



Principal Selection and Placement Pilot

Port Hedland Primary School

- Schools online report
- School workforce profile report
- Outgoing principal survey report

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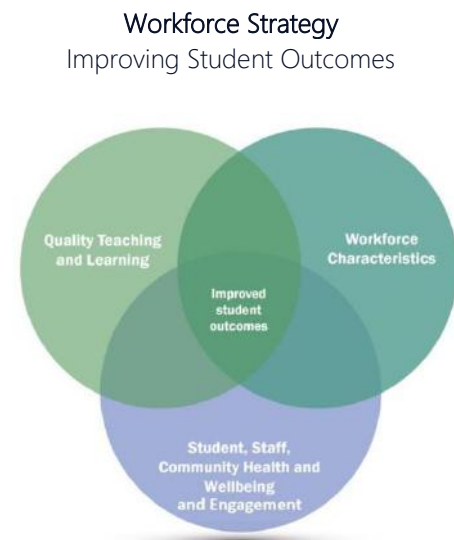
Principal Selection and Placement Pilot

Introduction

Workforce Policy and Coordination vision is to work together to design, attract and shape our workforce. The Conceptual Model for our ongoing Workforce Planning and Development focuses on three distinct and independent domains:

- Quality Teaching and Learning
- Workforce Characteristics
- Student, Staff, Community Health and Wellbeing and Engagement

Conceptual Model for Workforce Planning and Development



School Profile

Welcome to the Principal Selection and Placement Pilot. This school profile has been prepared to assist applicants gain a greater understanding of the context of the advertised school. The school profile covers the three domains of the Workforce Planning Conceptual Model.

- Quality Teaching and Learning
- Workforce Characteristics
- Student, Staff, Community Health and Wellbeing and Engagement

Applicants are expected to familiarise themselves with this information before commencing the multi-phase selection process.



Quality Teaching and Learning

This section of the school report includes details from the Department's schools online website, prepared by System and School Performance.

[Schools Online Department of Education Western Australia \(det.wa.edu.au\)](http://det.wa.edu.au)

Schools Online - School Report

Contact Information

Code 5384

Name Port Hedland Primary School

Physical Address Corney Street
Port Hedland
6721

Postal Address (Same as above)

Phone 08 9174 6000

Fax 08 9173 1448

School Management

Principal

Yvonne Denham

Vice / Deputy Principal

Brian Birrell

Trent Collins

Manager Corporate Services

Nadine Youngman



Region Management

Director of Education

Cheryl Parkin

Pilbara Education Regional Office

Note:

Care needs to be taken in the interpretation of the performance related data being presented in this report, particularly where the data are based on small student numbers. Judgements should only be made with an understanding of the particular school context. Please refer to the footnotes provided within Schools Online for advice on each of the tables and graphs.

School Overview

School Overview

Students at our school have a range of opportunities to develop academically, socially and personally with the support and care of dedicated teachers and school staff working with families.

Our teachers are highly skilled in a variety of teaching practices and are able to relate to children and their families. We have specialist programs in Visual Art, Physical Education, Music and Indonesian and students can also nominate for robotics, coding, public speaking, dance, drama, chess and table tennis, giving them a range of skills for fun and learning.

Our students also take part in interschool sporting events including annual swimming and athletics carnivals. Year 1 to 6 students do swimming lessons, usually in Term 4.

Young and talented staff bring to our school enthusiasm and new ways of teaching. They are supported by more senior staff with extensive skills and experience. Together, the staff are committed to developing in students, sound literacy and numeracy skills.

Children come to our school from a diverse range of backgrounds. We understand that each child is unique and has their own special qualities. We provide a strong pastoral care program which includes the services of a school psychologist and a school chaplain.

We love having parents involved in our school and in their children's education, and we develop strong and positive relationships in the community. Activities during the year like parent information sessions, parent-teacher interviews, open nights and concerts, allow parents to interact with class teachers and be part of their children's learning.

We keep parents up-to-date through our newsletter, Skoolbag App, Connect and a broadsheet which is given out at the start of each term.

Our modern classrooms and facilities are complemented by attractive grounds.

We welcome you to our school.

Discover more about Port Hedland Primary School by calling 08 9173 1114.

'Working together to encourage lifelong learning in an inclusive, safe and respectful environment.'

Programs

Department Endorsed Programs

Student Numbers (as at 2022 Semester 1)

Primary

| | Kin | PPR | Y01 | Y02 | Y03 | Y04 | Y05 | Y06 | Total |
|-----------|------|-----|-----|-----|-----|-----|-----|-----|-------|
| Full Time | (42) | 78 | 68 | 72 | 76 | 49 | 68 | 43 | 496 |
| Part Time | 70 | | | | | | | | |

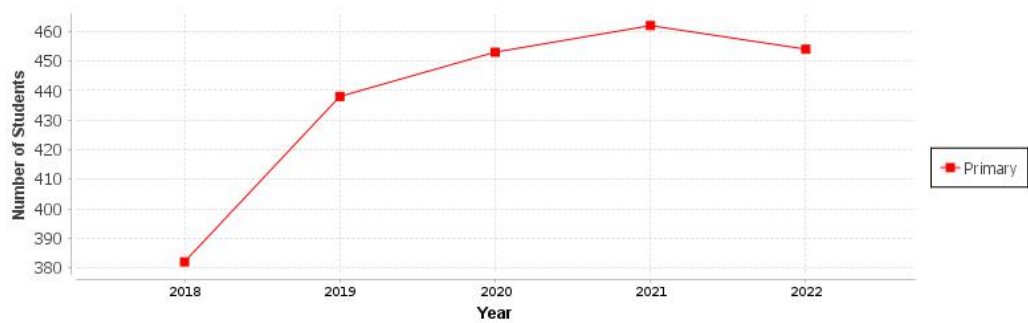
Note:

The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

Sex

| | Kin | PPR | Pri | Sec | Total |
|--------------|-----------|-----------|------------|-----|------------|
| Male | 30 | 32 | 193 | | 255 |
| Female | 40 | 46 | 183 | | 269 |
| Total | 70 | 78 | 376 | | 524 |

Student Number Trends (based on 2022 Semester 1 Census Data)



2022 Semester 1

| | 2018 | 2019 | 2020 | 2021 | 2022 |
|-------------------------|------|------|------|------|------|
| Primary (Excluding Kin) | 382 | 438 | 453 | 462 | 454 |
| Upper Secondary | 0 | 0 | 0 | 0 | 0 |
| Total | 382 | 438 | 453 | 462 | 454 |

Note:
The graph and table include only full-time students

Staff Numbers

| No | FTE | AB'L |
|----|-----|------|
|----|-----|------|

| | | | |
|--------------------------------------|---|-----|---|
| Principals | 1 | 1.0 | 0 |
| Associate / Deputy / Vice Principals | 2 | 1.8 | 0 |
| Total Administration Staff | 3 | 2.8 | 0 |

| | | | |
|----------------------|----|------|---|
| Other Teaching Staff | 32 | 28.1 | 1 |
| Total Teaching Staff | 32 | 28.1 | 1 |

| | | | |
|----------------------------|----|------|---|
| Clerical / Administrative | 4 | 2.8 | 0 |
| Gardening / Maintenance | 2 | 1.2 | 0 |
| Other Allied Professionals | 14 | 11.8 | 0 |
| Total Allied Professionals | 20 | 15.8 | 0 |

| | | | |
|--------------|-----------|-------------|----------|
| Total | 55 | 46.7 | 1 |
|--------------|-----------|-------------|----------|

Note:

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

Percentages of students Above, At, and Below National Minimum Standard (NMS) Levels

| NAPLAN Numeracy | | | | | | | | | |
|-----------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 2018 | | | 2019 | | | 2021 | | | |
| | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 |
| Above NMS | 94% | 93% | | 78% | 74% | | 75% | 65% | |
| At NMS | 5% | 5% | | 17% | 17% | | 18% | 24% | |
| Below NMS | 2% | 2% | | 6% | 9% | | 7% | 11% | |

| NAPLAN Reading | | | | | | | | | |
|----------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 2018 | | | 2019 | | | 2021 | | | |
| | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 |
| Above NMS | 72% | 91% | | 78% | 68% | | 64% | 77% | |
| At NMS | 12% | 2% | | 17% | 28% | | 29% | 13% | |
| Below NMS | 16% | 7% | | 6% | 4% | | 7% | 11% | |

| NAPLAN Writing | | | | | | | | | |
|----------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 2018 | | | 2019 | | | 2021 | | | |
| | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 |
| Above NMS | 84% | 74% | | 89% | 81% | | 85% | 74% | |
| At NMS | 5% | 19% | | 6% | 15% | | 11% | 9% | |
| Below NMS | 11% | 7% | | 6% | 4% | | 4% | 17% | |

Student-Centred Funding

Student-Centred Funding 2022

| | |
|--|-----------------------|
| Per Student Funding | \$4,058,822.00 |
| Student and School Characteristics | \$1,203,487.91 |
| Disability Adjustments | \$0.00 |
| Targeted Initiatives | \$79,775.42 |
| Operational Response Allocation | \$18,512.68 |
| Regional Allocation | \$47,666.00 |
| Total 2022 | \$5,408,264.01 |
| Transition Adjustment | \$0.00 |
| Total After Transition Adjustment | \$5,408,264.01 |

Per Student Funding - At Census

| | Funded Student FTE | | Amount |
|--------------|--------------------|-----------------|-----------------------|
| | Below Threshold | Above Threshold | |
| Kindergarten | 70 | 0 | \$349,440.00 |
| Pre-primary | 78 | 0 | \$676,494.00 |
| Year 1 | 68 | 0 | \$589,764.00 |
| Year 2 | 72 | 0 | \$624,456.00 |
| Year 3 | 76 | 0 | \$659,148.00 |
| Year 4 | 49 | 0 | \$355,103.00 |
| Year 5 | 68 | 0 | \$492,796.00 |
| Year 6 | 43 | 0 | \$311,621.00 |
| Total | 524 | 0 | \$4,058,822.00 |

Student and School Characteristics Funding - At Census

| | Funded Student FTE | Amount |
|--|--------------------|-----------------------|
| Student Characteristics | | |
| Aboriginality | 51 | \$107,063.81 |
| Disability | 77 | \$298,398.98 |
| English as an Additional Language or Dialect | 0 | \$0.00 |
| Social Disadvantage | 111 | \$92,178.82 |
| Sub Total | | \$497,641.61 |
| School Characteristics | | |
| Enrolment-Linked Base | | \$123,829.10 |
| Locality | | \$582,017.20 |
| Sub Total | | \$705,846.30 |
| Total | | \$1,203,487.91 |

Targeted Initiatives (Detail)

| | Amount |
|---|--------------------|
| Targeted Initiative: Graduate Teacher Induction Program and Graduate Curriculum Materials | \$9,915.42 |
| Targeted Initiative: Preschool Reform Agreement | \$69,860.00 |
| Total | \$79,775.42 |

Operational Response Allocation (Detail)

| | Amount |
|---|--------------------|
| Operational Response: Additional Cleaning Time Coronavirus (COVID-19) | \$12,306.68 |
| Operational Response: Dental Therapy Clinics | \$6,206.00 |
| Total | \$18,512.68 |

Regional Allocation (Detail)

| | Amount |
|--|-------------|
| Regional Allocation: BHP Pilbara Education Partnership | \$47,666.00 |
| Total | \$47,666.00 |



Workforce Characteristics

This section of the school report includes details about the school's workforce characteristics prepared by Workforce Planning, from the Department's corporate reporting system.



Department of **Education**

Port Hedland Primary School

Five Year Profile: 2018 – 2022

Extracted as at PAYDAY: 23/06/2022

The purpose of this document is to aid workforce planning of schools by providing employment data over a five year period. If more information is required, please contact the Workforce Planning Branch.

Port Hedland Primary School Profile 2018 – 2022

The workforce profile data in this report was extracted as at the Payday shown. FTE is listed as the work fraction on the position that the person is occupying. Note that the headcount of staff may vary throughout the report depending on whether staffs are employed in more than one position across occupational groups.

1. Current Employment

Table 1 outlines the current FTE and headcount of the total number of staff at Port Hedland Primary School as of the Payday shown. The numbers showing as Active Headcount and FTE are those employees who are active in HRMIS and have not been on leave for more than 20 days as at the Payday shown. Inactive are those employees on long leave.

Below is an outline of the staff classified into each occupation group:

Leadership: principal, deputy principal

HOLA/Coordinators;

Teachers: classroom teachers;

Education Assistants: education assistants (mainstream, education support), AIEOs;

Admin: school officers, manager corporate services, business managers and school corporate staff;

Cleaners;

Gardeners; and

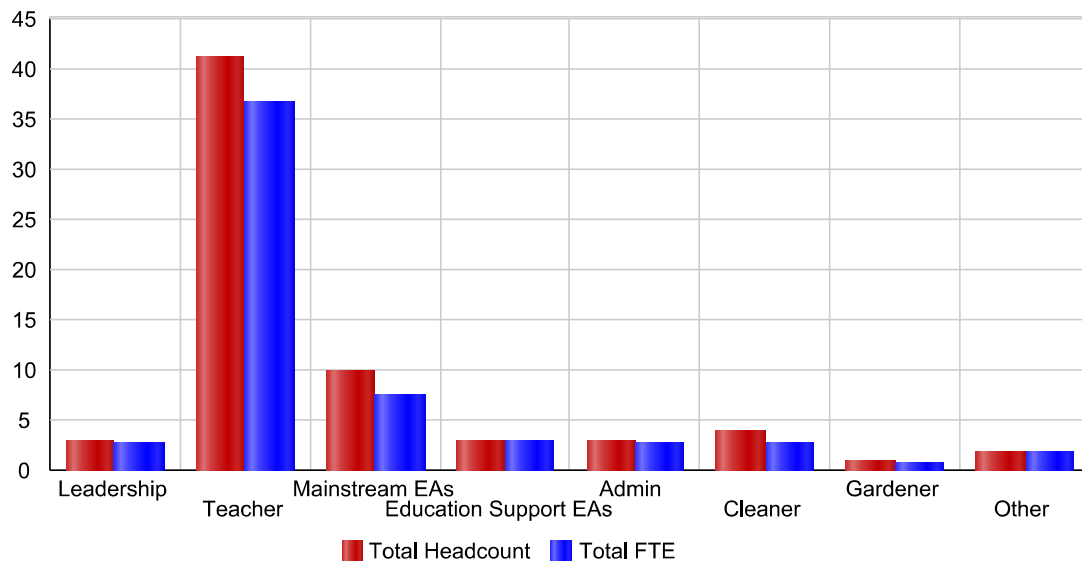
Other: library officers, network support officers, technical officers, school psychologists and other staff not included above.

Table 1 FTE and headcount of staff for occupation groups

| Occupation Group | Active Headcount | Active FTE | Inactive Headcount | Inactive FTE | Total Headcount | Total FTE |
|-----------------------|------------------|-------------|--------------------|--------------|-----------------|-------------|
| Leadership | 3 | 2.8 | 0 | 0.0 | 3 | 2.8 |
| Teacher | 34 | 30.1 | 7 | 6.6 | 41 | 36.7 |
| Mainstream EAs | 9 | 7.2 | 1 | 0.4 | 10 | 7.6 |
| Education Support EAs | 3 | 3.0 | 0 | 0.0 | 3 | 3.0 |
| Admin | 3 | 2.8 | 0 | 0.0 | 3 | 2.8 |
| Cleaner | 4 | 2.9 | 0 | 0.0 | 4 | 2.9 |
| Gardener | 1 | 0.8 | 0 | 0.0 | 1 | 0.8 |
| Other | 2 | 2.0 | 0 | 0.0 | 2 | 2.0 |
| Total | 59 | 51.6 | 8 | 7.0 | 67 | 58.6 |

Figure 1 presents the FTE and headcount data from Table 1.

Figure 1 FTE and headcount of staff for occupation groups



2. Total Employment

Table 2 identifies trends in total employment figures and shows the headcount and FTE for each year (2018-2022).

Table 2 Total employment FTE and headcount 2018-2022

| Year | Headcount | FTE |
|------|-----------|------|
| 2018 | 51 | 47.1 |
| 2019 | 59 | 52.1 |
| 2020 | 63 | 55.0 |
| 2021 | 66 | 57.7 |
| 2022 | 67 | 58.6 |

Figure 2 illustrates the above data.

Figure 2 Total employment FTE and headcount 2018-2022

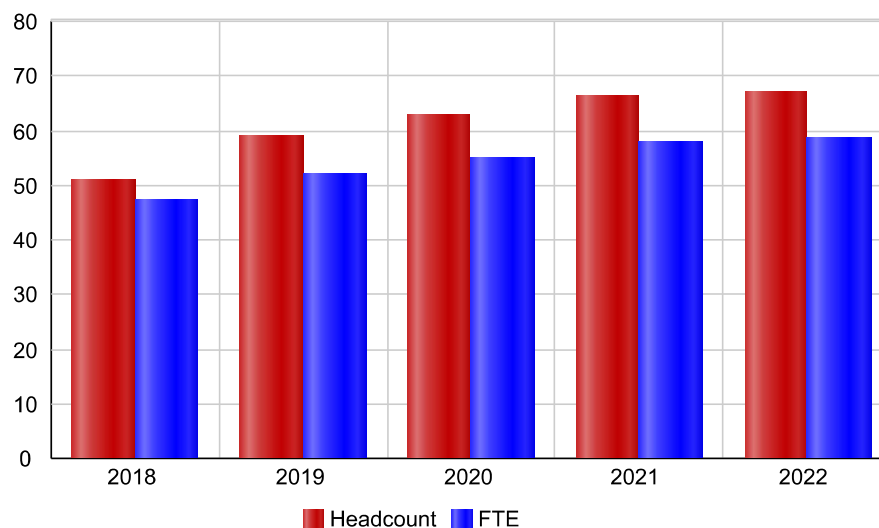


Table 3 Total employment headcount with proportion of full time employees

| Occupational Groups | Total Headcount | % Full Time | % Part Time |
|---------------------|-----------------|-------------|-------------|
| Leadership | 3 | 67% | 33% |
| Teacher | 41 | 76% | 24% |
| Mainstream EAs | 10 | 40% | 60% |

| Occupational Groups | Total Headcount | % Full Time | % Part Time |
|-----------------------|-----------------|-------------|-------------|
| Education Support EAs | 3 | 100% | 0% |
| Admin | 3 | 25% | 75% |
| Cleaner | 4 | 0% | 100% |
| Gardener | 1 | 0% | 100% |
| Other | 2 | 33% | 67% |
| Total | 67 | | |

Table 3 identifies the current proportion of full time employees for each occupational group.

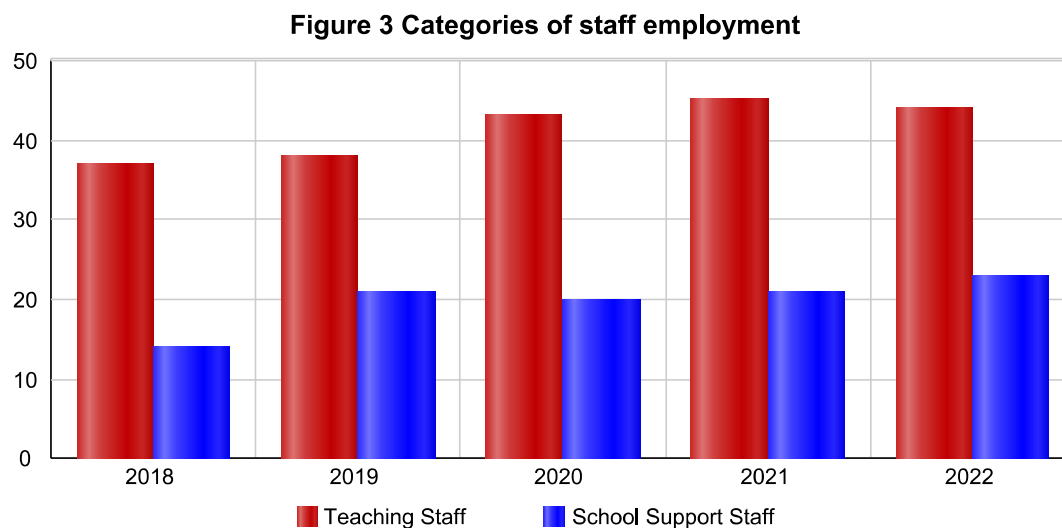


Figure 3 demonstrates the spread of teaching and school support staff over the last five years. For the purpose of this profile, 'Teaching Staff' includes teachers, heads of department and teaching leadership staff.

2.1 Students and Staff Trend

Table 4 presents the student and staff numbers (teaching and support) for each year since 2018.

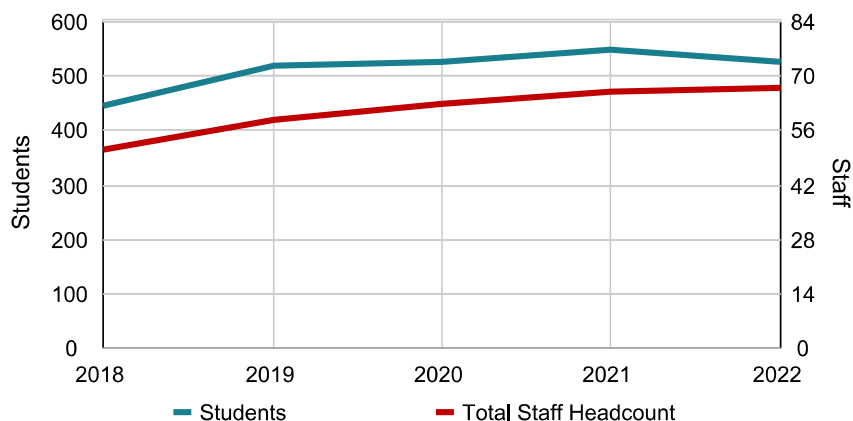
Table 4 Students and staff trend

| Year | Total Staff Headcount | Teaching Staff Headcount | School Support Staff Headcount | Students |
|------|-----------------------|--------------------------|--------------------------------|----------|
| 2018 | 51 | 37 | 14 | 444 |
| 2019 | 59 | 38 | 21 | 515 |
| 2020 | 63 | 43 | 20 | 524 |
| 2021 | 66 | 45 | 21 | 546 |
| 2022 | 67 | 44 | 23 | 524 |

* Note: student numbers are taken from Semester 1 schools online figures each year

As indicated in Figure 4 below, student numbers have followed a similar trend to total staff headcount.

Figure 4 Students and Staff Trend



3. Gender Profile

The gender profile below relates to all staff members as well as teaching and school support staff specifically. It details how many male and female staff members are employed at Port Hedland Primary School using both headcount and FTE.

Table 5 Gender profile

| Year | All Staff (Headcount) | | Teaching Staff (Headcount) | | School Support Staff (Headcount) | |
|------|-----------------------|--------|----------------------------|--------|----------------------------------|--------|
| | Male | Female | Male | Female | Male | Female |
| 2018 | 8 | 43 | 6 | 31 | 2 | 12 |
| 2019 | 7 | 52 | 5 | 33 | 2 | 19 |
| 2020 | 11 | 52 | 9 | 34 | 2 | 18 |
| 2021 | 11 | 55 | 9 | 36 | 2 | 19 |
| 2022 | 8 | 59 | 7 | 37 | 1 | 22 |
| Year | All Staff (FTE) | | Teaching Staff (FTE) | | School Support Staff (FTE) | |
| | Male | Female | Male | Female | Male | Female |
| 2018 | 7.3 | 39.7 | 6.0 | 28.8 | 1.3 | 10.9 |
| 2019 | 6.6 | 45.4 | 5.0 | 28.6 | 1.6 | 16.8 |
| 2020 | 10.4 | 44.6 | 8.8 | 28.4 | 1.6 | 16.2 |
| 2021 | 10.6 | 47.1 | 9.0 | 31.2 | 1.6 | 15.9 |
| 2022 | 7.4 | 51.2 | 6.8 | 32.7 | 0.6 | 18.5 |

4. Women in Leadership

Table 6 shows how many women held Teaching leadership (Principal/Deputy Principal) positions in 2018 and currently in 2022.

Table 6 Women in Teaching Leadership roles

| Year | Leadership + HOD |
|------|------------------|
| 2018 | 1 |
| 2019 | 1 |
| 2020 | 1 |
| 2021 | 1 |
| 2022 | 1 |

Table 6a shows how many women held School support leadership (Manager Corporate Services) positions in 2018 and currently in 2022.

Table 6a Women in School Support Leadership roles

| Year | Manager Corporate Services |
|------|----------------------------|
| 2018 | 1 |
| 2019 | 1 |
| 2020 | 1 |
| 2021 | 1 |
| 2022 | 1 |

5. Age Profile

Table 7 compares the age profile of staff in the categories of all staff, teaching and school support staff in 2018 with the current 2022 data.

Table 7 Comparison of age profile data

| | 2018 | | | 2022 | | |
|----------|-----------|----------------|----------------------|-----------|----------------|----------------------|
| | All Staff | Teaching Staff | School Support Staff | All Staff | Teaching Staff | School Support Staff |
| Under 25 | 4 | 4 | 0 | 4 | 2 | 2 |
| 25 to 34 | 23 | 21 | 2 | 25 | 22 | 3 |
| 35 to 44 | 13 | 7 | 6 | 19 | 12 | 7 |
| 45 to 54 | 8 | 3 | 5 | 15 | 4 | 11 |
| 55 to 59 | 1 | 0 | 1 | 2 | 2 | 0 |
| 60 to 64 | 2 | 2 | 0 | 1 | 1 | 0 |
| 65 to 69 | 0 | 0 | 0 | 1 | 1 | 0 |

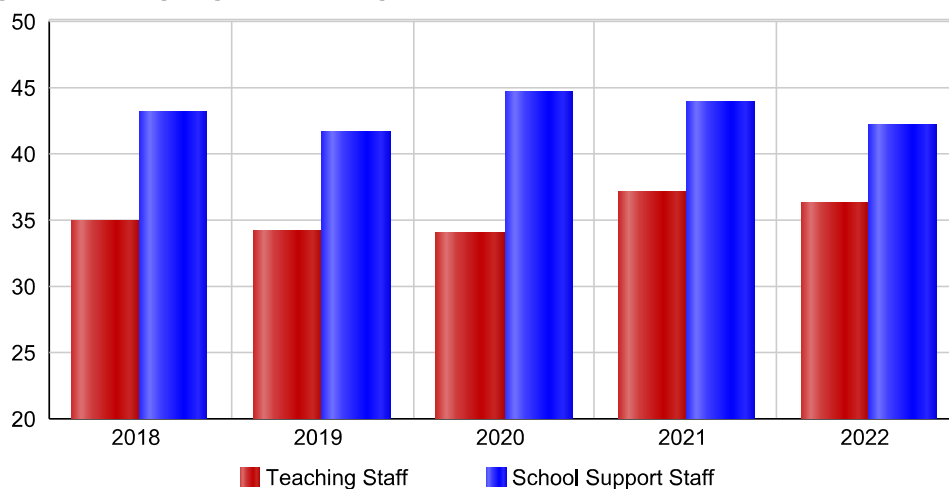
5.1 Average Age

Table 8 provides the average age of all staff members, teaching staff and school support staff as well as the average age of males and females.

Table 8 Average age of all staff members 2018 to 2022

| Year | All Staff | Teaching Staff | School Support Staff | Males | Females |
|------|-----------|----------------|----------------------|-------|---------|
| 2018 | 37.1 | 35 | 43.1 | 40.2 | 36.5 |
| 2019 | 36.8 | 34.2 | 41.6 | 35.2 | 37 |
| 2020 | 37.4 | 34 | 44.6 | 35.7 | 37.7 |
| 2021 | 39.3 | 37.1 | 43.9 | 39 | 39.4 |
| 2022 | 38.4 | 36.3 | 42.2 | 38.6 | 38.4 |

Figure 5 Average age of teaching and school support staff members 2018 to 2022



6. Diversity Profile

This Section examines the number of Aboriginal and Torres Strait Islander (ATSI) staff, Culturally and Linguistically Diverse (CALD) staff and people with disabilities. The data is presented in both headcount and FTE.

Table 9 Diversity of staff members 2018 to 2022

| Year | Aboriginal and Torres Strait Islander | | Culturally and Linguistically Diverse (CALD) staff | | People with Disabilities | |
|------|---------------------------------------|-----|--|-----|--------------------------|-----|
| | Headcount | FTE | Headcount | FTE | Headcount | FTE |
| 2018 | 2 | 1.8 | 2 | 1.5 | 0 | 0.0 |
| 2019 | 1 | 1.0 | 3 | 2.6 | 0 | 0.0 |
| 2020 | 1 | 1.0 | 3 | 2.4 | 0 | 0.0 |
| 2021 | 1 | 1.0 | 2 | 2.0 | 0 | 0.0 |
| 2022 | 1 | 1.0 | 3 | 3.0 | 1 | 1.0 |

Note that employee disclosure of this data is optional and diversity information should only be used for reporting purposes and to develop and inform employees of professional learning programs relating to employment.

7. Leave

This section is divided into teaching staff and school support staff and examines the number of sick and personal carers leave days taken at Port Hedland Primary School. Average leave taken per staff member is calculated by the sum of leave with evidence, leave without evidence and unpaid leave, divided by staff FTE.

7.1 Sick and Personal Carers leave of teaching staff

Table 10 Sick leave for teaching staff

| Sick/Personal Carers Leave | Leave with evidence (days) | Leave without evidence (days) | Unpaid (days) | Average Sick/Carers leave per Teaching Staff FTE |
|----------------------------|----------------------------|-------------------------------|---------------|--|
| 2018 | 90.5 | 101 | 0 | 5.5 |
| 2019 | 62.5 | 128 | 5 | 5.5 |
| 2020 | 97 | 164.5 | 0 | 7.1 |
| 2021 | 144.5 | 142 | 8 | 7.4 |

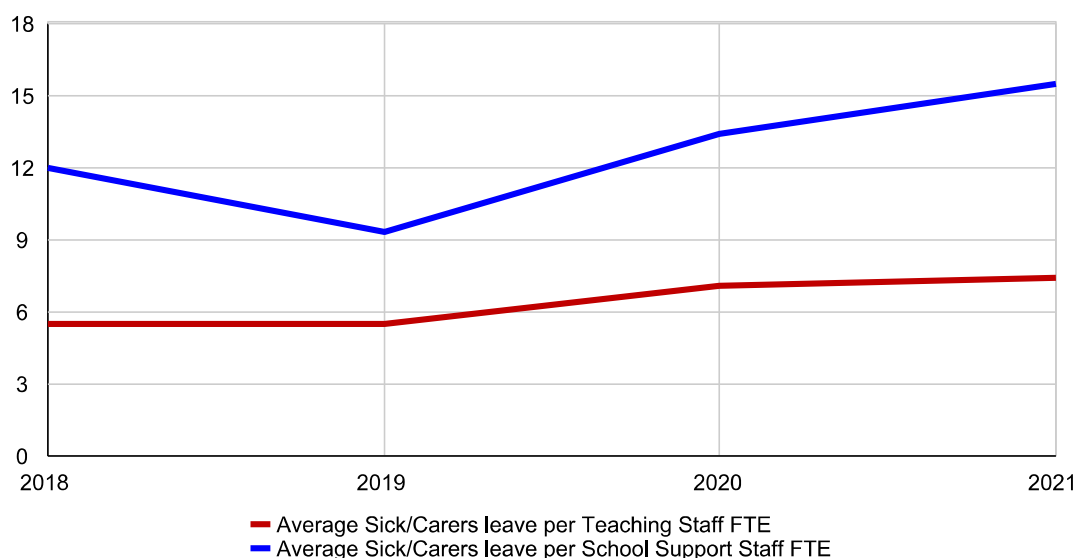
7.2 Sick and Personal Carers leave of school support staff

Table 11 Sick leave for school support staff

| Sick/Personal Carers Leave | Leave with evidence (days) | Leave without evidence (days) | Unpaid (days) | Average Sick/Carers leave per School Support Staff FTE |
|----------------------------|----------------------------|-------------------------------|---------------|--|
| 2018 | 53.8 | 63.5 | 51.6 | 12.0 |
| 2019 | 57.7 | 70.5 | 28.8 | 9.3 |
| 2020 | 96.5 | 71.6 | 59 | 13.4 |
| 2021 | 95 | 110.3 | 69.4 | 15.5 |

Figure 6 Illustrates the sick and personal carers leave trends for teaching and school support staff between 2018 and 2022.

Figure 6 Sick and Personal Carers leave trends 2018 to 2022



8. Resignations and Retirements

8.1 Estimated Resignation Rate

Table 12 Resignation rate

| Year | Resignations | Male | Female | Ave. Age | Rate of Resignation |
|--------------|--------------|----------|-----------|----------|---------------------|
| 2018 | 4 | 1 | 3 | 57.0 | 7.6% |
| 2019 | 5 | 2 | 3 | 43.0 | 8.6% |
| 2020 | 5 | 1 | 4 | 48.0 | 8.1% |
| 2021 | 3 | 0 | 3 | 39.8 | 4.5% |
| Total | 17 | 4 | 13 | | |

Table 12 tallies the number of staff members who resigned over the past four years. The rate of resignation is a headcount of resignations divided by total staff headcount.

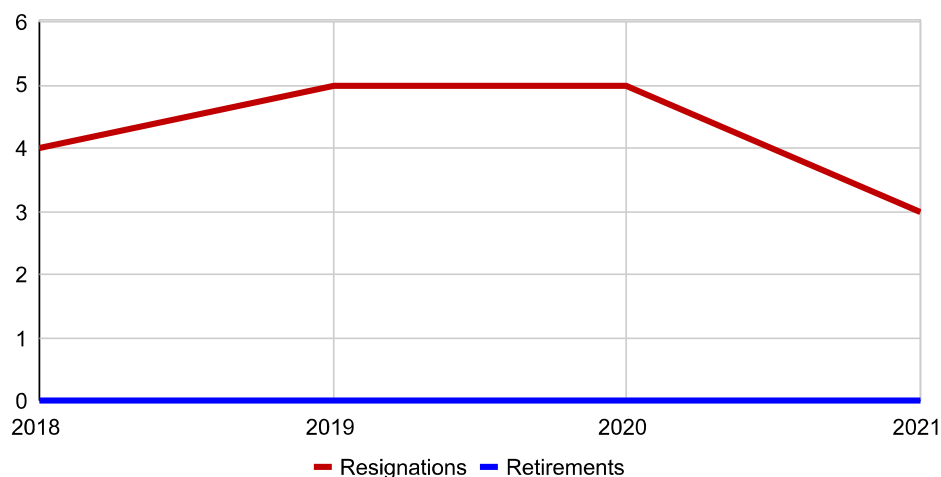
Reasons for resignation included: other work, location, family responsibility, job dissatisfaction and full-time study.

8.2 Retirement Rate

Table 13 Retirement rate

| Year | Retirements | Male | Female | Ave. Age | Rate of Retirement |
|--------------|-------------|----------|----------|----------|--------------------|
| 2018 | 0 | 0 | 0 | | 0.0% |
| 2019 | 0 | 0 | 0 | | 0.0% |
| 2020 | 0 | 0 | 0 | | 0.0% |
| 2021 | 0 | 0 | 0 | | 0.0% |
| Total | 0 | 0 | 0 | | |

Figure 7 Comparison resignation and retirement numbers



8.3 Potential Retirements

For the purposes of predicting retirement, staff aged 65 and over are considered ready to retire in the short term, staff aged between 60 and 65 are considered to be at retirement age in the medium term and staff aged between 55 and 60 are considered to be at retirement age in the longer term.

Table 14 Possible Retirements as per age group

| Occupation Group | 55 to 59 | | 60 to 64 | | 65 to 69 | | 70 and over | |
|------------------|-----------|------------|-----------|------------|-----------|------------|-------------|------------|
| | Headcount | FTE | Headcount | FTE | Headcount | FTE | Headcount | FTE |
| Leadership | 0 | 0.0 | 1 | 0.8 | 1 | 1.0 | 0 | 0.0 |
| Teacher | 2 | 2.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Total | 2 | 2.0 | 1 | 0.8 | 1 | 1.0 | 0 | 0.0 |

Figure 8 Potential retirements as per age group

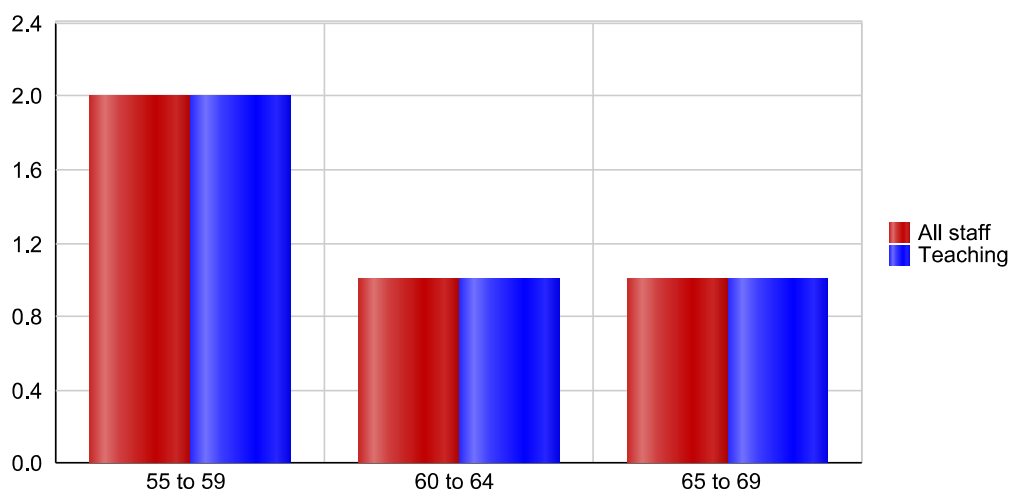


Figure 8 identifies the number of staff in each occupational group who could retire in the next ten years.

9. Teacher Data (Non-leadership staff under teachers agreement)

Table 15 identifies the number and percentage of staff employed under permanent and fixed-term contracts

Table 15 Employment Class (Teachers)

| Year | Headcount | | Percentage | |
|------|-----------|------------|------------|------------|
| | Permanent | Fixed-Term | Permanent | Fixed-Term |
| 2018 | 26 | 11 | 70% | 30% |
| 2019 | 30 | 8 | 79% | 21% |
| 2020 | 28 | 15 | 65% | 35% |
| 2021 | 28 | 17 | 62% | 38% |
| 2022 | 29 | 15 | 66% | 34% |

Figure 9 Employment Class (Teachers)

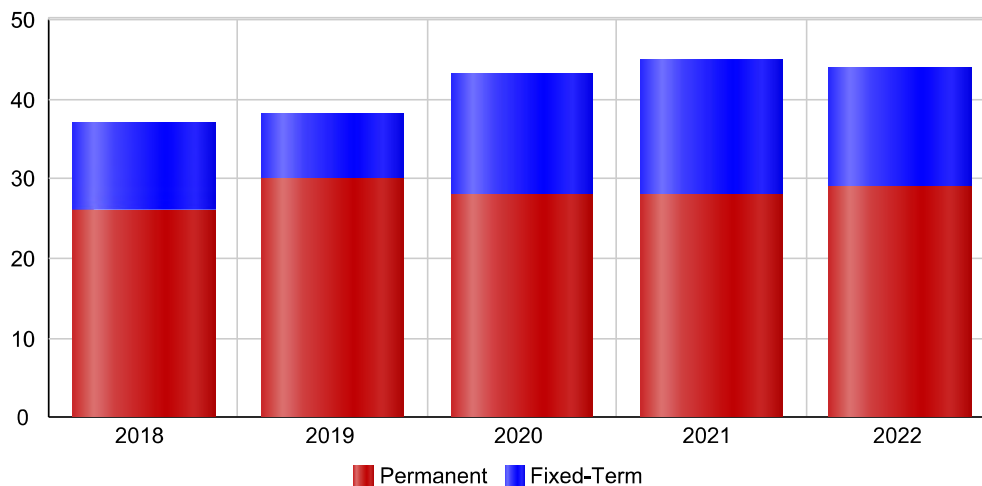
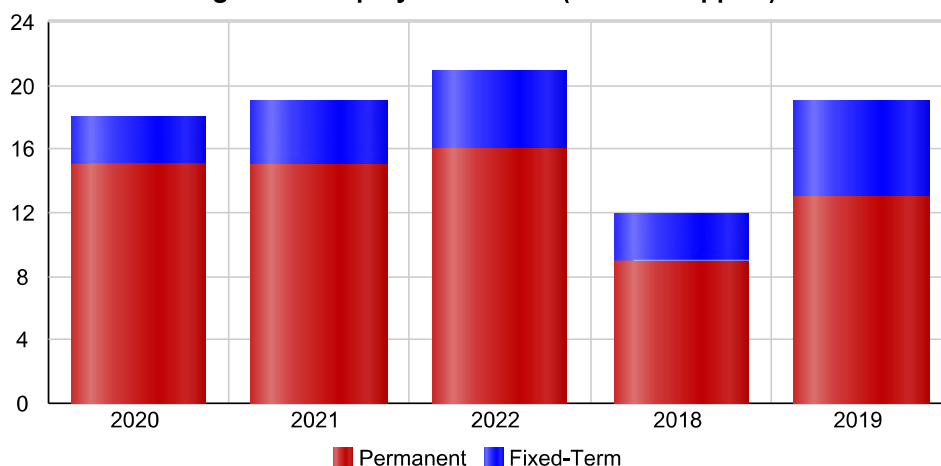


Table 15a Employment Class (School Support)

| Year | Headcount | | Percentage | |
|------|-----------|------------|------------|------------|
| | Permanent | Fixed-Term | Permanent | Fixed-Term |
| 2020 | 15 | 3 | 75% | 15% |
| 2021 | 15 | 4 | 71% | 19% |
| 2022 | 16 | 5 | 70% | 22% |
| 2018 | 9 | 3 | 64% | 21% |
| 2019 | 13 | 6 | 62% | 29% |

Figure 9a Employment Class (School Support)



9.1 Pay Grade

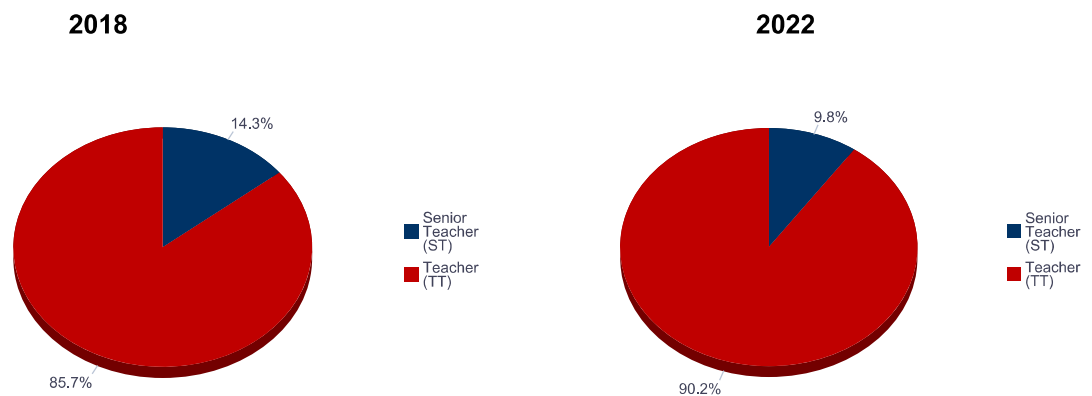
Table 16 provides the pay grade of teachers at Port Hedland Primary School and categorises them from Level 3 Classroom Teachers (L3CT) to regular classroom teachers.

Table 16 Pay grade

| Year | Senior Teacher (ST) | | Teacher (TT) | |
|------|---------------------|-----|--------------|------|
| | Headcount | FTE | Headcount | FTE |
| 2018 | 5 | 3.6 | 30 | 28.6 |
| 2019 | 4 | 3.2 | 31 | 27.4 |
| 2020 | 5 | 4.0 | 34 | 29.2 |
| 2021 | 6 | 5.0 | 36 | 32.2 |
| 2022 | 4 | 3.4 | 37 | 33.3 |

Figure 10 provides the proportion of teachers in each teaching category from regular classroom teacher to L3CT.

Figure 10 Teacher pay grades 2018 and 2022



10.1 Accrued Leave as at **23/06/2022**

Accrued Leave clearance is a priority for all Departmental employees. The tables below indicate the number of staff and their leave balances with emphasis on those in excess of the current standards. The tables also show the number of employees who will gain another long service leave accrual and those who have RTS Leave or are participating in Deferred Salary Arrangements.

Long service Leave is required to be cleared within 2 years of the leave becoming available.

For further information regarding the data presented below please contact Workforce Planning Branch.

Table 17 Accrued Long Service Leave - Days available

| Long Service Leave Days | Employee Group | | |
|-------------------------|----------------|----------------|-------|
| | Teach | School Support | Total |
| Less than 65 | 10 | 2 | 12 |

Table 18 Long Service Leave - Staff with next accrual in 2022 or 2023

| Long Service Leave Next Accrual | Employee Group | | |
|------------------------------------|----------------|----------------|-------|
| | Teach | School Support | Total |
| Next Accrual in 2022 | 2 | 1 | 3 |
| Next Accrual in 2023 | 1 | 3 | 4 |

Table 19 Accrued Annual Leave - Days available

| Annual Leave Days | Employee Group | | |
|----------------------|----------------|----------------|-------|
| | Teach | School Support | Total |
| Less than 20 | 0 | 1 | 1 |

Table 20 Other Leave Types - Staff with Remote Teaching and Deferred Salary Leave

| Other Leave | Employee Group | | |
|---|----------------|----------------|-------|
| | Teach | School Support | Total |
| Rural Teaching Leave | 0 | 0 | 0 |
| Employees on Deferred Salary Scheme Leave | 0 | 0 | 0 |
| Employees Accruing Deferred Salary Scheme Leave | 1 | 0 | 1 |

Student, Staff and Community Health and Wellbeing and Engagement

This section of the school report includes details about the school context obtained from the survey of the outgoing principal.

Additional information about the school context can be obtained from:

- the school's website
- the [school's annual report](#)
 - may include community, student, and parents/carers engagement survey results
- Australian Bureau of Statistics [Quick Stats](#), by location
 - search by location to find summary data about families and dwellings in the area
- Australian Early Development [Census](#)
 - Search by location to find summary data about early childhood development outcomes in the area

Outgoing Principal's handover survey report:

Port Hedland Primary School

Whole school approaches/programs

The top five of the school's key programs or approaches

EDI - Explicit Direct Instruction
Talk 4 Writing & Reading
CMS/IS
Top Ten Maths / I-Maths/Prime Maths
RTI - PreLit (K), Initialit (PP-2), Mini Lit, MacqLit, Spell-It (3-6)

Targeted programs

School-based programs that target specific groups of students

MiniLit/MacqLit
Drum Beat,
Zones of Regulation
Alternative Learning Pathways including Academic Extension
Clubs - Eg: Choir, Running, Keyboard, Ukulele, Art, Crafts, Photography, Tennis etc

Professional learning

Most recent whole-school professional learning activities

Explicit Direct Instruction
Talk 4 Writing/ Talk4 Reading
Professional Learning Communities/ Mentoring
Responding to Intervention Programs
Prime Maths/Top Ten Maths

| Student welfare | Yes | No | Details/Provider |
|---|-----|----|--|
| After school care provision | | 1 | |
| Pre-kindergarten program or partnership | 1 | | Early Learning Program targeting 0-3 funded by BHP and coordinated by a staff member who operates the Centre on 2 days of the week at the Andrew McClaghlin Centre adjacent to the school. |

| Canteen | Yes | No | Provider P and C | Provider Local business | Provider Other | Comments |
|-----------------------|-----|----|---------------------|----------------------------|-------------------|----------|
| Canteen | 1 | | 1 | | | |
| School breakfast club | | 1 | N/A | N/A | N/A | N/A |

| Days available | Mon | Tues | Wed | Thurs | Fri |
|-----------------------|-----|------|-----|-------|-----|
| Canteen | | 1 | 1 | 1 | 1 |
| School breakfast club | | | | | 1 |

Parent education

Last 12 months parent education programs not run due to COVID restrictions- Previously however Ngala offered various sessions to parents.

| School council/board Membership | Number of members |
|---------------------------------|-------------------|
| Principal | 1 |
| Staff | 2 |
| Parent representatives | 4 |
| Community representatives | 4 |
| Other | 1 |

| Voluntary contributions In 2021 | % received |
|---------------------------------|------------|
| \$60.00 | 82% |

| Capital works projects | |
|---|--|
| Are there any capital works projects in progress? | Outdoor Science Room currently being constructed - expected to be finished over the Term 2 holidays. |
| Are there any capital works projects pending in the next 18 months? | Shade for the Year 3-6 playground. |
| Have any capital works applications been submitted and awaiting a decision? | NO |

Community based committees, excluding the Council/Board that this school operates

NIL

Deed of Licence Agreements

NIL

Sponsorship arrangements

BHP Early Learning Program 0-3. Preparing children to be ready for school through provision of a coordinated approach to services and early intervention to address areas of concern.
Hedland Attendance Strategy - Community based approach to supporting the

Summary

The two sections below can relate to Quality Teaching and Learning; Workforce Characteristics or Student, Staff and Community Health, Wellbeing and Engagement

Commendations

Four things that the school is doing well

Communication platforms such as Seesaw, Wednesday Wrap-Up, School Star/Email, Weekly Staff Memo and the School Website provide timely, tailored and accessible information for parents and staff

A shared understanding by staff of established behaviour management processes, combined with clearly articulated behaviour expectations, is building an orderly and safe environment.

Enhancements to the physical environment have created stimulating and engaging areas that motivate students and support the achievement of school priorities.

A ground up strategic and measured approach is taken to the introduction of new initiatives

Recommendations:

Four areas that would benefit from further improvement

Continue to use data to drive new initiatives

Progress plans to strengthen relationships with the different cultural groups within the school.

In consultation with the community, develop a Reconciliation Action Plan

Continue to embed the agreed instructional model. Provide ongoing, targeted professional learning and support for staff to ensure fidelity of implementation in every class.