar & Punctuation											
	2019				2021				2022			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
Above NMS	78%	89%			89%		56%		89%	64%	88%	
At NMS	11%	11%			11%		11%		6%	18%	13%	
Below NMS	11%	0%			0%		33%		6%	18%	0%	



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BUSINESS PLAN

Our Targets—By the end of 2022

Social & Emotional

- Friendly Schools Plus Assessment Tool demonstrates positive social and emotional wellbeing at Pannawonica Primary School. This tool was changed to Six-Star Wellbeing Survey which is completed twice a year for students from Year 2-12. Teachers in K-1 make use of the AEDC to drive planning around our students Social and Emotional needs. These strategies are reflected in Cluster Operational Plans in 2022.
- Student Surveys indicate a continued average of 4.0 (agree) or better against each of the relevant questions when surveyed in 2021 and 2022. This was achieved for 11 out of the 14 questions asked. Work throughout 2022 addressed the remaining three questions with students returning a 4.0 or greater by the end of 2022.
- Pannawonica Primary School's Student Bullying Survey is administered to students from Year 3-10 quarterly and appropriate action taken as a result. Achieved in 2022.

Physical

- An average positive response from the Pannawonica Primary School Health and Physical Education Questionnaire is recorded for all students in Years 5 and 6 at the end of 2021 and 2022. Not achieved. This will be utilised in 2023-2025 to report against this target.
- Self-Assessment against the National Quality Standards sees Pannawonica Primary School meets the requirements for Quality Area Three: Physical Environment by the end of 2021 and this is maintained in 2022. Achieved in 2022.

Cultural

- Staff School Culture Survey is administered quarterly and appropriate action taken as required. Achieved in 2022.
- Self-Assessment against the Cultural Standards Framework shows Pannawonica Primary School demonstrating Capable or better across all five standards by the end of 2022. Not achieved. Work in 2023 –2025 will centre on reinvigorating our Aboriginal Education Committee and working as a whole-school towards being capable across the ACSF.
- Staff and Parent/Caregiver Surveys indicate an average of 4.0 (agree) or better against each of the relevant questions when surveyed in 2021 and 2022. Achieved in all areas bare 'I am satisfied with the overall standard of education achieved which scored 3.9



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SOE: Identify and meet student needs

Evidence of Achievement from Statement of Expectation

	DATA	SYSTEMS	PRACTICE
• understand the literacy and numeracy needs of every student so that they can be supported to develop foundational competencies	✓	✓	✓
• create a safe and orderly learning environment	✓	✓	✓
• strengthen pathways for individual secondary students into work or further study	✓	✓	✓
• increase the number of students regularly attending school	✓	✓	
• use available data and evidence to identify students who are at high risk of not achieving and design strategies to engage them in their education	✓	✓	✓



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SOA: Identify and meet Student Needs

Evidence of Achievement from Statement of Expectation

• equip students with the capabilities required to succeed in the contemporary work environment	✓	✓	✓
• equip students with opportunities to develop STEM skills across the curriculum	✓	✓	✓
• create an environment that develops student wellbeing including the promotion of optimism, resilience, confidence and self-efficacy	✓	✓	

Plans for improvement:

- Ensure academic targets for student improvement are consistently set in 2023 Operational Plans.
- Review a new SEL Program for Year 7-12 with the support of research and the School Psychologist
- Review fidelity of PBS across K-12 and examine consistency in practice
- Explore opportunity for Passport of Skills (Transition to High School) to include exposure to Pathway Planning
- In Term 1 & 3 Interviews in Year 7-10 ensure Pathway Planning is featured e.g. "What is the plan for XXX in Year 7".
- Review current Attendance Policy and provide clarity to teachers around what is required of them.
- Ensure Academically Able students are tracked and catered for through strategies identified in Cluster Operational Plans
- Implement weekly General Capabilities lesson in Year 7-10 Home Room
- Ensure Six-Star Wellbeing Data is consistently used in Year 7-10 Cluster Operational Plan to set strategies around developing identified Social and Emotional skills



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SOA: Lead School Improvement

Evidence of Achievement from Statement of Expectation

	YES
• lead the development and implementation of a school plan that contains specific targets related to improvement of student achievement, attendance and retention, along with the priorities and strategies to achieve them	✓
• consult with school staff in the design of school development opportunities that contribute to the targets/aspirations of the school plan	✓
• base the school plan on a thorough self-assessment of current school performance using the Department's Electronic School Assessment Tool	✓
• ensure that the school plan reflects the obligations contained in this Statement	✓
• take account of the outcomes of the Public School Review in the development of their school plan.	✓





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SOA: Build the Capability of our People

Evidence of Achievement from Statement of Expectation

	YES
• establish a school culture that builds the capability of all staff to maximise their impact on student learning and wellbeing	✓
• ensure teachers are monitoring the learning of their students and using evidence to employ teaching strategies to enable every student to progress	✓
• create opportunities for teachers to collaborate on the use of student achievement data to inform and share high impact teaching strategies	✓
• ensure the focus of school networks is on student achievement	✓
• construct systems for all staff to receive feedback and engage in professional learning to improve their contribution to the school's teaching and learning programs	✓





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SOA: Build the Capability of our People

Evidence of Achievement from Statement of Expectation

• support their teachers in the use of evidence informed classroom pedagogy	✓
• promote a culture of collective responsibility for occupational health and safety and implement related processes	
• implement the actions identified to address violence in schools	✓
• self-reflect on their professional practice using the Principal Performance Improvement Tool (PPIT) and Department personal attributes	✓
• develop workforce practices that support diversity of school staff.	✓

Recommendations for improvement:

- Faster turnaround on raised issues
- Knowledge of person and processes
- Action: MCS to engage with focus group of staff to address concerns





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SOA: Strengthen Educationally Powerful Connections

Evidence of Achievement from Statement of Expectation

	YES	NO
• engage with families, carers and communities to better understand the aspirations, interests and needs of their students		
• work in partnership with other government agencies and support services to assist children		
• create opportunities to work collaboratively with local communities, including Aboriginal communities, to determine aspirations and set directions for students		
• collaborate with other public school Principals to ensure that schools do not operate in isolation or in competition with each other		
• pursue industry and business partnerships that enhance educational opportunities for students.		
• adhere to all legislation, industrial regulations and policies that apply to their role, unless they have had an alternative policy position formally endorsed through the Department		
• when invited, and available to do so, participate in the development of new or revised Department policy.		



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SOA: Embed Strong Governance through School councils/boards

Evidence of Achievement from Statement of Expectation

	YES	NO
• provide the school council/board with information on its functions as prescribed in the School Education Act 1999, School Education Regulations 2000 and Department of Education policy		
• ensure that the school council/board Chair notes the Statement and takes part in the functions as prescribed in the School Education Act 1999, School Education Regulations 2000, and school council/boards information package		
• work with the school council/board Chair to promote and advocate for the school in the community		
• ensure an induction is provided for new members who join the school council/board.		





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SURVEY DATA

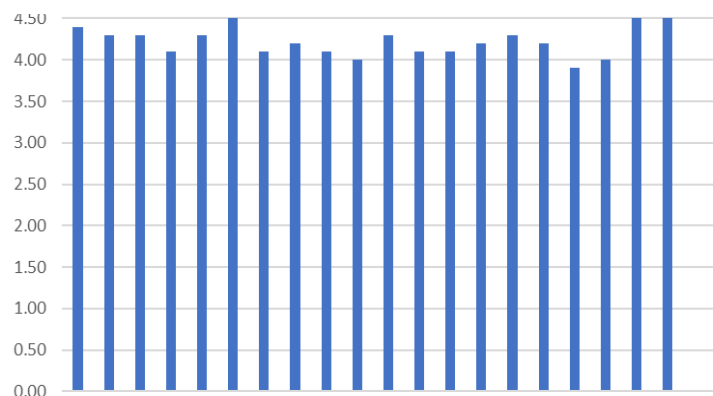
Findings from our Survey Data

Our staff, students and community were last surveyed in 2021. Our Business Plan articulates a target of staff, student and parent surveys returning a 4.0 or better across each question asked.

Our student survey returned 4.0 or greater for 11 of the 14 questions. Our staff returned a 4.0 or greater for 22 of the 22 questions asked and our parents returned a 4.0 or greater for 17 of the 20 questions asked.

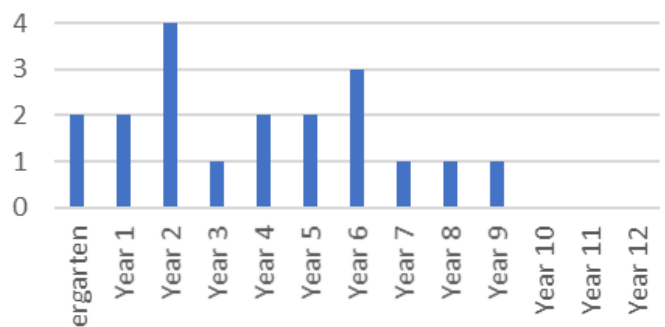
Throughout 2022, work was done with our students around these three questions which did return a 4.0. Across the year, students were re-surveyed with all three returning 4.0 or greater.

Staff, students and the community will be surveyed again at the end of 2023, in line with our Business Plan targets and as we prepare for our 2023-2025 Business Plan.



Teachers at this school expect my child to do their best
Teachers at this school provide my child with useful feedback
Teachers at this school treat students fairly
The school is well maintained
My child feels safe at this school
Student behaviour is well managed at this school
My child likes being at this school
This school looks for ways to improve
Rtthis school takes parents opinions seriously
Teacher at the school motivate my child to learn
My child is making good progress at this school
My child's learning needs are being met at this school
My school works with me to support my child's learning
My school has a strong relationship with the local community
I would recommend this school to others
My child's teachers are good teachers
Teachers at this school care about my child

Parent Survey





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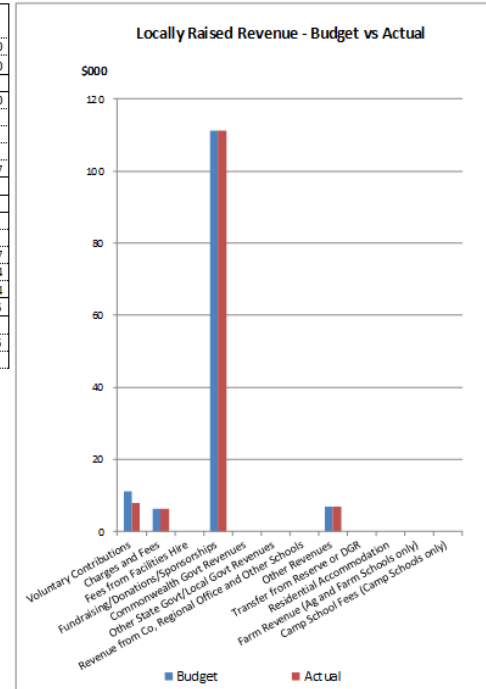
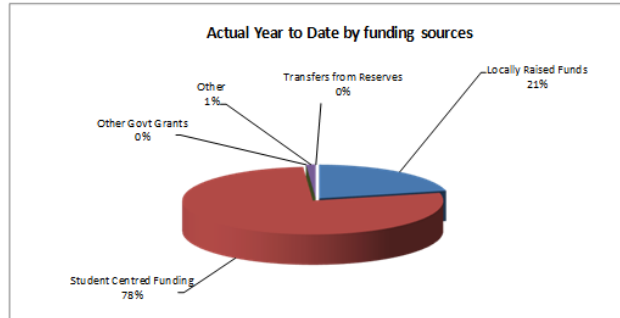
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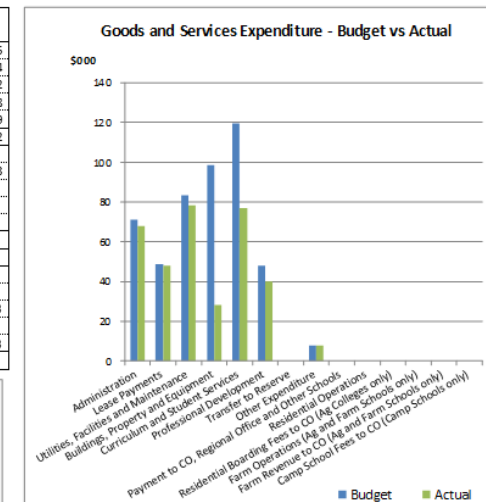
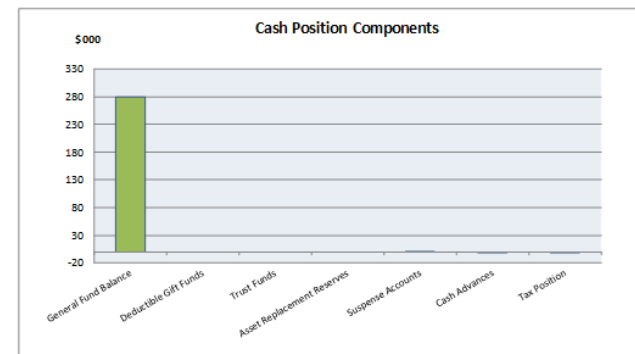
FINANCIAL INFORMATION

Pannawonica Primary School Financial Summary as at 31-December-2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 11,108.00	\$ 7,959.00
2	Charges and Fees	\$ 6,375.00	\$ 6,375.00
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 111,172.50	\$ 111,172.50
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 7,004.21	\$ 6,913.17
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	\$ 135,659.71	\$ 132,419.67
	Opening Balance	\$ 38,910.00	\$ 38,910.04
	Student Centred Funding	\$ 456,384.04	\$ 456,384.04
	Total Cash Funds Available	\$ 630,953.75	\$ 627,713.75
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 630,953.75	\$ 627,713.75



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 71,190.38	\$ 68,088.35
2	Lease Payments	\$ 48,790.00	\$ 47,963.24
3	Utilities, Facilities and Maintenance	\$ 83,432.87	\$ 78,579.32
4	Buildings, Property and Equipment	\$ 98,627.98	\$ 28,153.18
5	Curriculum and Student Services	\$ 119,664.95	\$ 77,034.49
6	Professional Development	\$ 47,925.00	\$ 40,217.92
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 7,953.62	\$ 7,952.93
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	\$ 477,584.80	\$ 347,989.43
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 477,584.80	\$ 347,989.43
	Cash Budget Variance	\$ 153,368.95	



Cash Position Components	
Bank Balance	\$ 278,343.82
Made up of:	
1 General Fund Balance	\$ 279,724.32
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ -
5 Suspense Accounts	\$ 317.50
6 Cash Advances	\$ (200.00)
7 Tax Position	\$ (1,498.00)
Total Bank Balance	\$ 278,343.82