Wirrabirra Primary School

An Independent Public School

Learn Grow Care

2018 Annual Report

A CONNECTED AND FUTURE FOCUSED SCHOOL COMMUNITY DEDICATED TO ACHIEVING STUDENT EXCELLENCE

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Glossary

DOE	Department of Education
HASS	Humanities and Social Sciences
iSTAR	Inform/Inspire, Show/Share, Try/Transfer, Apply/Act, Review/Revise
SEN	Students at Educational Need
LSC	Learning Support Coordinator
AITSL	Australian Institute for Teaching and School Leadership
NAPLAN	National Assessment Program for Literacy and Numeracy
PBS	Positive Behaviour Support
CMS	Classroom Management Strategies
PAThS	Promoting Alternative Thinking Strategies
TTFM	Tell Them From Me
PL	Professional Learning
POLT	Phases of Learning Teams
OHI	Overall Health Index
IT	Interactive Technologies
NQS	National Quality Standards
TACSI	The Australian Centre for Social Innovation

Wirrabirra Primary School

OUR MORAL PURPOSE

Wirrabirra is a connected and future focused community, dedicated to achieving student excellence.

OUR VISION

Our purpose is to make the best interest of the child the primary consideration through inspiring and uniting our school community. A positive, safe and supportive school environment is developed through a consistent approach to the teaching of academic and social behaviours.

Principal's Message:

I am very pleased to present Wirrabirra Primary School's Annual Report. This report outlines a series of statements, tabled information and photos that provide an overview of student achievement against performance targets and progress towards planned improvements set down in our 2017 to 2019 Business Plan.

An acknowledged strength of our school is the positive partnerships within our community and I applaud the contributions of staff, the School Board, P&C Association and wider school community. This is reflected in our Moral Purpose developed in 2017 stating, *"Wirrabirra School is a connected and future focused school community, dedicated to achieving student excellence."*

2018 was the second year for Wirrabirra as an Independent Public School and the second of a three year partnership with the Fogarty Foundation focusing on school improvement. These initiatives have provided a clear focus and strategic direction for our school with positive results reflected across the school with teaching and learning and in developing the school community.

Following our first year as an Independent Public School and our partnership with the Fogarty Foundation, 2018 saw considerable progress implementing our strategic direction plans and significant change in whole school practices improving the delivery of student learning. This was supported by IPS flexibilities to retain our strongest and most skilled teachers through a merit selection process, capitalising on their knowledge of whole school processes and teaching practice.

Significant savings through staffing initiatives provided improved scope to offer additional professional learning and support at the point of need. This was achieved through a teacher commitment supporting colleagues and working collaboratively in the best interest of students.

Wirrabirra continued its association with two networks of schools. This only exists for a handful of schools in the state and provides us the opportunity to work closely with our local schools on local issues. Our SEEC (South East Educational Community) includes two local high schools and their feeder primary schools ensuring a seamless transition from K to 12 with processes and pedagogy. This network also has four other Fogarty schools to work closely with. Our other network (Network 20) comprises 10 schools from across the SE Metropolitan District with similar socio economic status, who have been working together looking at PBS and student behaviour. Through this network we have been able to access additional support and trial a program looking at Functional Behaviour Analysis of behaviour which will be rolled out across the state.

Our School Board and P&C provided a real focus for the community with the Board taking a more strategic approach to how our school is progressing. Mrs. Marnie Kehoe was elected as the new Board Chair and Mrs Sonya Kimbar was elected as P&C President. Both Mrs Kehoe and Mrs Kimbar have a close working relationship with the school and staff and a strong focus on school improvement at all levels. It has been both rewarding and positive to see the support for Wirrabirra and our students.

Wirrabirra Primary School

Veteran Mr McManus with wife and grandsons after ANZAC service

Councillors at Sculptures by the Sea

ICT Whizz Kids 2018

Councillors with Local member Mr Terry Healy

School Highlights

- Our 2019 intake of Kindergarten children were provided with a transition program in Term Four in partnership with Gosnells Child and Parent Centre, in addition to our playgroup that operates each Tuesday morning led by Mrs Kylie Sharp.
- Building improvements continued with the second stage of our conversion to LED lighting in A Block following on from B Block and the Administration Area. The financial benefits from earlier work is already impacting on the budget and funding further improvements. We also upgraded computer switches in preparation for NAPLAN Online in 2019.
- Parents, students and teachers were surveyed using (TTFM) Tell Them From Me to gain valuable feedback on how the school is progressing.
- The 100 Year commemoration of ANZAC formed an important part of our History teaching for all students and acknowledged with a school service to show respect and remembrance to those who served and connect our students with the values that underpin ANZAC.
- Students were able to demonstrate their sporting skills in competitive events with other schools in our Athletics Carnival, Cross Country and Interschool Carnivals in summer and winter sports. This was in addition to a highly structured physical education program led by Mr Trenberth. Positive team and competitive skills were taught in line with student expectations.
- All students were given the opportunity as part of the Arts program to present and perform for family and friends during assemblies, Edu-Dance concerts, presentation items and Graduation, in addition to our choir items and music groups. The Choir excelled when they participated in the massed choir performance at the Concert Hall under the direction of Mr Keady, our Music Specialist.
- Our Year Six students experienced a new camp venue at Point Peron and completed an outstanding four day program including rope and climbing skills, raft building, team games, mountain bike riding, movie making, archery and confidence course activities.
- The P&C and school community combined to support the school with our very successful bi-annual Moonlight Markets, Lapathon and catering for school events, in addition to their excellent support through the Canteen and Clothing Pool.
- Students' Digital Technology skills were further developed to include coding, green screen technology and pre-online NAPLAN skills as part of the specialist program offered by Mrs Svean and Mrs McDonald.
- Additional support for identified students in Literacy through "Minilit" and Maths extension was provided by Mrs Sommer and Mr Trenberth.

Wirrabirra is a successful school which reflects the values of our community, the aspirations of our students and academic excellence. Together the staff, school community and students have worked hard to achieve the best outcomes for our students and families. On behalf of everyone, I would like to thank you all for your support and dedication to our school.

School Overview

Wirrabirra Primary School is situated in the Perth metropolitan area in the City of Gosnells under the jurisdiction of the South Metropolitan Education Region. The school campus has shared facilities with an Education Support Centre and operates an inclusive program for all students. This enables the education programs for students to be supported by teacher expertise from the Primary School and Education Support Centre. The campus is referred to as Wirrabirra School. Enrolments in 2018 were 447 Kindergarten to Year Six students.

Wirrabirra Primary operated eighteen teaching and learning areas supported by a Library Resource Centre, Music Room, ICT Learning Hub, Science Room, two undercover areas, canteen and school kitchen. The school also has a purpose built Dental Therapy Unit on site.

The school grounds are extensive with a large grassed oval, two soccer pitches, a football field, two basketball courts and three adventure play areas. A vegetable garden forms an important part of our Environmental Science program. All gardens and grounds are fully reticulated and the buildings are air conditioned and security fenced.

The staff of Wirrabirra have a wide range of experience and expertise from varied backgrounds in education. In addition to the Principal and two Deputy Principals, there are three Level 3 Teachers and eight Senior Teachers who compliment and support our other dedicated teaching staff. All staff undertake regular professional learning on current initiatives and programs particular to our school business and operational plans. This staff expertise and experience allows the school to operate specialist programs in Physical Education, Music, HASS and ICT Capabilities.

Wirrabirra has developed a unique culture that defines the ethos and philosophy of our school and there are a number of programs that demonstrate this;

* The teaching staff work in collaborative partnerships around phases of learning to strive for excellence in delivering quality teaching and learning programs.
* Teaching and Learning Operational Plans are based on the Western Australian Curriculum and promote whole school approaches in literacy, numeracy, teaching frameworks and behaviour management.
* The school is wireless networked for ICT using iPads, laptops and desk computers in addition to Interactive technologies.
* There is a whole school approach to discipline based on Positive Behaviour Support with all staff being trained in classroom management and participating in ongoing coaching to maintain consistency.
* A social emotional curriculum program, PAThS (Promoting Alternative Thinking Strategies) is taught across the school and reinforced positively at a number of levels.
* The school has a strong pastoral care focus supporting students in their learning and interaction with others, supported by a School Chaplain. Students have access to Rainbows (Support program for students experiencing loss or grief) and a SAER (Students at Educational Risk) support team. In addition, the parents have access to the Positive Parenting Program and a Parent Information Centre.
* Environmental education and caring for the environment has a significant role in our learning programs.
* The arts are promoted through our Music program with choir, instrumental, recorder, ukulele and a rock band.
* Wirrabirra uses a distributed leadership to provide expert support to teachers in Digital Technologies, behaviour management, planning for students at risk, teaching strategies, PAThS and NQS focus areas.

* An emphasis on physical skill development and competition is promoted through sports programs.
* The integration of ICT and maintaining relevance to learning is supported with new technology and learning programs.
* A Student Manifesto and Parent Agreement documents are public statements that we operate by and are committed to and work towards achieving.
* The school has an active and supportive Parents and Citizens Association that meets regularly. The P&C oversee the operations of the School Canteen and Clothing Pool. A number of sub committees support the school through fundraising. The P&C have made strong commitments to improving our school buildings, grounds and educational resources.
* The School Board is well represented by parents who participate in the development of school planning, policy and future directions.

Wirrabirra Primary School

Progress Towards Strategic Focus 1 - Improving Student Academic Achievement

Objectives -

1.1 Improve levels of student achievement in NAPLAN to above like schools.
1.2 Improve progress in Reading, Writing, Numeracy in whole school assessments.
1.3 Increase staff capacity to analyse data to inform planning.

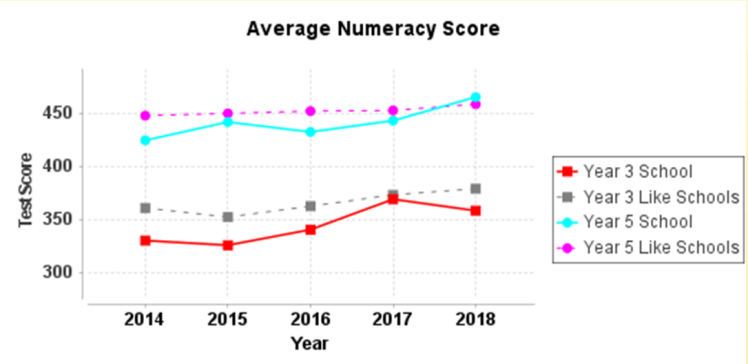
Student Achievement - NAPLAN

In all schools across Australia, students in Years 3 & 5 are annually tested in May as part of the National Assessment Program in Literacy and Numeracy. The assessment measures progress in Numeracy, Reading, Writing, Spelling and Grammar & Punctuation. These assessments are used in conjunction with whole school assessments and class evaluations to provide a balanced picture over time on student progress against planned outcomes and achievements, "Like Schools", State and Australian comparisons.

Wirrabirra's student performance in 2018 is illustrated below with a series of graphs and tables showing progress against "like schools" The accompanying tables show student achievement against National Minimum Standard in 2018.

The data presented below shows that in Year 3, only two of the five areas tested were equal to or greater than "like school" and in Year 5, all five areas tested showed results above "like schools". Our target was to be equal to "like schools" by 2018 and above by 2019. Although all areas for Year 3 fell within expected levels, we expected a continuation of improvements made in 2017 and will review all programs being covered. The results for Year 5 were significantly improved with Numeracy, Writing and Spelling rating above expected levels and Reading and Grammar & Punctuation rating with positive scores in the expected range.

RESULTS AGAINST NATIONAL MINIMUM STANDARDS - NUMERACY			
YEAR	BELOW	AT	ABOVE
3	6%	26%	69%
5	4%	31%	64%



There are identified cohort strengths and weaknesses that we can attribute results to but we firmly believe the teaching strategies and planning by teachers will address these, assisting us to achieve our set targets.

Wirrabirra Primary School

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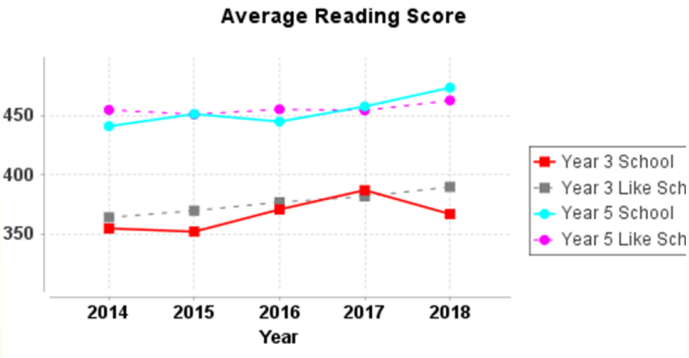
Progress Towards Strategic Focus 1 - Improving Student Academic Achievement

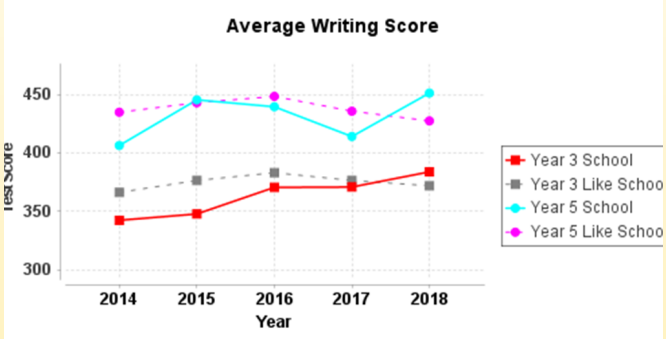
Student Achievement - NAPLAN continued

RESULTS AGAINST NATIONAL MINIMUM STANDARDS - READING			
YEAR	BELOW	AT	ABOVE
3	11%	13%	76%
5	9%	27%	63%



Reading is below "like schools" for Year 3 and above for Year 5. There is an identified need to progress those identified at risk students below minimum standards and we will continue to focus on research based strategies including guided and shared reading as well as explicitly teaching comprehension skills and a focus on vocabulary development. The new focus on daily reviews for phonics, reading and vocabulary will support these students.

RESULTS AGAINST NATIONAL MINIMUM STANDARDS - WRITING			
YEAR	BELOW	AT	ABOVE
3	0%	15%	85%
5	11%	13%	77%



Writing has been an area of focus for Wirrabirra and teachers have planned and worked strongly to develop consistent teaching strategies resulting in significant improvements. As a result of data analysis and planning, teachers have addressed the need for and consolidation of whole school approaches. Part of the review will be to build on the work being done through the Fogarty Foundation with professional learning provided around writing processes and approaches. Our strong focus on grammar and punctuation through daily reviews across the school will support students in their writing tasks.

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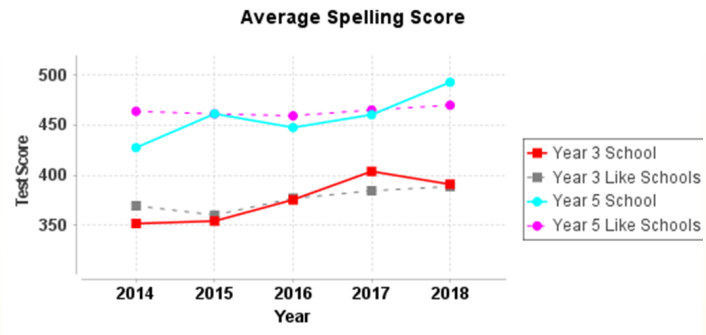
Progress Towards Strategic Focus 1 - Improving Student Academic Achievement

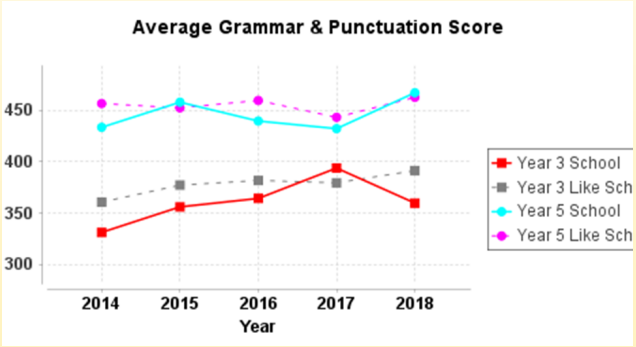
Student Achievement - NAPLAN continued

RESULTS AGAINST NATIONAL MINIMUM STANDARDS – SPELLING			
YEAR	BELOW	AT	ABOVE
3	11%	15%	75%
5	7%	15%	80%



Spelling has continued to make sound progress through Synthetic Phonics in the early years and Mastery Spelling in Years 4 to 6. Both programs will continue in 2019. Our aim is to continue the progress made by Year 3's and ensure this is built on, to maintain the strong results with the Year 5's. Both programs focus on explicit instruction and build on prior knowledge.

RESULTS AGAINST NATIONAL MINIMUM STANDARDS – GRAMMAR & PUNCTUATION			
YEAR	BELOW	AT	ABOVE
3	15%	18%	68%
5	15%	18%	67%



The downward trend with our Year 5 students has been addressed with a renewed emphasis on grammar and punctuation in our operational plans and planning using a prescribed scope and sequence of development. In addition, the daily reviews in vocabulary and daily editing have assisted greatly. The Year 3 result is of concern and will be addressed through strong daily reviews with coaching for all teachers to ensure consistency of approaches and content delivery.

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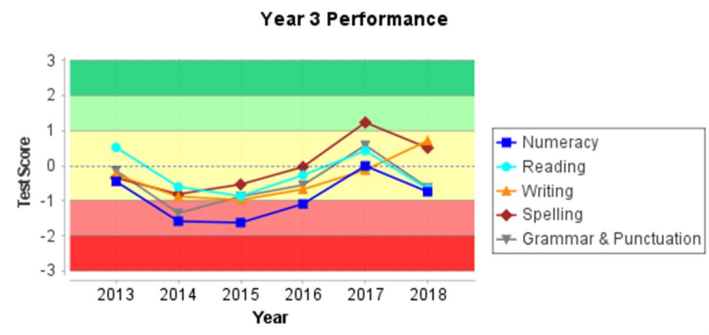
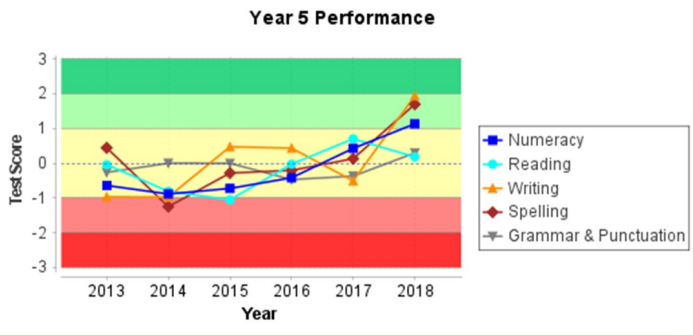
Progress Towards Strategic Focus 1 - Improving Student Academic Achievement

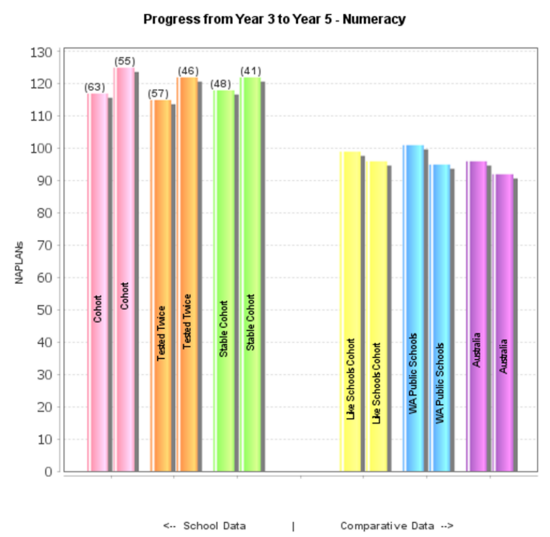
Student Achievement - NAPLAN continued

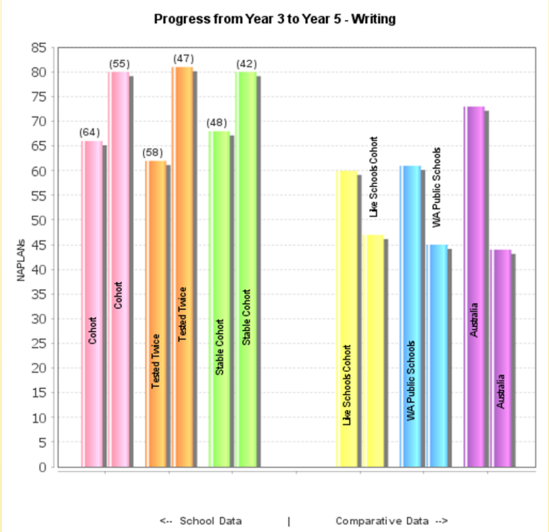




The above graphs show progress over time and all areas are within expected levels for Year 3 & 5. The Year 5 cohort had a strong result being above expected levels in 3 of the 5 areas.

The bar graphs below show progress from Year 3 in 2015 to Year 5 in 2017 and again from 2016 to 2018 against 'like schools, WA Public Schools and All Australian Schools. The graphs shown are for Numeracy and Writing. Numeracy shows greater progress against all three groups in both sets of data and Writing shows significantly greater progress from 2016 to 2018 than all three comparison groups.





Wirrabirra Primary School

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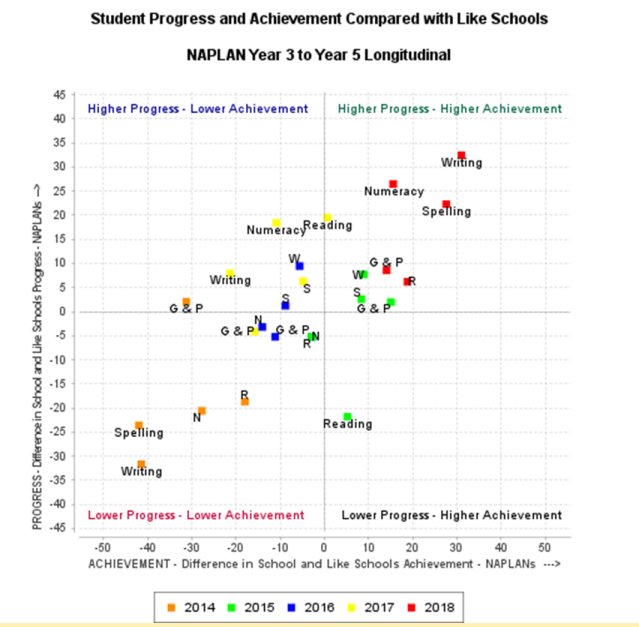
Progress Towards Strategic Focus 1 - Improving Student Academic Achievement

Student Achievement - NAPLAN continued

Mean Difference in NAPLAN Points with Like Schools						
	Year 3			Year 5		
	2017	2018	Improvement	2017	2018	Improvement
Numeracy	-5	-20	-15	- 9	+7	+16
Reading	+5	-23	-28	+3	+11	+8
Writing	-6	+12	+ 18	- 22	+23	+45
Spelling	+20	+2	-18	- 5	+23	+ 28
G&P	+14	-32	-46	- 11	+4	+ 15

- In 2018 there was improvement in only 1 area tested in Year 3 and results were down against "like schools" in 4 of the 5 areas tested.
- In Year 5 there was improvement in all 5 areas tested and results were equal to or greater in all 5 areas tested.
- In total 6 of the 10 areas tested improved with 7 being above "like schools". The Year 5 cohort has achieved the set target to be at or above like schools by 2018.



Although we make comparisons against 'like schools' on a yearly basis, improvement over time for student progress and achievement is of greater value as we strive to achieve excellence. 'Like schools' comparisons is highlighted in the table above with improvements in green and above 'like school' in blue.

The graph to the left shows progress and achievement over the last 5 years with the target to get all areas in the top right quadrant. This was achieved for the first time in 2018. Our intention is to maintain this against 'like schools' and extend the comparison to WA Public Schools and Australian Schools.

Wirrabirra Primary School

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Progress Towards Strategic Focus 2 - Improve Student Engagement, Behaviour and Wellbeing

Objectives -

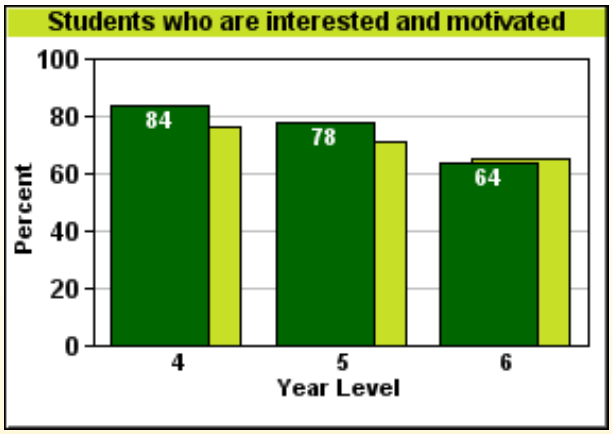
2.1 Improve student social/emotional wellbeing.
2.2 Improve student engagement.
2.3 Improve positive student behaviour focusing on Tier Two and Three behaviours.
2.4 Build a supportive learning community.

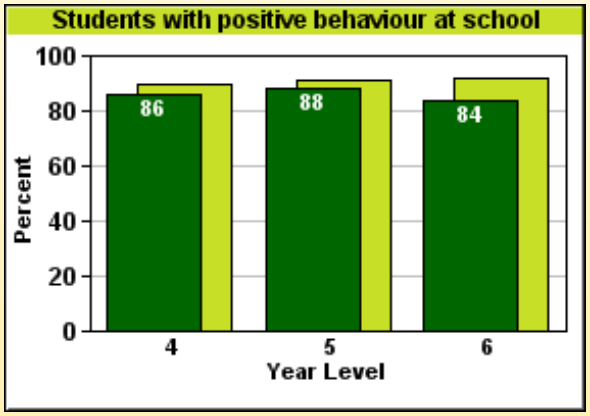
In the second year of our partnership with the Fogarty Foundation working on school improvement, we have undertaken Student, Staff and Parent surveys. The student "Tell Them From Me" survey measures 19 indicators based on the most recent research on school and classroom effectiveness. The selected graphs highlight data from 158 students in Years 4, 5 and 6 collected in March 2018.

Students who are interested and motivated

Students are interested and motivated in their learning.

- 74% of students in this school were interested and motivated; the TTFM norm for these years is 71%.
- 78% of the girls and 70% of the boys in this school were interested and motivated. The TTFM norm for girls is 74% and for boys is 68%.





Students with positive behaviour at school

Students that do not get in trouble at school for disruptive or inappropriate behaviour.

- In this school, 86% of students had positive behaviour; the TTFM norm for these years is 91%.
- 97% of the girls and 75% of the boys in this school with positive student behaviour at school. The TTFM norm for girls is 95% and for boys is 87%.

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Objectives -

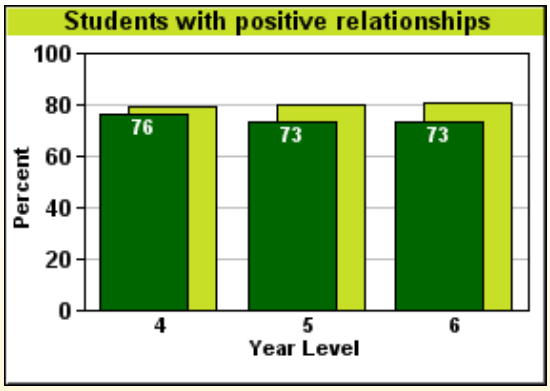
2.1 Improve student social/emotional wellbeing.
2.2 Improve student engagement.
2.3 Improve positive student behaviour focusing on Tier Two and Three behaviours.
2.4 Build a supportive learning community.

Wirrabirra has a well developed behaviour program based on CMS and a social emotional curriculum (PAThS) fitting within our Positive Behaviour Approach. This involved the explicit teaching of behaviours and social skills supported by recognition through rewards including prize draws and celebration days. Correct behaviours are set out in Agreed Expectations for students. These are taught and modelled by staff with video lessons prepared by staff as teaching focus lessons in buddy classes. A whole school Protective Behaviours curriculum was taught that complimented PBS and PAThS and will continue each year.

Students with positive relationships

Students have friends at school they can trust and who encourage them to make positive choices.

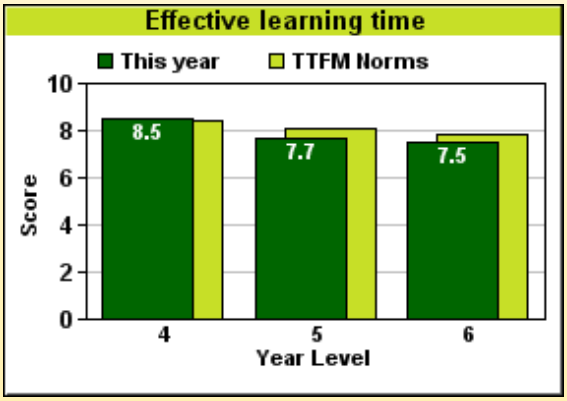
- In this school, 74% of students had positive relationships; the TTFM norm for these years is 80%.
- 80% of the girls and 68% of the boys in this school had positive relationships. The TTFM norm for girls is 84% and for boys is 77%.



Effective learning time

Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

- In this school, students rated Effective Classroom Learning Time 7.8 out of 10; the TTFM norm for these years is 8.1.
- In this school, Effective Classroom Learning Time was rated 7.8 out of 10 by girls and 7.9 out of 10 by boys. The TTFM norm for girls is 8.2 and for boys is 8.



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Progress Towards Strategic Focus 2 - Improve Student Engagement, Behaviour and Wellbeing

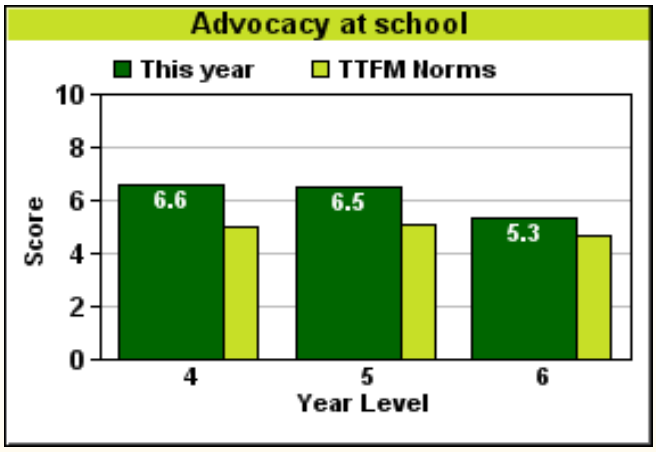
Objectives -

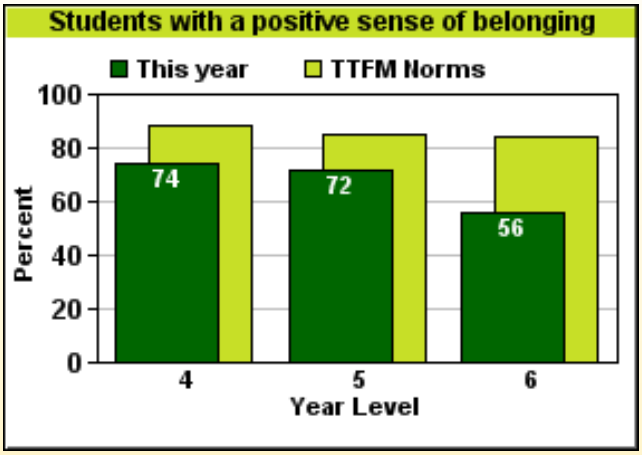
2.1 Improve student social/emotional wellbeing.
2.2 Improve student engagement.
2.3 Improve positive student behaviour focusing on Tier Two and Three behaviours.
2.4 Build a supportive learning community.

Advocacy at school

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

- In this school, students rated Advocacy at School 6.1 out of 10; the TTFM norm for these years is 4.9.
- In this school, Advocacy at School was rated 6.3 out of 10 by girls and 5.9 out of 10 by boys. The TTFM norm for girls is 4.9 and for boys is 5.

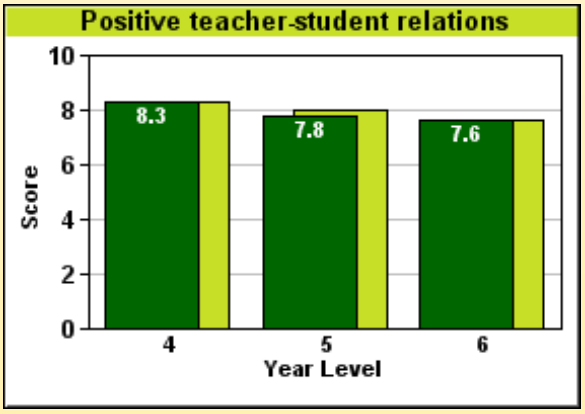




Students with a positive sense of belonging

Students feel accepted and valued by their peers and by others at their school.·

- 67% of students in this school had a high sense of belonging; the TTFM norm for these years is 86%.·
- 74% of the girls and 59% of the boys in this school had a high sense of belonging. The TTFM



Positive teacher-student relations

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

- In this school, Positive Teacher-Student Relations were rated 7.8 out of 10; the TTFM norm for these years is 7.9.
- In this school, Positive Teacher-Student Relations were rated 8.1 out of 10 by girls and 7.5 out of 10 by boys. The TTFM norm for girls is 8.1 and for boys is 7.8.

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Progress Towards Strategic Focus 2 - Improve Student Engagement, Behaviour and Wellbeing

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2016	92.7%	92.1%	93.7%	85.2%	85.7%	80.7%	92%	91.2%	92.6%
2017	92.7%	93%	93.8%	90.4%	84.2%	81.2%	92.5%	91.6%	92.7%
2018	92.3%	92.8%	93.7%	88.5%	82.8%	80.8%	91.9%	91.4%	92.6%

2019 school destinations of the 2018 student cohort

Destination Schools	Male	Female	Total
4121 Southern River College	19	17	36
1308 Lumen Christi College	2	2	4
4116 Darling Range Sports College	1	2	3
4055 Thornlie Senior High School	1	2	3
4190 Baldivis Secondary College	1	1	2
4113 Lynwood Senior High School	1	1	2
4126 Willetton Senior High School	2		2
4132 Cecil Andrews College		1	1
4058 Kelmscott Senior High School	1		1
4048 Rossmoyne Senior High School	1		1
1162 St Norbert College	1		1
4127 Yule Brook College	1		1

Wirrabirra maintains a professional working relationship with our local Network Schools (SEEC) and Network 20 schools in the wider South Metro Area, which included detailed transfer of information to support students and a transition program to best facilitate a seamless movement between Year Six and Seven. Our teaching staff engaged in professional learning and networking with schools in both networks in week five each term and throughout the year. This provided a platform to share ideas, moderate assessments and the exchange of teaching strategies in phases of learning. Wirrabirra also developed close links with the Autism Centre at Gosnells PS and the Child and Parent Centre.

Wirrabirra Primary School

An Independent Public School

Progress Towards Strategic Focus 3 — Building Teacher Capacity and Capability

Objectives -

3.1 Achieve consistent whole school pedagogy, processes and procedures as set down in Operational Plans.

3.2 Improve teacher practice through peer observation, professional learning, coaching and self reflection against the AITSL standards.

3.3 Improve commitment to leadership roles and opportunities across the school.

Building teacher capacity and capabilities continued in 2018 as a major focus of our work with the Fogarty Foundation to develop whole school approaches based on research and data. This was supported with professional learning in Explicit Direct Instruction aspects including checking for understanding, writing clear objectives and engagement norms. All teachers received training from Fogarty experts in delivering Daily Reviews in Literacy and Numeracy. This was extended with further training for three in-school coaches to support teachers into 2019. Daily editing, Synthetic Phonics K-3 and Spelling Mastery 4-6 provided targeted whole school approaches and consistency for students. There was clear direction in Operational Plans with extensive support documents explicitly outlining approaches to be used and whole school assessment schedules to evaluate student performance. Assessments were recorded for analysis using a new online whole school data base enhancing access and manipulation of data.
Preparation commenced in 2018 to transition to NAPLAN online in 2019 with a trial and class teachers and ICT specialist training students in required keyboard skills and writing directly to the computer.

Professional learning for teachers focused on the iSTAR model, Instructional Intelligence using the work of Barrie Bennett, looking at 'Concept Design' with planning together to focus on the concepts being taught and Explicit Instruction with Dr Lorraine Hammond. In addition, staff revisited PBS theory and practise, CMS strategies and the PAThS program to ensure consistent practise. The whole staff worked with parents to frame a vision statement for Wirrabirra as part of our work with the Fogarty Foundation and developed a Strategic Direction document to guide our planning and work for the next three years. These were extensive processes which created a strong sense of connection and belonging.

Wirrabirra teachers engaged in a detailed Performance Management process which focused on self reflection against the AITSL standards and the use of video self assessment from which they constructed personal goals for improvement of their teaching practice. These were then audited by a line manager preceding them entering into a three way peer observation cycle with feedback from their colleagues. In addition, all staff were provided expert coaching in CMS and PAThS, SEN Planning and reporting and the integration of digital technology with learning.

Wirrabirra Primary School

An Independent Public School

Progress Towards Strategic Focus 4 - Resourcing

Objectives -

4.1 Develop transparent and effective allocation of human, physical and financial resources to achieve high levels of proficiency.

4.2 Maintain and develop safe buildings and grounds.

4.3 Achieve the highest possible audit ratings.

4.4 Develop a strategic IT/Digital model supporting all learning and operations.

The budgeting cycle commenced in August 2017 for the 2018 school year with conservative projected numbers of students submitted to ascertain student centred funding for preliminary planning. The preliminary funding was then used to create a preliminary budget and staffing profile in consultation with the Finance Committee and School Board. The School Board and Finance Committee provided quality discussion and transparency for the allocation of human, physical and financial resources. Decisions were made to keep the class numbers as low as possible to accommodate new enrolments at the beginning of the year which turned out to be twenty nine students that were able to be placed without undue detriment to learning programs. In addition support programs and personnel were planned to assist class teachers. This included specialist teaching, a Learning Support Coordinator, Mini Lit and extension maths teaching, behaviour management and instructional strategies support.

The Finance Committee and School Board received all relevant financial statements and reports for discussion each time they met which was twice per term. The Manager of Corporate Services and Principal continually reviewed assets and reserves to ensure spending, sustainability and compliance with financial guidelines were met. Each class and specialist area managed their own budget after submitting budget requests for identified needs. Monthly reports were given to all cost centres to monitor and ensure responsible spending. The school undertook a self audit which was reviewed by the finance branch with findings above expected levels. This is an ongoing process with all end of month figures submitted online for audit.

Wirrabirra Primary School

An Independent Public School

Progress Towards Strategic Focus 4 - Resourcing

Objectives -

4.1 Develop transparent and effective allocation of human, physical and financial resources to achieve high levels of proficiency.
4.2 Maintain and develop safe buildings and grounds.
4.3 Achieve the highest possible audit ratings.
4.4 Develop a strategic IT/Digital model supporting all learning and operations.

2018 saw the third stage of refitting LED lighting with sensors to A Block, leaving only C Block and a few stand alone rooms to be completed. Already this self funded program has reduced expenditure on electricity consumption, which will see the work being cost neutral within five years. In other building and grounds work, the reticulation system was extended to grass the area behind C Block and pick up on areas under increased wear and stress. The school managed a responsible faults and programed maintenance schedule with our gardener carrying out ongoing work to reduce costs across the school.
The move away from multiple desktop computers in classes to laptops and iPads was extended, which freed up space to make learning areas more flexible and student friendly. A further trolley of laptops was purchased along with additional iPads to provide greater access for students.

With increased access for students to digital technology, teachers were very mindful to balance this with explicit instruction in all learning areas, including instruction in specialist classes on the correct use of, and place for, technology in learning. Building student proficiency and understanding with digital technology including key board skills, key applications and protocols of safety and responsible use were a major focus. Preparation for online NAPLAN testing in 2019 provided students with opportunities to write directly to computers and further checks on our system to ensure compliance and capacity to manage data loads.

Wirrabirra Primary School

An Independent Public School

Progress Towards Strategic Focus 5 - Engagement, Governance and Partnership with our Community

Objectives -

5.1 Develop strong partnerships with educational institutions, schools, agencies and community groups.

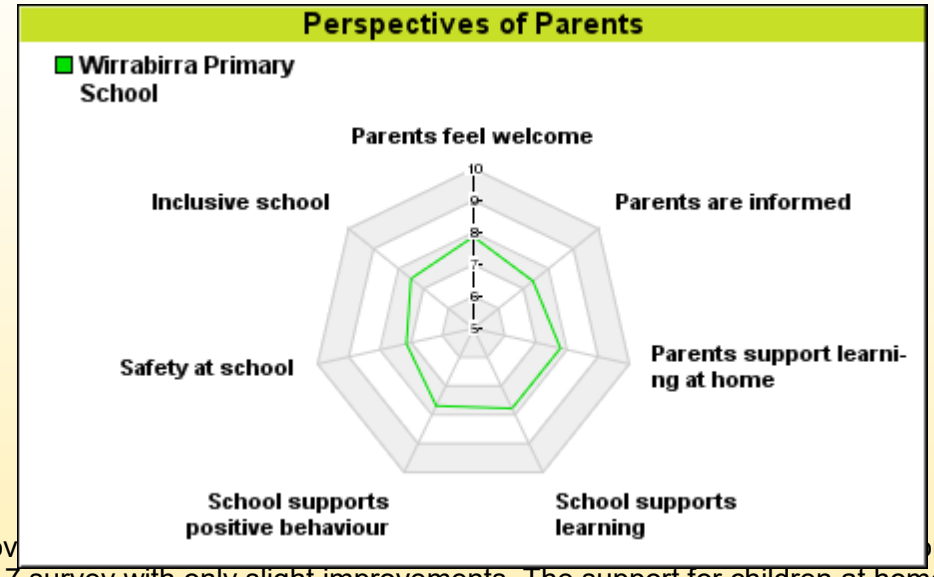
5.2 Develop positive and productive relationships with parents, carers and families supporting their contribution to their child's learning.

5.3 Connect and engage with early years students and families prior to commencing formal learning.

5.4 Improve communication to inform the school community and seek input on school initiatives.

5.5 Clarify and support the alignment between the school's moral purpose and the strategic, operational planning, resourcing and monitoring of improvement strategies.

2018 was the second year we have surveyed parents using the "Partners in Learning" survey which is based on a comprehensive questionnaire covering several aspects of parent's perceptions of their children's experiences at home and at school. The extent of our success is influenced by fostering greater communication with parents, encouraging parental involvement in their child's school work and enlisting parents to volunteer at the school and participate in school governance. The survey also provides feedback to us about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.



The diagram abov ons. These are very similar to the 2017 survey with only slight improvements. The support for children at home with learning was the biggest increase. Our planning, processes and actions will continue to address these seven areas from the survey focusing on improvement.

"The school is welcoming for my child and I feel that behaviour is dealt very well by staff. The teachers in the current grade are working closely with my child. Overall we are satisfied with the school." (Parent feedback from survey)

Strategic Focus 5 - Engagement, Governance and Partnership with our Community continued:

Parents at Wirrabirra Primary School support learning at home

Parents support learning at home	*7.8*
Does someone in your family do each of the following?	
Discuss how well your child is doing in his or her classes.	7
Talk about how important schoolwork is.	7.3
Ask about any challenges your child might have at school.	7.3
Encourage your child to do well at school.	8.6
Praise your child for doing well at school.	8.5
Talk with your child about feelings towards other children at school.	7.7
Take an interest in your child's school assignments.	7.9

It is clear the support given to students by parents fits with our moral purpose and PBS values of encouragement to do well and praise to celebrate achievements. This reinforces the partnership between school and home we are working to develop.

Parents feel welcome at Wirrabirra Primary School

Parents feel welcome	*7.9*
I feel welcome when I visit the school.	8.1
I can easily speak with my child's teachers.	8.4
I am well informed about school activities.	8
Teachers listen to concerns I have.	7.8
I can easily speak with the school principal.	8.2
Written information from the school is in clear, plain language.	8.3
Parent activities are scheduled at times when I can attend.	6.6

There are many significant strengths in the responses above which contribute to positive outcomes for students and solid partnerships with the school community and families.

Support for positive behaviour at Wirrabirra Primary School

School supports positive behaviour	*7.7*
Teachers expect my child to pay attention in class.	8.4
Teachers maintain control of their classes.	7.7
My child is clear about the rules for school behaviour.	8.6
Teachers devote their time to extra-curricular activities.	7
The school helps prevent students from smoking.	7.3
The school helps prevent students from using drugs.	7.3

A strong contributor to student behaviour is teachers having high expectations and students having a clear understanding of expected behaviour. The Positive Behaviour Support focus has achieved this.

Strategic Focus 5 - Engagement, Governance and Partnership with our Community continued:

Wirrabirra School Board 2018

The Wirrabirra School Board represents both the Primary School and the Education Support Centre, being comprised of parent and staff representatives from both schools as well as community members. The 2018 school year proved to be a much quieter year of consolidation after the transition from a School Council to a School Board in 2017, when Wirrabirra was granted Independent Public School status.

During 2018 the Board continued with business as usual in reviewing Voluntary Charges and Contributions, and the continuing review and approval of Budgets throughout the year. The Board was involved in revising and making amendments to the Parent Agreement and the Parent Handbook. The Board also received on-going updates about the School's work with the Fogarty Foundation. On examination of the NAPLAN data, Board members gained an understanding of the positive impact the School's partnership with Fogarty is having on the progress of student academic achievement. During the year, the Board also hosted local MP Terry Healy, who generously provided prizes for the annual Lap-a-thon fundraiser.

The Board wrote a letter of support to the Education Department advocating for Point Peron Camp School, which was subject to close under the Department of Education, to remain open. Point Peron Camp School provided our Year 6 students with an exceptional Camp experience and we were sad to hear that such an excellent resource was subject to defunding. As a result of the support shown by Wirrabirra and other schools, we were pleased to hear that the Camp School will remain open.

There were a number of changes in board representatives, with 2018 seeing a lot of movement in its members. This included the resignation of long serving member Naomi Stannett along with Jason Duval, and the co-opting of new parent representative Marnie Brady for 12 months. At the mid-year elections there was a change of staff representatives and we farewelled long serving member and previous Chair, Ben Knight and welcomed new staff representative Kate Doepel, who was subsequently voted Deputy-Chair. The Chairperson position previously served by Duncan Carmichael became vacant and Marnie Kehoe was voted in for the next 12 months. The Board looks forward to another productive year in 2019.

Parents and Citizens Report

2018 saw a new executive for the P&C with the election of Mrs Sonya Kimbar as President and all executive positions being filled with motivated and committed parents. In addition to an outstanding Moonlight Markets, Bunnings Sausage Sizzle and Lapathon to raise much needed funds, the P&C had a strong focus on engaging parents and connecting with the community.

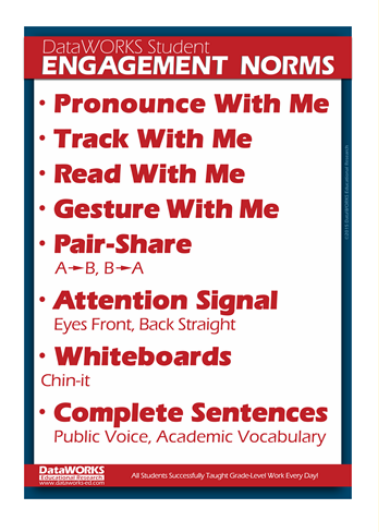
The Canteen and Clothing Pool continued to provide excellent service to the school community under the management of Ms Rebecca McBride in the canteen and Mrs Denise Lyons who worked with Mrs Leanne Meyza, who will take over in the Clothing Pool in 2019 full time.

The P&C finished the year in a strong financial position with clear and well articulated processes and communication with the school and wider community thanks to the hard work and enthusiasm of the P&C Executive and members.

Learning Area Reports

English

The focus in Literacy continued to be built around The Big Six of Language (Oral Language, Phonological Awareness, Letter-Sound Knowledge, Vocabulary, Fluency and Comprehension). In addition to an iSTAR format to provide engaging learning activities and identify goals and criteria for success, teachers used a suite of explicit direct instruction strategies to consolidate learning. These included the engagement norms, checking for understanding, framing questions and writing detailed objectives. Through our work with the Fogarty Foundation and literacy experts, all teachers developed "Daily Reviews" in literacy to review and consolidate content taught. Coaching and feedback was provided and will be continued into the future with in-school coaches in 2019.



Synthetic Phonics for the juniors and Mastery Spelling from Years 4 to 6 progressed well and were reflected in the Year 5 spelling levels. The operational plan outlines clear direction for teachers across the school and is accompanied by explicit supporting documents to ensure consistency of practice.

Our MultiLit program was conducted as an intervention program to support small groups of identified students. This was done in support of teacher's Special Educational Needs plans developed in partnership with the Learning Support Coordinator.

A variety of assessments were administered for analysis to guide teaching and provide data for whole school and individual reporting. All data was recorded on a newly developed online spreadsheet that provided a whole school overview. The results achieved in Year 3 NAPLAN were at expected levels and Year 5 results were significantly improved against past performance and like schools.

Maths

As with Literacy, teachers also used well developed Maths Blocks with set time and elements to ensure consistent practise between classes. Numeracy and Literacy account for 50% of instruction time given how critical they are to student success. There was a focus on concept attainment with explicit instruction and the introduction of math's challenges. "Daily Reviews" in maths, followed from those in literacy, utilising the same engagement norms and explicit instruction strategies with the aim of embedding knowledge and understanding in students long term memory and consolidating the application of that knowledge. All classes were provided with resources to support activity based learning using many of the Paul Swan activities and problem solving. Teachers work collaboratively in their phases of learning teams to explore new strategies, develop assessments, moderate work samples and analyse data for planning. Although, limited time was set aside for Mr Trenberth to teach small groups of identified students in maths extension activities. This provided challenge and higher order thinking with like minded students.

Learning Area Reports

Science

Our Science Operational Plan has a whole school focus on the use of Primary Connections and planning documents have been developed to guide teaching for each year level. Planning is based on the following three strands for each level; Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. As per the Year 3 example below for all years.

YEAR THREE	**Science Understanding** At Standard, students use their understanding of the rotation of Earth, the behaviour of heat and its effect on materials to suggest explanations for everyday observations. They group living things based on observable features and distinguish them from non-living things. **Science as a Human Endeavour** Students describe how they can use science investigations to respond to questions. **Science Inquiry Skills** Students use their experiences to identify questions and make predictions about scientific investigations. They follow procedures to collect and record observations and suggest possible reasons for their findings, based on patterns in their data. Students describe how safety and fairness were considered and they use diagrams and other representations to communicate their ideas.

SCIENCE UNDERSTANDING (Strand)			
Biological Sciences	Chemical Sciences	Earth and Spaces Sciences	Physical Sciences
o Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044)	o A change of state between solid and liquid can be caused by adding or removing heat (ACSSU046)	o Earth's rotation on its axis causes regular changes, including night and day (ACSSU048)	o Heat can be produced in many ways and can move from one object to another (ACSSU049)

SCIENCE AS A HUMAN ENDEAVOUR (Strand)	
Nature and Development of Science	Use and Influence of Science
o Science involves making predictions and describing patterns and relationships (ACSHE050)	o Science knowledge helps people to understand the effect of their actions (ACSHE051)

SCIENCE INQUIRY SKILLS (Strand)				
Questioning and Predicting	Planning and Conducting	Processing and Analyzing Data and Information	Communicating	Evaluating
o With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge (ACSIS053)	o With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment (ACSIS054) o Consider the elements of fair tests and use formal measurements and digital technologies as	o Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends (ACSIS057) o Compare results with predictions, suggesting possible reasons for findings (ACSIS215)	o Represent and communicate observations, ideas and findings using formal and informal representations (ACSIS 060)	o Reflect on investigations, including whether a test was fair or not (ACSIS058)

Where possible science was integrated with other subject areas in addition to our strong focus on environmental education supported by our Environmental Monitors.

Humanities and Social Sciences

All teachers delivered History and Geography based on learning programs developed from the Western Australian Curriculum. This provided opportunities to use literacy and numeracy skills in their research and interpretation of information. All Pre Primary to Year 6 classes were timetabled for a Library session with Mr Lucich to develop research skills focusing on current affairs and general knowledge. Important events and celebrations including ANZAC Day, Western Australia Day and NAIDOC activities were covered to support class teachers' programs.

Learning Area Reports

Health and Physical Education

Student's physical health and wellbeing is an important aspect of children's development contributing to learning and has been identified over time with the Australian Early Development Census at Wirrabirra as an area our students are at risk. The specialist program presented by Mr Trenberth, provides skill based content designed to develop fitness, body strength and coordination as well as game and team skills. All lessons have a strong focus on working together as a team, being good winners and losers and supporting others with less ability. These aspects compliment our social emotional curriculum of PAThS and the whole school Positive Behaviour Support. Skills taught in lessons are applied at recess and lunchtime with organised activities supervised by teachers and in the provision of equipment for students with self organised activities. This encourages students to be active and build independent team skills.

Wirrabirra is part of the Southern River Sports Association and competes in Summer and Winter Carnivals in addition to Cross Country and Athletics. These events help build competitive spirit within a sporting setting, where winning and losing depend on effort, skills and team skills. Students can earn faction points in selected activities and work towards rewards of additional sports activities with Mr Trenberth.

Part of our student leadership opportunities is for Faction Leaders to assist Mr Trenberth with organising lunch activities, mentoring younger students and helping out with skill development in some lessons. Taking responsibility for equipment and modelling this behaviour to others is a key part of their role as leaders.

Learning Area Reports

Languages

2018 was the first year of Indonesian tuition as our new LOTE language. Mrs McDonald presented a combination of online learning and paper lessons to introduce the Year 3 students in the first year. These students will progress in Years 4, 5 and 6 with Indonesian at Wirrabirra before they move to high school. The program is supported by KETAWA which translated means “laugh” in Indonesian. Through KETAWA Mrs McDonald had access to extensive resources and an online community to share ideas, moderate work samples and attend professional learning.

KETAWA
Online Indonesian Language Program

Technologies

Our Digital Technologies program continued as a specialist area to support class teachers with the integration of IT in all learning areas as a tool for research, presentation of work and to access additional learning either independently or as a group. Students worked on a scope and sequence of skills, concept and understanding to build on past learning and the application across the curriculum. In addition, Mrs Svean and Mrs McDonald instructed all students on responsible use of the internet and cyber safety. This is an ongoing task to ensure our students stay safe when using the internet and its applications both at school and away from school.

Students further developed work on coding and the programing of devices, which progressed quite quickly when given opportunities and quality instruction.

Students had increased access to iPads and laptops and were able to not only present work with the use of windows applications, they could also use a number of apps for self paced learning and group projects. Greater access and use of computers and devices was supported by all students being instructed in a self paced typing program to improve their skills and efficiency when on devices. In part this was in preparation for online NAPLAN testing in 2019, where students will be writing directly to a computer. Our Whizz Kidz continued to have a role in managing equipment and mentoring others in the use and application of technology as part of their student leadership.

Learning Area Reports

The Arts

The Arts curriculum was developed through class programs in the visual arts and our specialist Music program under the direction of Mr Keady and Mrs Connolly. All class lessons were planned from the WA Curriculum to ensure all aspects of the visual arts were covered and where possible integrated across learning areas.

Each class attended a weekly music lesson with a specialist teacher to build a bank of music skills and abilities. In addition, selected students were provided training to perform in our Choir, Instrumental Group and Junior Recorder group. These students were given the opportunity to perform at assemblies and other occasions. A highlight was the Choir performance at the Concert Hall under the direction of Mr Keady in the Massed School Choirs event. To perform at such a prestigious venue was an experience for all and one we were very proud of. Some of our Year 6 students were selected to participate in the Instrumental Music program with visiting teachers in guitar, brass and flute. Most of these continued with these instruments when they transitioned to high school. Wirrabirra works closely with Southern River College to promote music and connect our students to the opportunities that will be presented when they transition there.

School Self Assessment

Wirrabirra School uses a comprehensive range of data, including NAPLAN and a school based assessment schedule to monitor, analyse and plan for student improvement. The school has developed challenging reform and improvement plans for the next three years to achieve academic standards to "at or above Like School" means in the first place and with an aspiration to be "at or above state" means. There is acknowledgement by all staff and the Board to improve the quality of teaching, leadership, engagement in learning and a positive and productive learning environment accessible and welcome to all.

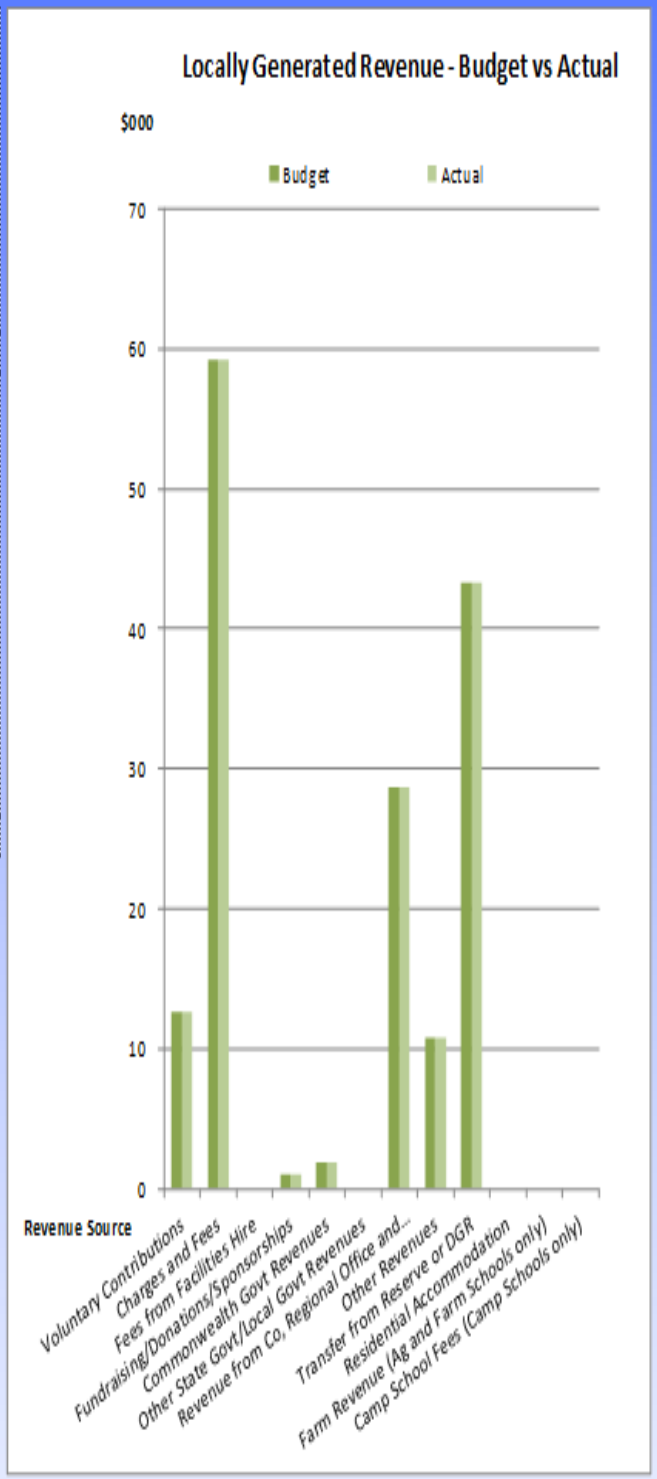
Student Achievement Targets

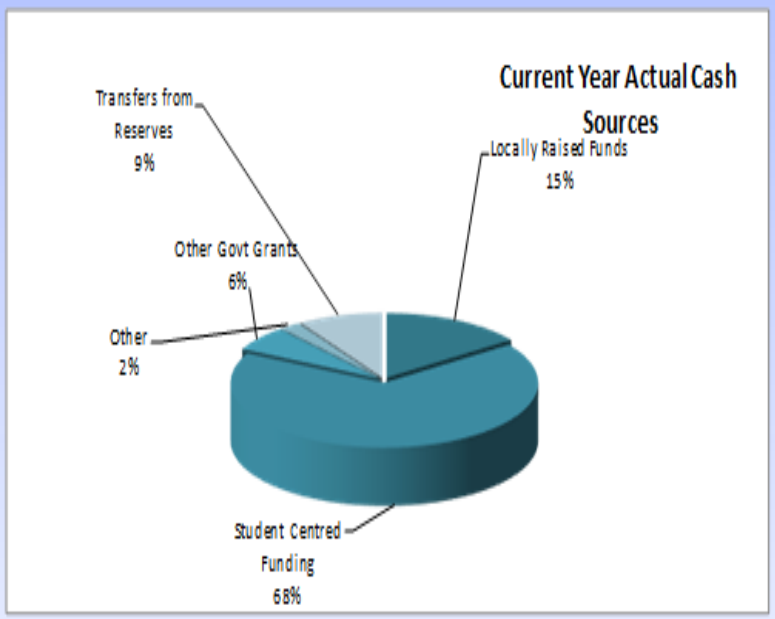
	2017 Status	Targets for 2019
NAPLAN Targets	**Reading** 80% of Year 3 students achieved above the National Minimum Standard. Wirrabirra mean 387 (Like School mean 382, State Mean 415). 6% of students in the top 20%. 64% of Year 5 students achieved above the National Minimum Standard. Wirrabirra mean 458 (Like School mean 454, State Mean 493). 13% of students in the top 20%.	Increase the percentage of students who achieve above the National Minimum Standard. Wirrabirra Mean scores will be equal to or above Like Schools with extension to State Mean following. Increase the percentage of students in the top 20%. NAPLAN targets set for Year 3 to 5 and Year 5 to 7 cohorts. Fogarty Program Key Performance Indicators as set.
	Writing 85% of Year 3 students achieved above the National Minimum Standard. Wirrabirra mean 371 (Like School mean 377, State Mean 406). 2% of students in the top 20%. 38% of Year 5 students achieved above the National Minimum Standard. Wirrabirra mean 414 (Like School mean 436, State Mean 464). 5% of students in the top 20%.	Increase the percentage of students who achieve above the National Minimum Standard. Wirrabirra Mean scores will be equal to or above Like Schools with extension to State Mean following. Increase the percentage of students in the top 20%. NAPLAN targets set for Year 3 to 5 and Year 5 to 7 cohorts. Fogarty Program Key Performance Indicators as set.
	Numeracy 80% of Year 3 students achieved above the National Minimum Standard. Wirrabirra mean 369 (Like School mean 374, State Mean 400). 8% of students in the top 20%. 66% of Year 5 students achieved above the National Minimum Standard. Wirrabirra mean 444 (Like School mean 453, State Mean 486). 3% of students in the top 20%.	Increase the percentage of students who achieve above the National Minimum Standard. Wirrabirra Mean scores will be equal to or above Like Schools with extension to State Mean following. Increase the percentage of students in the top 20%. NAPLAN targets set for Year 3 to 5 and Year 5 to 7 cohorts. Fogarty Program Key Performance Indicators as set.
	Attendance Targets 73.4% of students were in the regular attendance category (90% or greater). Average rate of attendance 92.5%.	Increase the percentage of students with regular attendance. Increase the average rate of attendance to 95%. Fogarty Program Key Performance Indicators as set.
	Behaviour Targets Number of students who demonstrated Behaviour Expectations as at start Term 3 371 / 455 = 81.5%.	Increase the number of children demonstrating PBS Behaviour Expectations. Fogarty Program Key Performance Indicators as set.

Wirrabirra Primary School

Financial Summary as at 31 December 2018

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	$ 12,652.33	$ 12,653.50
2	Charges and Fees	$ 59,155.00	$ 59,154.44
3	Fees from Facilities Hire	$ -	$ -
4	Fundraising/Donations/Sponsorships	$ 1,022.40	$ 1,022.55
5	Commonwealth Govt Revenues	$ 1,924.66	$ 1,924.66
6	Other State Govt/Local Govt Revenues	$ -	$ -
7	Revenue from Co, Regional Office and Other Schools	$ 28,718.00	$ 28,718.40
8	Other Revenues	$ 10,704.99	$ 10,703.12
9	Transfer from Reserve or DGR	$ 43,322.00	$ 43,322.20
10	Residential Accommodation	$ -	$ -
11	Farm Revenue (Ag and Farm Schools only)	$ -	$ -
12	Camp School Fees (Camp Schools only)	$ -	$ -
	Total Locally Raised Funds	$ 157,499.38	$ 157,498.87
	Opening Balance	$ 113,306.00	$ 113,306.41
	Student Centred Funding	$ 326,532.00	$ 326,531.64
	Total Cash Funds Available	$ 597,337.38	$ 597,336.92
	Total Salary Allocation	$ 4,950,464.00	$ 4,950,464.00
	Total Funds Available	$ 5,547,801.38	$ 5,547,800.92

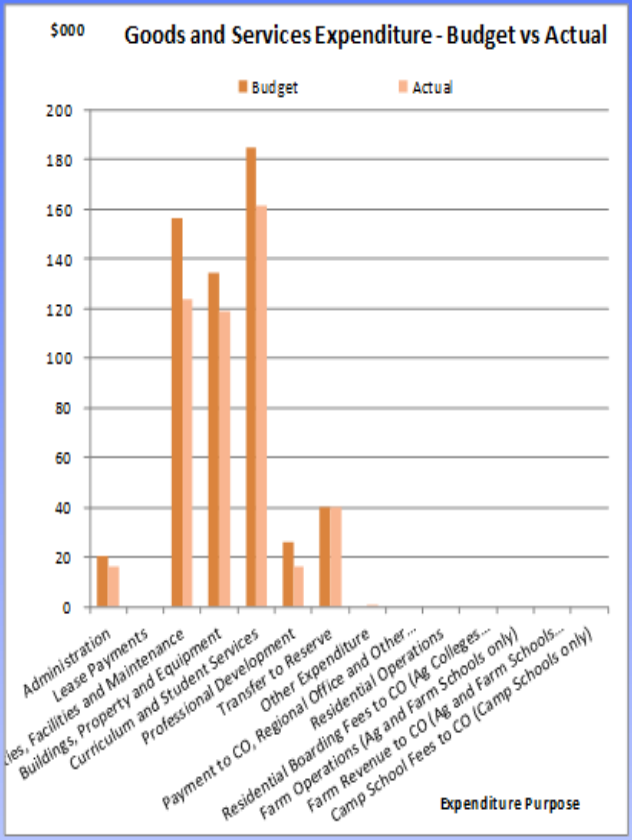


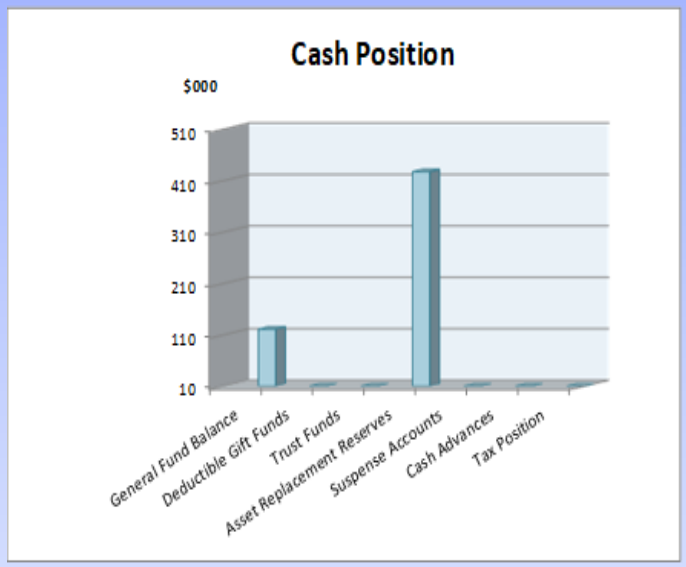


Wirrabirra Primary School

Financial Summary as at 31 December 2018

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	$ 20,350.00	$ 16,031.24
2	Lease Payments	$ -	$ -
3	Utilities, Facilities and Maintenance	$ 156,403.00	$ 123,993.64
4	Buildings, Property and Equipment	$ 134,005.36	$ 118,868.29
5	Curriculum and Student Services	$ 184,471.44	$ 161,390.47
6	Professional Development	$ 26,000.00	$ 16,071.45
7	Transfer to Reserve	$ 39,961.00	$ 39,961.00
8	Other Expenditure	$ -	$ 4.44
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	$ 561,190.80	$ 476,320.53
	Total Forecast Salary Expenditure	$ 387,582.00	$ 3,875,824.00
	Total Expenditure	$ 948,772.80	$ 4,352,144.53
	Cash Budget Variance	$ 36,146.58	





	Cash Position as at:		
	Bank Balance	$	543,560.48
	Made up of:	$	-
1	General Fund Balance	$	121,016.39
2	Deductible Gift Funds	$	-
3	Trust Funds	$	-
4	Asset Replacement Reserves	$	427,219.09
5	Suspense Accounts	$	142.00
6	Cash Advances	$	-
7	Tax Position	-$	4,817.00
	Total Bank Balance	$	543,560.48

Wirrabirra has a well informed Finance Committee that met as required to discuss and approve all financial budgets and adjustments made, including replacement reserves and planning for major expenditures. Financial reports were prepared by the Manager of Corporate Services, Mrs Josie Askwith and presented to the School Board twice per term for their scrutiny and approval. End of month reports were completed in a timely manner and submitted following sign off from the Principal.

Online certification was managed within times set down and our cash and salary position was continuously reviewed by the Manager of Corporate Services and the Principal to make best use of Student Centred Funding allocated to Wirrabirra and to make adjustments for changes that occurred.

Learn Grow Care

Wirrabirra School

WE STRIVE FOR OUR BEST

Children's Manifesto

VALUES

We would like a school where teachers, parents and children all show respect and care for each other, where everyone follows the expectations taught and where everyone gets a fair go. People in our school should strive for their best at everything they do. We need a school where everyone is included for who they are. Teachers, parents and children need to feel welcome at our school and should have the freedom to speak their minds. Our school should be built on honesty and trust, with everyone taking responsibility for their own behaviour and accepting the consequences of the choices they make.

- § Our Children's Manifesto is valued by everyone in the school community.

LEARNING

We would like a school where every child strives to do their best in every subject. We want teachers who try to make our learning fun and enjoyable but also educational. We need all children to show respect by listening to the teacher and each other so that we can continue with our learning. We need books for all ages to help improve our reading skills and access to relevant technologies to enhance our ICT skills. We want the right to give an opinion and let our voices be heard and feel comfortable to ask questions.

- § Our learning should be relevant to us and have a clear purpose.
- § Our learning needs to be matched to interests and abilities.

SAFETY

We would like a safe school with caring adults and children who stop bullying and who guide our activities to help them run smoothly. We need safe and supportive classrooms so that we can get our work done. The playground in our school should be safe but enjoyable so that children of all ages can play without hurting themselves. Children should take responsibility for their actions, showing courtesy and care to others so that our school remains safe.

- § A safe zone to go if you feel unsafe such as the buddy bench.
- § Areas to meet and talk with friends.

TEACHERS AND STAFF

We would like a school that has dedicated, caring, respectful and helpful teachers and staff. The children in our school need teachers and staff who can inspire them with their learning by making it interesting and enjoyable. We also want teachers and staff who are willing to take the time to help us with our problems when we need it.

- § Adults to listen to us.
- § Teachers who help us when we have problems.

ENVIRONMENT AND EQUIPMENT

We would like a school that has lots of equipment, a school with no rubbish and with clean toilets. Our school should have nice gardens, high quality undercover areas, a healthy canteen, interesting playgrounds with fun recess and lunchtime activities. We also need clean and tidy classrooms to learn in with a range of technologies .

- § Animals and gardens to care for.
- § Special areas for learning: Performing Arts, a Library, Sport and an ICT Hub.