



2023

ANNUAL REPORT

NYABING PRIMARY SCHOOL



To sow seeds of knowledge that encourage our community of learners to flourish.

Our Vision

To sow seeds of knowledge that encourage our community of learners to flourish.

Our Values

Respect
Resilience
Honesty
Responsibility

Our Logo

Our logo is a picture of a field being ploughed, in the shape of a book. This represents the geographical area in which we live, and our core business—learning.

We believe

- The academic, social and emotional well-being of students and all staff is a priority.
- Development of the whole child happens best when there is a strong relationship between students, teachers and parents, based on mutual trust and respect.
- Effective learning occurs where the school and community have a common goal, interact positively and are mutually supportive of each other's priorities and initiatives.
- All children are capable of learning, achieving success and reaching their goals.
- Students learn in different ways and our teaching and learning programs reflect this.
- Teachers consistently model exemplary teaching and learning practices. Expectations of all work is of the highest standard.
- All students are able to be critical and creative thinkers who reflect on their learning.
- Assessment practices are an integral part of teaching and learning.



2023

Principal's message

Dear Parents and School Community,

It was a privilege to commence my term as the new leader at Nyabing in Term 2 of 2023. I would like to acknowledge Miss Foster for her first term as Principal in 2023, and thank her for her commitment to the school. I would also like to mention Mrs Hobley who stepped in at the start of Term 2 and undertook the role in the interim. The year signified a large change for students and staff as three Principals cycled through the school. Firstly, I recognise the efforts of the students in their endeavours to do their best in all academic and social pursuits. Regardless of the changes around them, they always show genuine kindness, respect and happiness with their life at school. I would also like to recognise the commitment of all staff throughout 2023. Their engagement with all students and placing the needs of the students first is a trait unique to the Nyabing culture. Staff will do everything they can to support each and every student socially, emotionally and academically. My goal is to continue to build upon this culture with the support of all staff and parents.

I thank the community and parents for the trust that they extended to the staff and myself during 2023. We are looking forward to working together as we progress our new Strategic Plan for 2024-2027.

Mrs Teresa Wigg
PRINCIPAL



2023 Highlights

- Implementation of InitialLit and PreLit as whole-school Literacy programs.
- Student Council led events which contributed to building community awareness and student participation.
- Reflections magazine celebrated all major events in the school calendar.
- Many activities which connected families and neighbouring schools, including Father's Day Camp Out, Grandparent's Day, Mother's Day and termly Student Showcases after assembly.
- Specialist teachers available to deliver high content curriculum areas ensuring all year levels within the cohort are catered for. This includes HASS, Science and Physical Education.
- Significant improvement in overall attendance and authorised absences in Semester 2.
- *At the Movies* themed School Concert and Awards Night.
- Successful Bush Schools events which recognised NAIDOC Week and Indigenous culture.
- Year 5/6 Mornington Adventure Camp with neighbouring schools
- Accessing a wide range of different sporting experiences through visiting organisations. Some of these were supported financially by the P & C, Nyabing Sports Club and Sporting Schools.
- Implementation of the Breakfast Club program for two days per week initially, increasing to every school day for Term 4.
- Reinvigorating PBS at school level, with a whole-school reward placemat and fortnightly teaching of behavioural expectations.



Respect



Resilience



Honesty



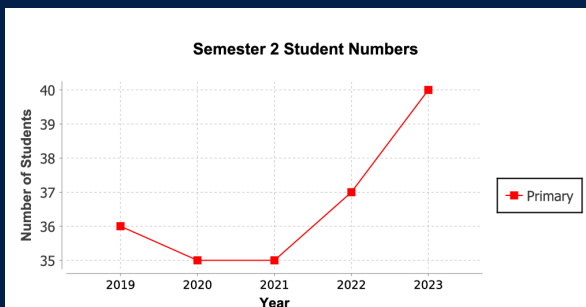
Responsibility

Our School Profile

The overall number of students increased in 2023. This was impacted by larger cohorts of students moving through the school and an increased movement of students into the town.

The transiency rate of students attending Nyabing increased in 2023 to 7%, from 2% in 2021 and 2022. It is predicted this will continue in 2024. This has impacts on both teaching and learning and pastoral care programs within the school.

Five students left Year 6 in 2023. Two have attended private schools in Perth, one has attended a private school in Albany and the remaining two students are at public high schools, Lake Grace DHS and Albany SHS.



Our Workforce Profile

School Council will be developing a Workforce Plan as a key part of their Strategic Plan cycle for 2024-2027.

The five key celebrations in relation to our workforce are:

1. The school has a bank of stable, experienced teachers who work flexibly to support school needs.
2. A permanent Principal was appointed in May 2023.
3. Education Assistants have ongoing long-term appointments.
4. Successful recruitment of a permanent gardener at the end of 2023.
5. Recruitment of a male Chaplain for two days per week.

The key focus for the future is to maintain a three-class structure as we ride through a few years of reduced enrolments. This will require flexible thinking and an agile and responsive workforce.

The teaching workforce at Nyabing is changing, with the difficulty to find full-time staff across the state impacting Nyabing. In 2024, School Council will review the workforce profile and develop a Workforce Plan 2024-2027, which will reflect the changing nature of the school and state workforce. It will also address the barriers to employing full-time teachers.



Photo courtesy of MSP Photography

Index of Community Socio-Educational Advantage (ICSEA)

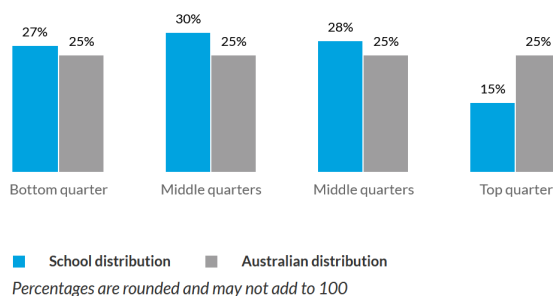
The ICSEA has replaced the Social Economic Index (SEI) and represents a more accurate ranking of our community. It provides an indication of the socio-economic background of the students. The table below shows the school's increasing ICSEA over time. It also shows the recent decrease in 2023, this will impact school funding in 2024.

ICSEA also determines 'like schools' for Nyabing, which include Wellstead Primary School, Jandakot Primary School, Albany Primary School.

2018	2019	2020	2021	2022	2023
1004	1006	1029	1029	1042	1010

Table and graph source: [My School—Nyabing Primary School](https://www.my-school.edu.au/nyabing-primary-school)

Distribution of Socio-Educational Advantage (SEA)



Progress Against Strategic Plan Priorities

Schools engage in continuous self-assessment and rigorous analysis to reflect on, and improve, teaching, the learning environment, relationships, leadership and governance.

The Nyabing Primary School Strategic Plan 2020-2023 and its associated targets are informed by evidence from a range of external and internal data sources, standards and surveys. Strategies and approaches chosen are research and evidence based and then carefully considered on the basis of their suitability to our school and our students.

Students remain at the heart of all planning.

The school remains focused on four key goals.

The 2020-2023 Strategic Plan key goals are:

1. Success for All Learners
2. High Quality Teaching and Leadership
3. Culture and Care
4. Productive Partnerships

Focus Area One: Success For All Learners

Celebrations

As a school, we continued to implement our core learning programs and engage in many opportunities to support students. Staff gave students the opportunity to participate in a wide range of events in the areas of Sustainability, Indigenous Culture, Science, HASS, Physical Education and The Arts.

Programs to extend our academically able students continued in 2023 with one student attending the Primary Extension and Challenge (PEAC) Program in Narrogin each fortnight, and a second student being selected to attend in 2024. Flourish, in the form of writing and STEM extension, were offered to students who demonstrated ability through Progressive Achievement Testing (PAT) and Brightpath writing assessments.

In Term 3, we implemented the Initialit and PreLit programs across Kindergarten to Year 2. These programs were supported by the Preschool Reform Agreement funding of \$20,000 which enabled the school to upskill all staff, purchase all resources and provide time for additional planning and set up. These programs are driven by the data which is collected from within the program regularly and is then communicated to parents as a part of our five-weekly assessment communications. Having these programs in place enabled a smooth change in teacher between Terms 3 and 4 with no learning loss for students.

NAPLAN data for 2023 was based on small cohort sizes, with a change in how students were assessed also impacting our ability to extrapolate reportable data. This change will impact the school's targets for the future Strategic Plan.

Our students have access to experienced specialist teachers for HASS, Science, Physical Education and Health. This ensures that all students across the MAG (multi age groups) range are delivered curriculum at their year level, but also enables the class teachers to focus on the Literacy and Numeracy elements of curriculum delivery. The subject outlines are complex to deliver and have a high content load. We are appreciative that our experienced teachers deliver these subjects, allowing less experienced teachers time to develop their curriculum understanding and pedagogy in less complex, content dense learning areas.

Numeracy Student Achievement Targets

Improvement Measure 2020-2023

- All students achievement is 'at' or 'above' in NAPLAN Numeracy when compared to like schools.
- All students will achieve 'at' or 'above' end-of-year targets in PAT Maths/Early Years Maths.
- There will be an increase in the percentage of students achieving a B or A grade in Number and Algebra.

Summary of Progress and Successes This Year

- Target met at Year 3 and 5 with a higher percentage than like schools in the 'strong' or 'exceeding' categories, 32% and 4% respectively above like schools.
- All classes collected PAT and Ballard and Westwood data for Numeracy.
- Staff audited their Numeracy block to provide direction for the Numeracy Plan 2023.
- Students achieving A or B grades:

2021	2022	2023
74%	73%	52%

Recommendations

- ◆ Remove the A and B grade target as this has led to the school being flagged in the system. The artificial inflation of grades to meet the target does not align with NAPLAN and other system indicators.
- ◆ Refine daily reviews to ensure they include learning intentions, success criteria and spaced practice.
- ◆ Have a common maths text and mental maths text across the school, so teaching MAGs can be more easily catered for. The text includes daily review, concrete activities and abstract operations.
- ◆ Continue the problem solving approach within the Numeracy block.
- ◆ Case management using fluency data, PAT data and Ballard and Westwood data.
- ◆ Maths Instructional Leader release time to support, model, co-plan and coach staff.
- ◆ Address Maths block and reflect on difficulties, obstacles and effective practices once per term in a staff meeting.
- ◆ Peer observation and Numeracy Leader observation of Maths block elements.

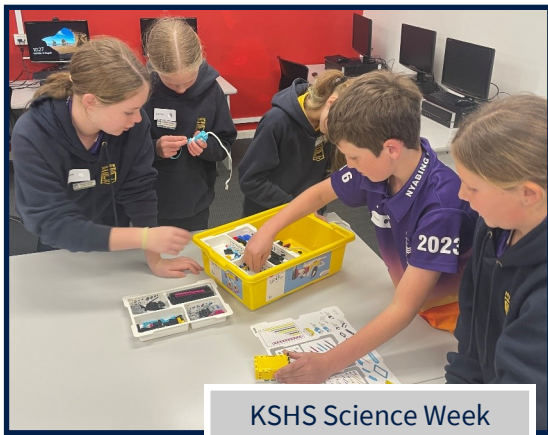


Robotics Incursion

Literacy Student Achievement Targets

Improvement Measure 2020-2023

- All Student achievement is 'at' or 'above' in NAPLAN Reading, Writing, and Language Conventions when compared to like schools.
- Number of students performing in the bottom two bands of NAPLAN testing in comparison to like schools.
- All students achieve 'at' or 'above' end-of-year targets in PAT Reading and PAT Early Years Reading.
- There will be an increase in the percentage of students achieving a B or A grade in writing.



Summary of Progress and Successes This Year

- In NAPLAN Reading, the school met the target with 100% of students in 'strong' or 'exceeding' compared to 67% and 76% respectively for like schools.
- In NAPLAN Writing, the target for Year 5 was not met with 67% in 'strong' or 'exceeding' compared to 70% for like schools.
- In NAPLAN Language Conventions, the school was equal to like schools overall, with the Year 3 percentage higher than Year 5.
- A and B grades in Writing:

2021	2022	2023
49%	59%	47%

- Target not met in regards to grade allocation, but target is questionable as the increase in high level report grades that do not align to NAPLAN has resulted in a red system flag for grade alignment at the end of 2023.
- Dibels Tracking Assessment data which tracks development of student's ability to read using decoding skills (comprehension and fluency) was tracked termly and reported to parents.
- Results from PAT, Dibels and WARP were used to select groups for case management and MacqLit intervention with targeted plans based on PAT data for specific students.
- InitialLit assessment pre-screen and ongoing assessments completed according to the program timeline, assessment information was provided to parents.
- A specific Early Years Phonemic Awareness program was implemented across Pre-primary to Year 2 (Heggarty) with the program also being used for Intervention in Years 3 to 5. This was phased out with the implementation of InitialLit.

Recommendations

- ◆ InitialLit Assessment Schedule to be created and available with expectations of data to be shared during staff meetings.
- ◆ Brightpath writing tasks completed termly as cold/hot tasks. Staff moderate data and make alterations to class programs based around data.
- ◆ Heggarty implemented as an intervention in early years to supplement PreLit and InitialLit.
- ◆ Data collection schedule for InitialLit and PAT to be audited with Brightpath tasks included.
- ◆ Education Assistants receive professional learning around all elements of the Literacy block.
- ◆ Focus on building high level comprehension skills in Years 5 and 6 using targeted case management approach, novel study units and Literacy Lexile Pro for home reading.
- ◆ SpellEx for the Year 3 and Senior Class spelling intervention program.
- ◆ All staff are provided with access to programs and professional learning to deliver all elements of the Literacy block, e.g. KOLP, Heggarty, InitialLit and SpellEx.
- ◆ Whole-school tracking of students using Dibels and PAT data.

Progress Against Strategic Plan Priorities

Focus Area Two: High Quality Teaching and Leadership

Celebrations

As a school, we continued to implement our core learning programs and engage in many opportunities to support students. Staff gave students the opportunity to participate in a wide range of events in the areas of Sustainability, Indigenous Culture, Science and STEM. Events were held as a whole school to celebrate these learning areas including Bush Schools, Science Week, STEM Day and Book Fair. These events improved community awareness of the learning area and built student knowledge, allowing them an opportunity to showcase their own learning.

STEM was a continued focus throughout the school with whole-school implementation of the STEM Stepping Stones and lessons of STEM weekly. The steps to the process were implemented with each class, then refined by staff termly. Students self-reflected on their STEM projects. Digital Literacy is a strength at Nyabing with students able to utilise and incorporate within lessons a wide range of digital technology. This was showcased to parents on the Digital Literacy Day.

Having 50% of teaching staff attend the Future Leaders Program supports the school when it comes time to upskill new staff and implement any change management processes that come with new curriculum programs. With a base of experienced teachers having this level of knowledge, change transition is timely and valued. Experienced staff also value having input into future plans for the school and the future curriculum decisions e.g. Strategic Plan and Literacy and Numeracy programs. As leaders of their curriculum area, they can take responsibility for the change management process around their curriculum implementation, allocation of resources and to the ongoing roll-out of new curriculum programs.



Celebrating World Teacher's Day



Celebrating EA Appreciation Day

Focus Area Two: High Quality Teaching and Leadership

Summary of Progress and Recommendations



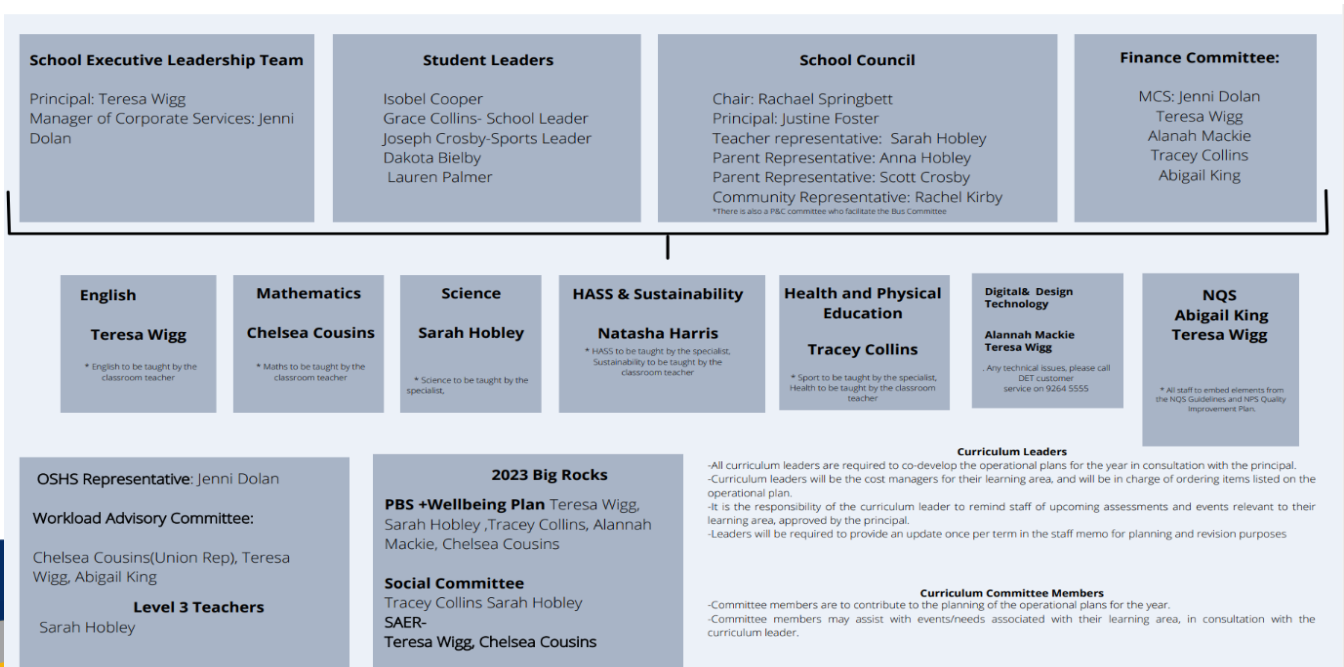
Year 5/6 Mornington Adventure Camp

- Attitude, Behaviour and Effort (ABE) Rubrics were developed to support consistency of grades. These were not utilised by all staff
- 50% of teaching staff participated in the Future Leaders Program promoted by the Great Southern Schools Network (GSSN).
- Professional learning for the implementation of the new Literacy and Numeracy programs was prioritised for 2023. This is to be continued in 2024 with upskilling new staff in Literacy, Numeracy and the Grow Your Mind program.
- Focus upon building staff competency through the whole range of professional learning experiences, including coaching, mentoring, co-planning, modelling and peer observation. Staff to recognise and record the professional learning they have had access to and how they were supported.
- Staff and community members complete feedback surveys for the Principal’s Principal Performance Review during 2024.
- Continue to promote and identify potential leadership opportunities within the Network or Region to replace the Future Leaders Framework group.
- Engage in the Leading Cultures of Teaching Excellence Program for 2024-2026, upskilling teaching staff.
- Prioritise professional learning for Administration Staff and Education Assistant in 2024.
- Develop a Staff Improvement Operational Plan to identify and allocate yearly priorities.

Future Leaders Framework Hub - Participant Reflections

- ◆ “The experience allowed me to upskill myself in areas that will support me in a role as a leader including data analysis and change management. It also provided me the opportunity to understand my leadership style by unpacking my DISC profile” (Sarah Hobley).
- ◆ “From attending Future Leaders professional learning, I was given the knowledge, skills and confidence to feel more empowered within my school. Future Leaders allowed me to see different aspects of leadership including data analysis, leadership qualities and leading other staff” (Chelsea Cousins).
- ◆ “The Future Leaders Program was a great opportunity to allow me to identify the many traits of a good leader. This DISC profile in particular, allowed me to learn more about myself and others. Data analysis was also of great value” (Tracey Collins).

Distributed Leadership 2023



Progress Against Strategic Plan Priorities

Focus Area Three: Culture and Care

Celebrations

As a school, we have developed a Reconciliation Action Plan (RAP). This plan supports the school to meet proficiency in all areas of the Aboriginal Cultural Standards Framework (ACSF) that do not align to the teaching of Indigenous students. The inclusion of the Acknowledgement of Country and Wandjoo song at every assembly are evidence of this connection. Our Bush Schools program further develops student knowledge of Indigenous culture and their connection to the land that surrounds us.

“I learned how to make damper” (Alex, Year 1).

“I learned how to make a Mia Mia because is was an Aboriginal’s home” (Isla, Year 1).

The students at Nyabing completed the annual Wheatbelt Social and Emotional Wellbeing (SEW) Survey. There were improvements in the Kindy to Year 2 results in *liking school* and *knowing who to get help from*. The Year 3 to 6 survey showed a significant decline in student’s social and emotional wellbeing average, with a larger number of students selecting 3 out of 5 or below as their score. For this reason, we will complete both the Wheatbelt and ACER (Australian Council for Education Research) wellbeing surveys and use data to inform our Pastoral Care practices in 2024 and beyond.

Attendance improved in all categories for Semester 2, 2023. This was supported by letters home informing parents of attendance percentages and a range of events held on Fridays, the day with the lowest attendance during Semester 1. This focus will continue into 2024, with students identified as ‘at risk’ being placed on Individual Attendance Plans.



Senior Science



Picking plums

Focus Area Three: Culture and Care

Improvement Measure 2020-2023

- Annually increase the percentage of students attending 90% of the time.



Year 2/3 HASS



GRIP Leadership Camp

Summary of Progress and Recommendations

- Regular attendance in Semester 1 was 45.2 %, this increased to 72.5% in Semester 2. This is a significant cause for concern.
- There is no pattern of an annual increase in regular attendance.
- Regular attendance for Semester 2 2023 had the lowest percentage of students at 'indicated' and 'moderate' risk since 2020, with 25% and 2.5% respectively. This was a significant improvement from Semester 2, 2022.
- Students requiring Social and Emotional Learning (SEL) interventions were supported by school-based staff and outside agencies.
- 100% of students achieved 50 Nyabing Way points, with 30% achieving 150 points.
- Refocus by staff on Nyabing Way points and developing consistency with rewards and behaviour matrix.
- In 2024, undertake regular sharing of students who have achieved 50 Nyabing Way points across various forums.
- In 2024, undertake case management planning for groups of students consistently not achieving Nyabing Way points and reaching reward goals.
- In 2024, develop a Pastoral Care Team to support students at all tiers of intervention.
- Implement the Grow Your Mind wellbeing program throughout the school in 2024.
- Map all initiatives on the Multi-tiered System of Support (MTSS) Framework and share this with School Council and the community in 2024.

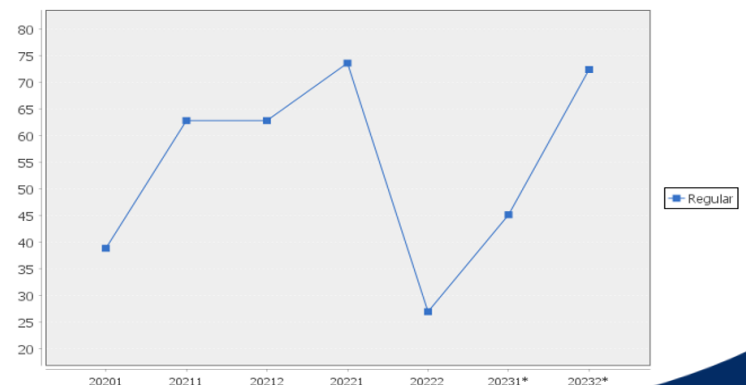
Attendance Data Summary

Attendance Overall Primary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2021	62.9%	31.4%	5.7%	0.0%
2022	73.7%	18.4%	2.6%	5.3%
2023	45.2%	38.1%	11.9%	4.8%
Like Schools 2023	65.9%	24.5%	7.9%	1.7%
WA Public Schools	61.0%	25.0%	10.0%	4.0%

Attendance Over Time

Proportion of Students in Regular Attendance Category



Progress Against Strategic Plan Priorities

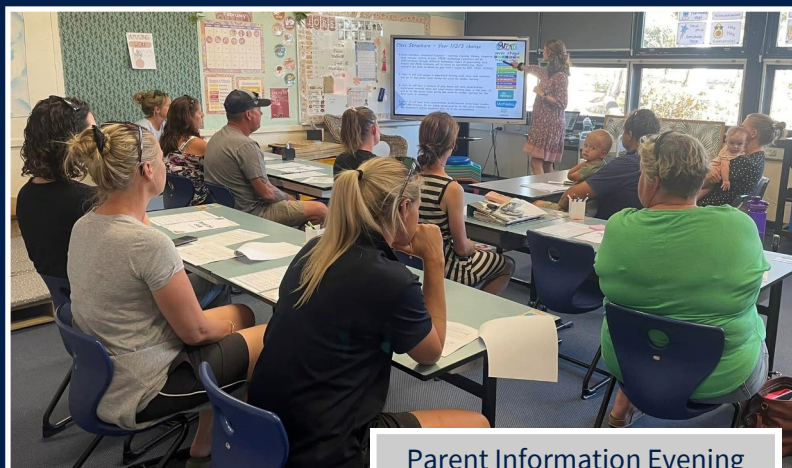
Focus Area Four: Productive Partnerships

Celebrations

School Council worked alongside staff throughout the latter half of 2023 to develop the Strategic Plan 2024 -2027. This involved reflections against the current plan and working together to develop targets and focus areas for improvement. The valuable discussion and input sessions contributed to the details within the Strategic Plan, which links it directly to student and community needs.

Student Councillors held a wide range of events at the school. Some were aimed at raising awareness for foundations such as Diabetes WA and the Asthma Foundation, others were to celebrate members of our community, e.g. Grandparent’s Day and the Father’s Day Camp Out. Alongside this, Councillors built their leadership skills, completing the year with their address to the community at the School Concert. The Student Councillors participated in meetings, developed a Leadership Plan and presented assemblies and the School Concert and Awards Night.

The school continued to build partnerships to support the community through events such as Clean Up Australia Day and National Tree Planting Day. National Tree Planting Day was held in conjunction with Great Southern Toyota and the Shire of Kent. Our Term 4 Play Café, linked with Amity Health, provided an opportunity for any 0 to 4 year old children to attend a session supported and developed by an Early Years teacher. The Sensory Play Café was particularly well attended. Continuing partnerships with Amity Health, Smart Start and Great Southern Community Health is an important aspect of our program for 2024.



Parent Information Evening



National Tree Planting Day



Astronomy Night

School Council 2023

A message from the Council Chair

It has been an exciting year for Nyabing Primary School (NPS) as we welcomed our current principal, Mrs Teresa Wigg, into the leadership role in mid-Term 2. As a local of the district and long-time principal, Teresa brings a wealth of experience to our school, for which we are grateful. Earlier in the year we farewelled Ms Justine Foster who had filled the principal role for the interim and we thank Justine for her work at NPS.

Our council membership remained stable this year and we have been able to regain some of the areas which were disabled during COVID, such as, how we communicate with the community and share what council is achieving. Our meetings are open to the public and we continue to encourage people to attend.

As the year comes to a close, we look forward to discussing and endorsing the new strategic plan which school staff are currently finalising. During Term 3, council members were invited to participate in the development of the plan during a school development day. Staff and council members discussed the school's strengths and potential areas for improvement. These discussions were used to inform the improvement strategies and targets that will be included in the NPS Strategic Plan 2024—2027. Being part of this process was an insightful experience for all who attended.

The valuable opinions and time the volunteers of our council give to help support our school are exceptional. Life is busy and in a small community there are many jobs to fill. I would like to extend my sincere thanks to the council members, Rachel Kirby - Community Member, Anna Hobley and Scott Crosby - Parent Representatives, Sarah Hobley - Staff Representative and Jenni Dolan - co-opted member for budget reviews and minuting meetings. We could not operate as effectively as we do without this team.

We are looking forward to continued growth within our school and council for 2024. Please consider supporting our council, and your children, by filling much needed positions at the next opportunity.

Rachael Springbett
Chairperson
Nyabing PS School Council



2023 SCHOOL COUNCIL MEMBERS



Rachael Springbett
Parent Rep & Chair



Scott Crosby
Parent Rep



Anna Hobley
Parent Rep



Rachel Kirby
Community Rep



Teresa Wigg
Principal



Sarah Hobley
Staff Rep



Jenni Dolan
Co-opted Member

Community School Culture Survey

Target

An average satisfaction rating of 80%, or 4.0 on the Likert Scale, for all satisfaction items in both the staff and community survey.

The Survey

Nyabing Primary School used a different survey tool for 2023 data collection, based around teaching and learning, which was completed by parents, staff and students. 22 parents/guardians completed the survey, representing 92% of the school's family groups.

The items of the Community School Culture Survey 2023 were designed to assess opinions across six categories:

1. Relationships
2. Teaching Quality
3. Learning Environment
4. Resources
5. Leadership
6. Student Achievement and Progress

School Council and staff addressed the results with an Action Improvement Plan to address low scoring items. This survey will be rotated annually with the Annual School Improvement Survey, enabling the school to access a broader range of data.

Results of Note

Student Results - lowest three	
Student behaviour is well managed at this school	3.9
My school takes students opinions seriously	4.0
I can talk to my teachers about my concerns	4.2
Student results - highest three	
My teachers care about me	4.7
My teachers expect me to do my best	4.7
My teachers are good teachers	4.9
Community results - lowest four	
Teachers ask me about my aspirations for my child, family and community	4.0
There are effective pastoral care processes at our school	3.8
I see the link between the school's planning and the way it allocates resources	4.0
The school regularly reports on whole school achievement and progress	4.0
Community results - highest five	
I am made to feel welcome when I attend the front office	4.9
I feel welcome when I am in the school	4.8
I feel welcome in my child's classroom	4.8
Teachers at our school are professional, committed and enthusiastic	4.7
My children are well known by school leaders and staff	4.8

Results continued

Staff Results Lowest 5	
Our school has whole school pastoral care processes that are consistently implemented	3.9
Our school leaders address issues with staff who are not meeting expectations and additional support is provided	4.2
Mu professional growth and development is supported through self-assessment informed by feedback and learning from peers and others	4.3
I receive feedback on my implementation of school-wide pedagogical approaches	4.3
I use classroom observation feedback as a valued opportunity for reflection and goal setting	4.3
Staff Results Highest 5	
I believe my performance impacts student outcomes	5.0
School leaders convey the expectation that staff will treat one another with respect	5.0
Staff are actively engaged in school improvement	5.0
Our school board/council operates effectively	5.0
There is a strong culture of belonging and pride in our school	5.0

Written Feedback

All respondents were given an opportunity to provide written feedback at the completion of each section. A sample of the responses received are provided below.

1. Relationships
 - School has well developed relationships with students and parents.
 - We have been nurturing relationships with our school community and valuing their feedback.
2. Teaching Quality
 - Staff are always considerate and attentive to my children's needs with great care in working together to prepare them for the future.
 - Professional development sessions/activities for the future to be pre-planned and thought out to maximise growth opportunities.
3. Learning Environment
 - Physical environment is a work in progress as there is often not enough spaces to maximise student learning, especially when there are visitors or outside agencies on site.
 - I am in awe of our teachers and how they have such respect and they are able to manage their classes and learning environments.
 - Care needs to be taken that learning environments via technology does not mean they don't fulfil work requirements.
4. Resources
 - All funding is directly linked to operational plans and strategic direction.
 - Get EAs in classrooms as much as possible.
5. Leadership
 - I am impressed with the smooth transition of Principal at NPS, there was minimal impact of changeover from Sarah to Teresa.
6. Student Achievement and Progress
 - There needs to be more support for students who have undiagnosed disabilities.
 - Due to changes in school learning my children are comfortable which is increasing their learning ability.



Bunuru Bush School



Year 2/3 Brownie Hut Excursion



Djeran Bush School



Student Council's Colourful Clothes for Down Syndrome



Student Council's Colourful Clothes for Down Syndrome



Djeran Bush School

Financial Summary as of 31 December 2023

Nyabing PS carried forward healthy funds into the 2023 school year, with \$52,694 in Cash and \$111,910 in Salaries. These funds supported the retention of three dedicated classrooms and well-resourced operational plans, which carried through to curriculum delivery and in-class learning programs.

Curriculum leaders were proactive in sourcing a number of grants to support the early-years and our Reconciliation Action Plan projects. The Wheatbelt Education Region provided funding dedicated to building staff capacity and the Preschool Reform initiative which saw an injection of \$20,000 to support the implementation of the InitialLit and SpellEx programs.

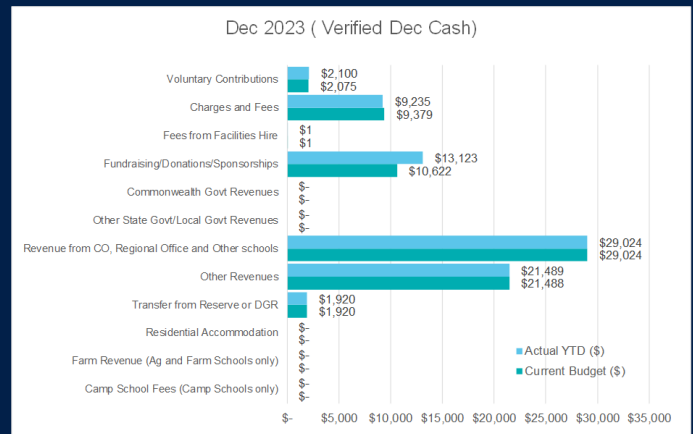
INCOME - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	52,694	52,695
Carry Forward (Salary)	111,910	111,910
STUDENT-CENTRED FUNDING		
Per Student	366,494	366,494
School and Student Characteristics	509,677	509,677
Disability Adjustments	(8,168)	(8,168)
Targeted Initiatives	45,249	45,249
Operational Response Allocation	9,245	9,245
Total Funds:	922,497	922,497
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	6,300	6,300
Transition Adjustment	0	0
School Transfers – Salary	(69,771)	(69,771)
School Transfers - Cash	125,590	125,590
Department Adjustments	0	0
Total Funds:	62,119	62,119
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	2,075	2,100
Charges and Fees	9,379	9,235
Fees from Facilities Hire	1	1
Fundraising/Donations/Sponsorships	10,622	13,123
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other schools	29,024	29,024
Other Revenues	21,488	21,489
Transfer from Reserve or DGR	1,920	1,920
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	74,509	76,892
TOTAL	1,223,729	1,226,113

Salary and cash income by budget area - budget and actual

In 2023, Nyabing PS enjoyed a 97.67% collection rate for Voluntary Contributions, and a 100% collection rate for charges (excursions/incursions).

Salary expenditure accounted for 77.4% of the school budget this year, and goods and services accounted for 22.6%.

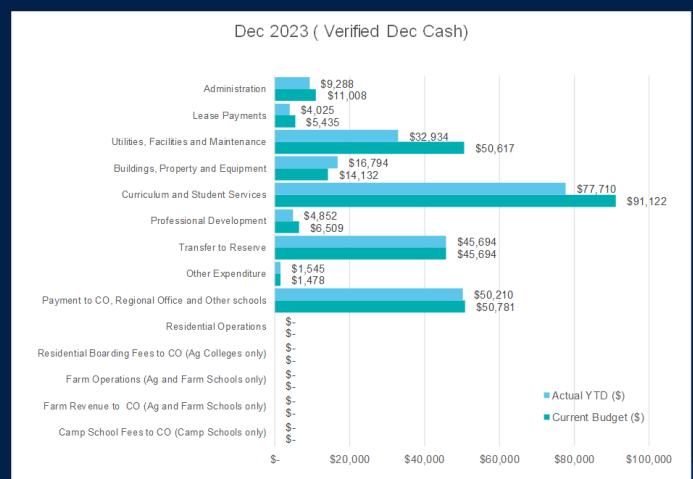
Maintaining three classes into the future remains a high priority for the school, and efforts were made this year to ensure healthy funding levels were carried into 2024 to assist with the slightly reduced enrolment levels expected.



Actual locally raised funds compared to the budget

EXPENDITURE - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	721,541	721,541
New Appointments	0	0
Casual Payments	110,060	110,060
Other Salary Expenditure	1,830	1,830
Total Funds:	833,431	833,431
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	11,008	9,288
Lease Payments	5,435	4,025
Utilities, Facilities and Maintenance	50,617	32,934
Buildings, Property and Equipment	14,132	16,794
Curriculum and Student Services	91,122	77,710
Professional Development	6,509	4,852
Transfer to Reserve	45,694	45,694
Other Expenditure	1,478	1,545
Payment to CO, Regional Office and Other schools	50,781	50,210
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	276,776	243,052
TOTAL	1,110,207	1,076,483

Salary and cash expenditure by budget area - budget and actual



Actual goods and services expenditure compared to the budget

Glossary of Terms

ABE: Attitude, behaviour and effort

ACER: Australian Council for Education Research

ACSF: Aboriginal Cultural Standards Framework

DISC: Dominance, influence, steadiness and conscientiousness

DHS: District High School

EA: Education Assistant

GSSN: Great Southern Schools Network

ICSEA: Index of Community Socio-Educational Advantage

HASS: Humanities and Social Science

KOLP: Kindy Oral Language Program

KSHS: Katanning Senior High School

MAG: Multi age groups

MTSS: Multi-tiered System of Support

NAIDOC: National Aboriginal and Islanders Day Observance Committee

NAPLAN: National Assessment Program – Literacy and Numeracy

NPS: Nyabing Primary School

PAT: Progressive Achievement Test

PBS: Positive Behaviour Support

PEAC: Primary Extension and Challenge

PPR: Principal Performance Review

RAP: Reconciliation Action Plan

SEI: Social Economic Index

SEL: Social and emotional learning

SEW: Social and Emotional Wellbeing (survey)

SHS: Senior High School

STEM: Science, technology, engineering and mathematics

WARP: Wheldall Assessment of Reading Passages