



Annual Report 2022



Learn
Grow
Care

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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

Message from the Principal

It is my privilege to present our 2022 Annual School Report.

It is a summary of our highlights, achievements, operations and finances looking back over the last year. It also provides the school and community with information about our priorities and direction for the coming year.

I would like to acknowledge the wonderful staff who all work hard to provide a safe and caring learning environment with educational programs that cater for our students learning needs.

Whilst we celebrate our successes, we are always looking for ways to improve. We research the latest trends to ensure that we are providing opportunity for students to achieve their best learning outcomes. Our focus remains on supporting our teachers in delivering our G and V curriculum (Guaranteed and Viable Curriculum) which we regularly reflect on and update.

The positive culture in our school is so important as it is what makes us feel like we belong. At Wirrabirra the staff demonstrate good will, dedication and commitment in supporting their students, colleagues and the Wirrabirra community.

I would like to thank our School Board for supporting us and representing the schools' interests in the community.

I also want to acknowledge the amazing efforts of our dedicated P & C who ran several fundraising events throughout the year.

I hope parents, carers and community members will find the information in this report informative and interesting. Thank you for your support of our students and school.

Ann-Maree Melvin



LEARN GROW CARE

When each child **Learns** to the best of their ability, **Grows** as a person and positive contributor to the community and **Cares** for and is part of a caring environment learning to care for others, they will be great future citizens

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 supportive school environment is developed through a consistent approach to the teaching of academic and social behaviours.

School Overview

Wirrabirra Primary School is an Independent Public School situated in the Perth metropolitan area in the suburb of Gosnells. We cater for students in Kindergarten to Year Six. Our 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 staff of Wirrabirra have a wide range of experience from varied backgrounds in education. All staff undertake regular professional learning on current trends and programs particular to our school. This staff expertise and experience allows the school to operate specialist programs in Physical Education, Music, LOTE (Indonesian) and Digital Technologies.

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 and participate in peer observation and coaching to strive for excellence in delivering quality teaching and learning programs.
- ♦ Wirrabirra has developed a Guaranteed and Viable curriculum based on the Western Australian Curriculum which promotes whole school approaches. To support this, whole school Operational Guidelines and a Teaching and Learning handbook guide the learning programs in our school.
- ♦ The school is fully networked for ICT and interactive technologies are well developed with all students engaged in a Digital Technologies program.
- ♦ 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. Student Expectations have been developed and are taught and modelled across the school.
- ♦ A social emotional curriculum program (PATHS **P**romoting **A**lternative **T**hinking **S**trategies) is taught and positively reinforced at all levels. This strongly reinforces students' mental health and wellbeing.
- ♦ 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 SEASONS (a 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 the Child and Parent Centre located at Gosnells PS.
- ♦ 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 an ensemble group.
- ♦ An emphasis on physical skill development and competition is promoted through sports programs.
- ♦ A Student Manifesto and Parent Agreement documents are public statements that we believe in, work towards and model.
- ♦ The school has an active and supportive Parents and Citizens Association that meets regularly. The P&C oversee the operations of the Clothing Pool. A number of sub committees support the school through fundraising. The P&C have made strong commitments to improving our school grounds and educational resources.
- ♦ The School Board represents both the Primary and Education Support Centre and is well represented by parents who participate in the development of school planning, policy and future directions.

Wirrabirra Primary operates sixteen teaching and learning areas supported by a Library Resource Centre, Music Room, ICT Learning Hub, Science Room, LOTE Room, two undercover areas and a 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. All gardens and grounds are fully reticulated and the buildings are air conditioned and security fenced.

For further information please visit our school website: www.wirrabirra.wa.edu.au

Students and Staff Overview

STUDENT NUMBERS

	2019	2020	2021	2022	2023
Primary (Excluding Kin)	372	339	342	340	349
Total	372	339	342	340	349

OUR STAFF

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.

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Level 3 Teachers	1	0.8	0
Other Teaching Staff	24	22.4	1
Total Teaching Staff	25	23.2	1
School Support Staff			
Clerical / Administrative	3	2.4	0
Gardening / Maintenance	1	1.0	0
Other Allied Professionals	12	10.8	0
Total School Support Staff	16	14.2	0
Total	44	40.4	1

Highlights

ANZAC SERVICE

Due to Covid protocols, our ANZAC Service was produced online with all classes contributing their part. This ensured we could still observe this special occasion.



NAIDOC

All classes participated in a variety of wonderful NAIDOC themed activities involving students and staff, celebrating the year's theme of Get Up! Stand Up! Show Up!

At Wirrabirra an Acknowledgement of Country is played over the PA each morning to recognise the traditional custodians of our land. Students are also introduced to a Noongar word and its meaning on a weekly basis.

PLANTING TREES FOR THE QUEEN'S JUBILEE

Wirrabirra Primary was grateful to be a successful applicant for the Planting Trees for the Queens' Jubilee grant. The grant allowed us to purchase an established tree to add to our beautiful gardens. This tree will continue to grow with our students and in the years to come provide a shaded space for students to come together under and connect.

In further acknowledgement of the 70 years of Her Majesty's Monarch, a formal assembly was held. This was followed by an afternoon tea in library, for community members to attend.



Highlights



INTERSCHOOL SPORTS CARNIVALS

Our teams showed outstanding sportsmanship and focus. This dedication, commitment and team work from our students was very evident in their events throughout the Carnival days. All chosen athletes did our school proud.

SPORTS FACTION CARNIVAL

Our Carnival was exemplary with everything planned and structured to provide an inclusive sports carnival day giving all students the opportunity to participate in multiple events in both track and field.



CROSS COUNTRY

Our Cross Country was a brilliant success with fantastic running performances across the year levels. It was wonderful to hear students supporting and encouraging each other throughout the event.

SWIMMING

Students enjoyed participating in swimming lessons at Gosnells Leisure World. Despite the senior classes being impacted by Covid in Term 1, all students gave their best efforts at the pool.

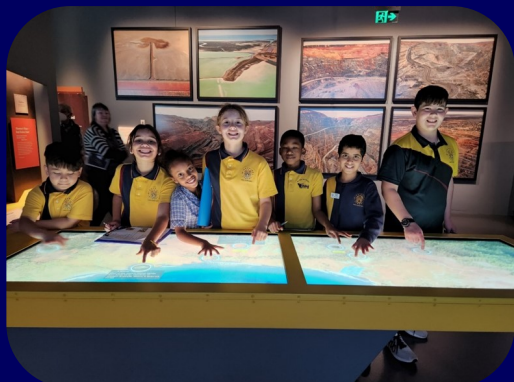


Highlights

WHIZZ KIDS EXCURSION TO SERCUL

The Environmental Monitors and Year 4 and 5 Councillors went to SERCUL (South East Regional Centre for Urban Landcare). SERCUL is an independent Natural Resource Management body that develop and implement projects to improve the health of our waterways and other ecosystems.

The students had information sessions about Algae Busters, Macroinvertebrates and the topic of Bushtucker which included a deep insight into Noongar Cultural History. They went for a walk around Yule Brook Homestead and into the wetlands where students learned about the replanting of plants and trees to re-create the wetlands. The staff and students took away lots of new information to help care for our environment.



STUDENT COUNCILLOR EXCURSIONS WA MUSEUM BOORLA BARDIP

There was so much to see and learn at the WA Museum. We toured and explored the Ngalang Koort Boodja Wirn Gallery, the Innovations Creative minds and the Reflections Gallery. We visited the Connections Gallery on the Indian Ocean World and toured the Wild Life Gallery.

ROTTNEST

Last November the School Councillors joined Mrs Melvin, Mrs Dawson and Mrs Spencer on a day out to Rottnest. Our day consisted of a ferry ride before embarking on a 3-hour bike riding expedition which started from Thomson Bay. We cycled up and down many hills and made various stops along the way including Bickley Bay, Parker Point Road, Salmon Bay, Wadjemup Lighthouse, along Digby Dry and through the Salt Lakes. Students enjoyed specular scenery, an encounter with a Dugite snake and quite a few Quokka selfies. The end to the day was a paddle at 'The Basin' and a visit to the local shop to purchase some goodies before making the ferry trip back to the docks of Fremantle.

PARLIAMENT HOUSE

In November our Year 6 Student Councillors were invited to Parliament House.



Highlights



CHOIR AND ENSEMBLE PERFORMANCE

Our combined choir and ensemble group showcased their musical talent and skills, not only to the parents and families attending, but also to the general public who stopped and enjoyed the entertainment at Thornlie Square Shopping Centre.

COLOUR EXPLOSION FUN RUN

Our Colour Explosion Fun Run was an enormous success. A great time was had by all with the money raised totalling \$4400 going towards playground improvements for our students.



SUNSMART SCHOOL AND UV MONITOR

Through the development of a SunSmart Policy Wirrabirra became a SunSmart school in 2022. Students are educated on ways to be sun safe and are encouraged to apply sun cream and wear a wide brim hat for all outside activities. To support being a SunSmart school we also had a permanent UV Meter installed after the successful trial of the use of a mobile UV meter from the Cancer Council. Students are taught the UV levels and learn to ensure they are practising sun safe behaviours when the UV index is 3 and above.

Highlights



YEAR 6 CAMP

Camp week at Fairbridge Pinjarra was exceptional with students seamlessly going from one activity to the next both during the day and the evening. Our Year 6 students can look back on this week as a highlight of their primary school days.

YEAR 6 GRADUATION

Our Year 6 Graduation was a huge success and very special for our terrific students. It was a privilege to share this special occasion with family members, friends and members of the wider community



BOOK WEEK

Our school celebrated BOOK WEEK and what a celebration of activities it was! We had a number of whole school activities running throughout the week including creating posters competitions, 'Guess the Eyes', Famous Book quotes and the Hidden Golden Ticket. We finished the week with a parade.



NQS - EARLY CHILDHOOD PLAY AREA

Wirrabirra Primary School now has a dedicated weekly NQS roster with planned learning opportunities and play areas. The program is reviewed on an ongoing basis to ensure a cycle of improvement.



Progress Towards Strategic Focus 1

Improving Student Academic Achievement: LITERACY

Objective 1.1 Increase the number of students in the top 20% & middle 60% of NAPLAN achievement.

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Reading						Year 5 Reading					
	School			Like Schools			School			Like Schools		
	2019	2021	2022	2019	2021	2022	2019	2021	2022	2019	2021	2022
Top 20%	13%	9%	4%	9%	10%	10%	9%	9%	16%	8%	9%	12%
Middle 60%	47%	52%	67%	57%	60%	59%	62%	43%	49%	58%	57%	57%
Bottom 20%	40%	39%	29%	33%	31%	32%	30%	49%	36%	35%	34%	31%

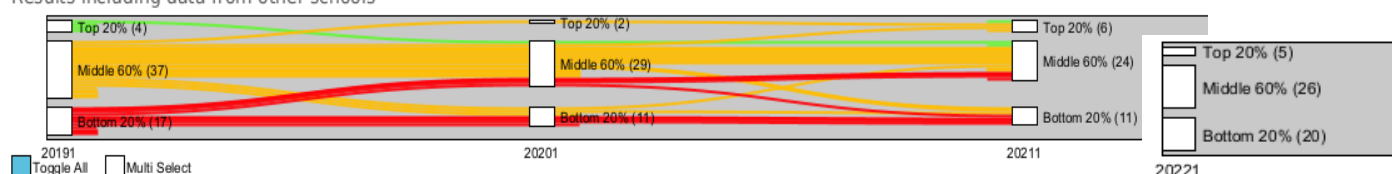
Target achieved in Year 3 middle 60% and Year 5 top 20%. Year 3 Bottom 20% significantly reduced.

Objective 1.2 Reduce percentage of students below minimum standards: On-Entry Assessment Data

Cohort: WIRABIRRA PRIMARY SCHOOL 20191 (2023) Reporting Period: Semester 1, 2019

On Entry - Reading

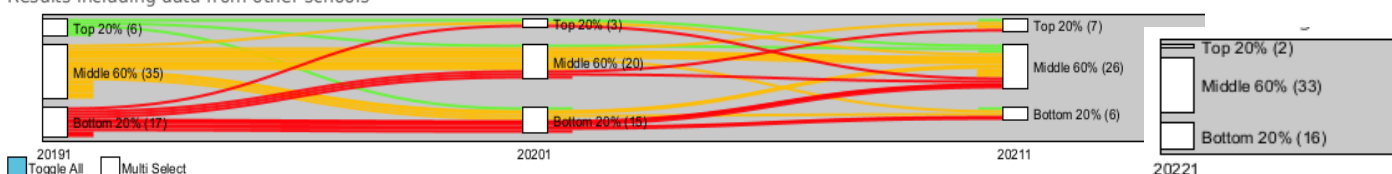
Results including data from other schools



Cohort: WIRABIRRA PRIMARY SCHOOL 20191 (2023) Reporting Period: Semester 1, 2019

On Entry - Writing

Results including data from other schools



Target NOT achieved Pre-Primary On-Entry Results: 29% -> 39% in Reading and 29% -> 31% in Writing.

Progress Towards Strategic Focus 1

Improving Student Academic Achievement: LITERACY

Objective 1.2 Reduce percentage of students below minimum standards: NAPLAN Data

Band	NAPLAN Score Range	Year 3 Reading		
		School		
		2019	2021	2022
6 - 10	478 & Above	15%	18%	9%
5	426 - 477	19%	20%	20%
4	374 - 425	17%	16%	27%
3	322 - 373	13%	11%	16%
2	270 - 321	25%	23%	15%
1	Up to 269	11%	11%	13%

Band	NAPLAN Score Range	Year 5 Reading		
		School		
		2019	2021	2022
8 to 10	582 & Above	2%	6%	11%
7	530 - 581	21%	6%	13%
6	478 - 529	28%	23%	27%
5	426 - 477	23%	21%	24%
4	374 - 425	17%	13%	16%
1 to 3	Up to 373	9%	30%	9%

Band	NAPLAN Score Range	Year 3 Writing		
		School		
		2019	2021	2022
6 - 10	478 & Above	6%	18%	9%
5	426 - 477	19%	14%	29%
4	374 - 425	35%	32%	29%
3	322 - 373	21%	14%	11%
2	270 - 321	13%	9%	13%
1	Up to 269	6%	14%	9%

Band	NAPLAN Score Range	Year 5 Writing		
		School		
		2019	2021	2022
8 to 10	582 & Above	0%	4%	2%
7	530 - 581	11%	4%	16%
6	478 - 529	32%	28%	33%
5	426 - 477	30%	28%	24%
4	374 - 425	15%	15%	11%
1 to 3	Up to 373	13%	21%	13%

Band	NAPLAN Score Range	Year 3 Grammar		
		School		
		2019	2021	2022
8 to 10	478 & Above	21%	18%	16%
7	426 - 477	13%	16%	22%
6	374 - 425	19%	20%	22%
5	322 - 373	25%	11%	16%
4	270 - 321	13%	9%	15%
1 to 3	Up to 269	9%	25%	9%

Band	NAPLAN Score Range	Year 5 Grammar		
		School		
		2019	2021	2022
8 to 10	582 & Above	6%	4%	13%
7	530 - 581	13%	17%	20%
6	478 - 529	26%	20%	22%
5	426 - 477	23%	15%	18%
4	374 - 425	17%	24%	20%
1 to 3	Up to 373	15%	20%	7%

Band	NAPLAN Score Range	Year 3 Spelling		
		School		
		2019	2021	2022
6 to 10	478 & Above	23%	18%	16%
5	426 - 477	6%	16%	15%
4	374 - 425	21%	9%	15%
3	322 - 373	26%	14%	22%
2	270 - 321	13%	23%	15%
1	Up to 269	11%	20%	18%

Band	NAPLAN Score Range	Year 5 Spelling		
		School		
		2019	2021	2022
8 to 10	582 & Above	2%	11%	20%
7	530 - 581	28%	20%	20%
6	478 - 529	34%	20%	27%
5	426 - 477	15%	13%	16%
4	374 - 425	11%	24%	13%
1 to 3	Up to 373	11%	13%	4%

Target achieved Year 5 Grammar & Spelling. Most other areas have recovered ground lost in 2021 data.

The data shows that some achievement goals in Year 3 & 5 Reading have been met, and significantly less Year 3 students are in the bottom 20%. However, there is still some ground to make up in this area. Unfortunately, at the time of printing, no NAPLAN Writing data analysis was available. We are also pleased to report that the Spelling and Grammar goals were met for Year 5 and that Year 3 as regained most of the ground lost during 2021. (Which was attributed to the first wave of disruptions due to COVID-19). These results are especially pleasing as the pandemic heavily impacted both teacher and student attendance for the majority of first semester in 2022. Our focus on whole school strategies, explicit teaching of phonics, spelling and vocabulary is making a difference.

■ Above National Minimum Standard
■ At National Minimum Standard
■ Below National Minimum Standard



Progress Towards Strategic Focus 1

Improving Student Academic Achievement: NUMERACY

Objective 1.1 Increase the number of students in the top 20% & middle 60% of NAPLAN achievement.

Wirrabirra Primary School

Wirrabirra Primary School

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Numeracy					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	12%	23%	9%	7%	10%	8%
Middle 60%	53%	43%	53%	57%	60%	60%
Bottom 20%	35%	34%	38%	36%	31%	32%

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Numeracy					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	7%	17%	11%	7%	8%	9%
Middle 60%	61%	36%	51%	56%	57%	58%
Bottom 20%	33%	47%	38%	37%	34%	33%

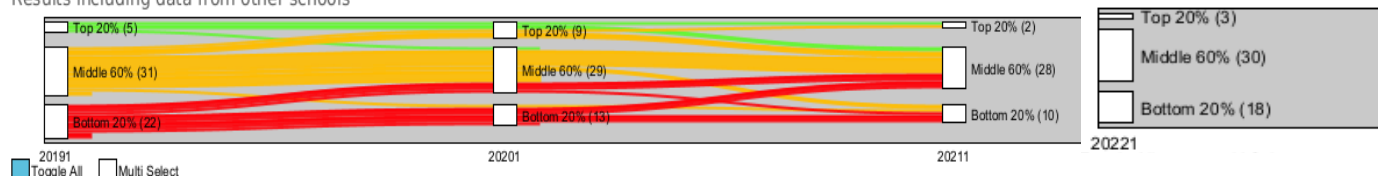
Target achieved in Year 5 top 20%. Year 3 Percentage maintained Middle 60%

Objective 1.2 Reduce percentage of students below minimum standards: On-Entry Assessment Data

Cohort: WIRABIRRA PRIMARY SCHOOL 20191 (2023) Reporting Period: Semester 1, 2019

On Entry - Numeracy

Results including data from other schools



Target achieved in On-Entry: 38% -> 35%

Objective 1.2 Reduce percentage of students below minimum standards: NAPLAN Data

Band	NAPLAN Score Range	Year 3 Numeracy		
		School		
		2019	2021	2022
6 to 10	478 & Above	10%	9%	7%
	5 426 - 477	18%	20%	7%
	4 374 - 425	22%	18%	27%
	3 322 - 373	20%	18%	27%
	2 270 - 321	25%	16%	20%
	1 Up to 269	6%	18%	11%

Band	NAPLAN Score Range	Year 3 Numeracy		
		School		
		2019	2021	2022
8 to 10	582 & Above	0%	6%	7%
	7 530 - 581	9%	13%	11%
	6 478 - 529	30%	21%	27%
	5 426 - 477	33%	13%	20%
	4 374 - 425	24%	28%	31%
	1 to 3	4%	19%	4%

Target not achieved Year 3. However, Year 5 percentage maintained at lower than like and state

We achieved some of our strategic objectives in this area, our data shows minimal progress overall during the 2019-2022 period. However, despite the significant challenges faced throughout 2022, with COVID-19 infections and the associated disruptions to student and staff attendance, the data indicates that the significant ground lost in 2021 (following 2020 disruptions) has been re-gained. This is a testament to our whole school teaching strategies and the consistent commitment to staff and student improvement.

Progress Towards Strategic Focus 1

Improving Student Academic Achievement

Objective 1.4 Increase staff capacity to analyse data to inform planning and set measurable targets.

In addition to continuing in class coaching and expanding Talk-4-Writing training, staff received time and resources to improve data collection and analysis.

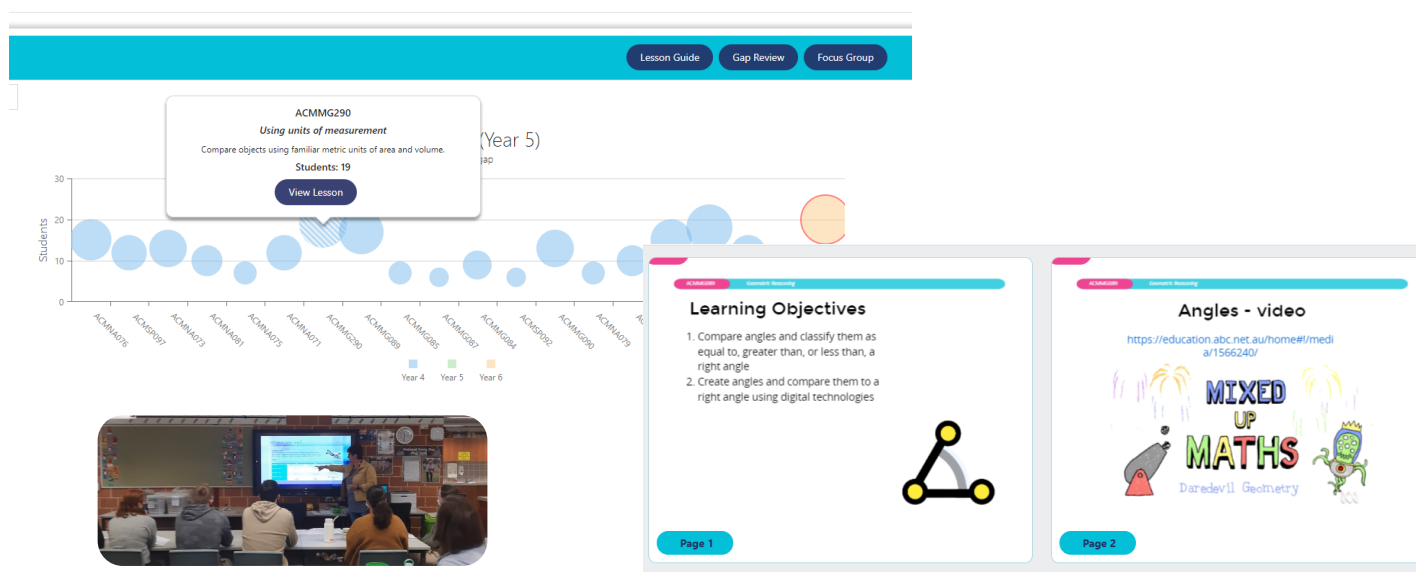
After completing and analysing Term 1 whole school assessment, the Term 2 School Development Day included a session run by Maths Co-ordinator, Kate Doepel, 'Diving Deep into Data'. This session presented data sets and mapped them against our Operational Plan Targets to inform a disciplined dialogue to target learning for Term 2 and throughout the remainder of the year.

P-2 teachers looked at On-Entry data, Yr 3-4 analysed Milestones and Origo Data, and Year 5-6 concentrated on Basic Facts and Multiplicative thinking. POLT groups worked together to identify key areas for improvement, and made appropriate changes to planned lesson sequences to allow for revision and reteaching where necessary.

Deputy Linda Sparks, also presented a booklet of Literacy data analysis for staff discussion. Areas identified received a greater focus during Daily Reviews and Lesson sequence planning. Throughout the year, POLT meetings continued to focus on analysis and interpreting assessment data to inform teaching and learning.

In order to make real-time data and analysis more accessible to staff, the Admin team researched numerous outside agencies and decided to trial using an online data analysis platform offered by Australian company: Best Performance (Elastik). This company collects and analyses NAPLAN and whole school data, then maps student achievement against WA Curriculum Descriptors. Teachers can easily see the knowledge gaps for their class to develop targeted whole class or small group plans to address these gaps.

The platform also helps reduce teacher workload, as it provides quality aligned lesson resources and additional assessment options to maximise teacher effectiveness and the recording of student progress. The school plans to continue its trial of the platform into 2023 with further training for staff and extend the data sets collected for analysis.





Progress Towards Strategic Focus 2

Improve Student Engagement, Behaviour and Wellbeing

Objectives -

- 2.1 Improve student social/emotional intelligence and wellbeing.
- 2.2 Improve student engagement in their learning and social interaction.
- 2.3 Improve positive student behaviour and engagement linked to academic success.
- 2.4 Build an engaged, collaborative and supportive learning community.

Student Engagement

Students who are 'socially' engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement gives them a sense of belonging at school and increases their academic motivation. The key drivers of student engagement : Quality Instruction, Positive Teacher Student Relations, Positive Learning Climate, Expectations for Success and Advocacy at School are priorities reflected in our Business Plan, Strategic Directions and PBS whole school focus.

Institutional Engagement

Students who value schooling achievement and meet the formal rules of schooling are considered 'institutionally' engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour and their effort in learning. Building a positive mindset and reinforcing Wirrabirra's expectations for success fosters engagement and belonging.





Progress Towards Strategic Focus 2

Improve Student Engagement, Behaviour and Wellbeing

OVERALL ATTENDANCE

Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2020	92.2%	91.9%
2021	89.9%	91.0%
2022	84.2%	86.6%

Attendance Rates

Based on 2022 figures Wirrabirra had an overall attendance rate of 84.2 %. This compares to the state average of 86.6%. It is important to note, COVID and the associated health and safety protocols placed on schools and the wider community, had a significant impact on student attendance rates in 2022.

2023 School Destinations of the 2022 Student Cohort

Wirrabirra partners with two networks of schools to share and develop best practice models of learning delivery and support initiatives. We are part of the South East Education Community (SEEC). A major function of our local network is to ensure a smooth transition for all students to high school. As the table below shows Wirrabirra students go on to a variety of schools which best meet their needs and interests.

Destination Schools	Number of Students
Canning Vale College	3
Caralee Community School	1
Communicare Academy	1
Carey Baptist College	1
Dale Christian School	2
Darling Range Sports College	1
Kelmscott Senior High School	5
Kent Street Senior High School	1
Lumen Christi College	3
Lynwood Senior High School	1
Providence Christian College	1
Roleystone Community College	1
Southern River College	20
Thornlie Senior High School	5
Willetton Senior High School	1
Yule Brook College	1



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 the Guaranteed and Viable Curriculum, Operational Plans and Scope and Sequence documents.
- 3.2 Improve teachers practice through self-reflection, peer observations, coaching and student feedback (PIVOT) to set personal goals in their Performance Management cycle to ensure ongoing professional growth.
- 3.3 Improve commitment to leadership roles and opportunities for distributed leadership.

In 2022 Wirrabirra continued with their classroom observation processes to support teaching and learning. Observations were based on the whole school practices we have in the Wirrabirra Operational Plan. Coaches were given time to visit classes and observe the teaching. Following this the coach and the teacher reflected on the lesson and set goals for follow up consultation and the setting of personal targets. Our aim was to improve teacher pedagogy, focussing on EDI and Maths strategies. Teachers used explicit teaching to provide instruction that shows students what to do, how to do it and create opportunities in lessons for them to demonstrate understanding and apply the learning.

Teachers utilised two-way feedback to gather information about a student's understanding and to verify the impact of their own practice. Teachers planned and delivered structured lessons which incorporated a series of clear steps and transitions between them, to build students' knowledge and skills.

There was a continued review of the Guaranteed and Viable Curriculum to ensure lessons were well spaced and appropriately integrated. Plans were modified to reflect the views of teachers once it had been used over time. Flexibility was included to allow for the range of breaks in teaching time that occur from other school activities and extra-curricular events. This was designed to cover carnivals, celebrations, swimming, incursions and excursions and any other disruption to teaching and learning.

Teachers reflected on their practice in Performance Management, evaluating their proficiency in Engagement Norms, Checking for Understanding and Concept and Skill Development. In addition to this, teachers planned actions to address the feedback students had provided through the PIVOT survey, capturing student voice and insight into what works best for them.

Our Maths coach focussed on practical application of maths concepts through the use of manipulatives as well as a focus on Place Value and ...Thinking.

Teachers met in year level Phase of Learning Teams (POLT) which provided opportunities for them to pool their knowledge of effective teaching into a collaborative approach to planning, implementing and monitoring teaching interventions. Teachers used evidence of student learning, progress and knowledge to differentiate teaching for individuals and groups so that students experience success. POLT groups reported working on assessment processes, moderation, reviewing of Guaranteed and Viable curriculum documents.



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 Provide targeted and flexible resourcing in all areas of operation including access to outside agencies.

The budgeting cycle commenced in August 2022 for the 2023 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 without having to restructure classes.

Once the core business of allocating teachers to classes was complete and specialist teachers appointed, additional support programs and personnel were planned to assist teachers in meeting student needs. This included a Learning Support Coordinator, CMS and PAtHs support, ICT support, and EDI and Maths coaches.

The purchase of new interactive whiteboards, laptops and ipads, was to ensure that integration of ICT into all Learning Areas was available to all students. Also, classroom furniture for two classrooms was bought. All of these items were linked to the Asset Replacement Schedule. Reserve funds are calculated using the department spreadsheets and adequate funds were put in Reserves for the replacement of equipment.

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 continues to submit all end of month figures online for audit.

Wirrabirra shares many of the replacement schedule items with the Education Support Centre and this is reflected in our shared site financial agreement. Wirrabirra works closely with a number of external agencies to access support and resources to complement what we endeavour to achieve for our students. Wirrabirra has a close working relationship with the Child and Parent Centre and utilise their extensive network for advice and support. This is most evident in the early years and our Transition to Kindy program. In 2022 we continued our relationship with Save The Children and the Youth Partnership Program giving us access to Youth Worker support to address the needs of identified students.

Professional Learning continues to be provided to staff at point of need to align with whole school programs. Several staff attended PL in Talk for Writing and our Maths coach Kate Doepel attended several MAWA presentations. This new knowledge was shared in Phase of Learning Teams (POLT) on her return. Additional cleaning of shared equipment e.g. taps, drink fountains and playground equipment was continued for 2022 due to COVID.

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 Provide targeted and flexible resourcing in all areas of operation including access to outside agencies.

Wirrabirra shares many of the replacement schedule items with the Education Support Centre and this is reflected in our shared site financial agreement. Wirrabirra works closely with a number of external agencies to access support and resources to complement what we endeavour to achieve for our students. Wirrabirra has a close working relationship with the Child and Parent Centre and utilise their extensive network for advice and support. This is most evident in the early years and our Transition to Kindy program. In 2021 we continued our relationship with Save The Children and the Youth Partnership Program giving us access to Youth Worker support and funding to address the needs of identified students.

Professional Learning continues to be provided to staff at point of need to align with whole school programs. 3 staff attended PL in Talk for Writing and our Maths coach Kate Doepel attended several MAWA presentations. This new knowledge was shared in Phase of Learning Teams (POLT) on her return. A new school gardener was appointed and sent to an Occupational Health and Safety course to promote and maintain safety in the workplace for all staff and students. Additional cleaning of shared equipment e.g. taps, drink fountains and playground equipment was continued for 2021 due to the COVID 19 pandemic.



Progress Towards Strategic Focus 5

Engagement, Governance and Partnership with our Community

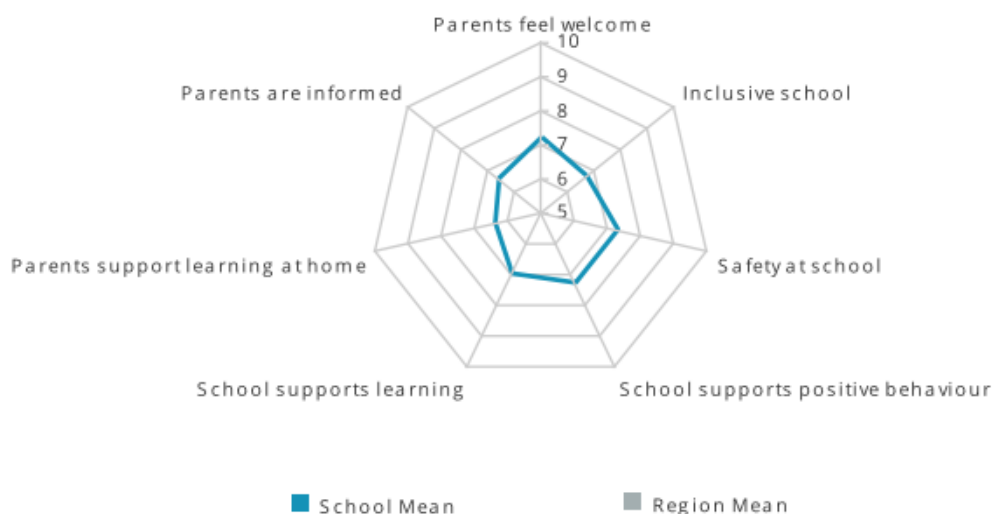
Objectives -

- 5.1 Develop working and collaborative partnerships with educational institutions, schools, agencies and community groups.
- 5.2 Develop positive relationships with parents, carers and families to further develop their contribution and partnership in 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 through the School Board, P&C and wider school community.
- 5.5 Clarify and support the alignment between the school's moral purpose and the strategic, operational planning, resourcing and monitoring of improvement strategies.

Each year Wirrabirra conducts comprehensive 'Tell Them From Me' surveys, providing key stakeholders with the opportunity to evaluate how we are going as a school community.

The Partners in Learning Parent survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey includes seven separate measures, which are scored on a ten-point scale. A score of 0 indicates strong disagreement and 10 indicates strong agreement.

The results from the Parent Survey conducted between 2 May 2022 and 23 June 2022 highlight parents feel welcome, that their child's needs are met at school and the school supports their child to achieve their best.



Student survey results indicate that Wirrabirra students believe important concepts are taught well, class time is used efficiently, and schooling is useful in their everyday life.

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

Parents at Wirrabirra Primary School support learning at home

The data collected from our TTFM Parent Survey is difficult to compare from year to year given responses are anonymous and a different cohort, however looking at strengths and areas to promote is valuable for us to support students and inform parents. Encouraging your child to do well at school with high expectations has a positive impact and has been strongly stated over the last three years.

	2019	2020	2021
Parents support learning at home	7.8	7.3	7.5
Does someone in your family do each of the following?			
Discuss how well your child is doing in his or her class	7	6.8	7.3
Talk about how important schoolwork is	7.3	7.2	6.8
Ask about any challenges your child might have at school.	7.3	6.6	5.7
Encourage your child to do well at school.	8.6	8.3	8.8
Praise your child for doing well at school.	8.5	7.9	8.2
Talk with your child about feelings towards other children at school.	7.7	8.1	7.8
Take an interest in your child's school assignments	7.9	6.7	8.0



Parents feel welcome at Wirrabirra Primary School

Creating a close working relationship between home and school is critical to student outcomes and we strive to achieve and improve this each year. This area has continued to strengthen for Wirrabirra as indicated by parent feedback in the last three years.



	2019	2020	2021
Parents feel welcome	7.9	7.9	8.1
I feel welcome when I visit the school.	8.1	8.4	8.6
I can easily speak with my child's teacher.	8.4	8.1	8.6
I am well informed about school activities.	8	7.7	7.8
Teachers listen to concerns I have.	7.8	7.8	8.2
I can easily speak with the school principal.	8.2	7.8	8.4
Written information from the school is clear, plain language.	8.3	8.5	8.5
Parent activities are scheduled at times I can attend.	6.6	7.3	6.9

Support for Positive Behaviour at Wirrabirra Primary School (PBS)

Wirrabirra has a clearly defined positive behaviour focus which is a combination of Positive Behaviour Support (PBS), Classroom Management Strategies (CMS) and Promoting Alternative Thinking Strategies (PATHS). Having agreed expectations for behaviour and actively teaching behaviour skills has improved productive learning time for all students. It is pleasing to see that parents believe their children are clear about rules for school behaviour.

	2019	2020	2021
School supports positive behaviour	7.7	7.8	8.0
Teachers expect my child to pay attention in class.	8.4	8.1	8.6
Teachers maintain control of their classes.	7.7	7.4	7.6
My child is clear about the rules for school behaviour.	8.6	8.4	9.0
Teachers devote their time to extra-curricular activities.	7	6.9	7.3
The school helps prevent students from smoking.	7.3	7.9	7.8
The school helps prevent students from using drugs.	7.3	8.2	7.7

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

Wirrabirra School Board 2022

Our school board is committed to building positive relationships and authentic partnerships with families and the community. Building an inclusive school community in collaboration with the co-located Wirrabirra Education Support Centre is highly valued. Our 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 joint School Board has input into strategic directions, school finances and school performance monitoring. Both the principal of Wirrabirra school and the principal of Wirrabirra Education Support Centre continued to keep the board up to date with information released from the Education Department. Meeting agendas and information were emailed at least 5 days before meetings. Some of the meeting schedules were interrupted due to COVID restrictions. The Business Plan and Annual Reports were presented by the principal and endorsed by the board. The school board noted, and the board chair signed the 2022 funding agreement. The business plan was reviewed and incorporated into the board agendas. A new chair for the board was elected for 2022. Data and other information is made available to enable informed decisions to be made.

Elections took place to find new board members however it continues to be an issue to receive nominations from the school community. More recruitment drives are needed in this area. The board reviewed its schedule, elected to change the schedule and now hold 2 meetings in terms 1 and 4 and 1 meeting in terms 2 and 3 with the option of holding additional meetings in term 2 and 3 if required.

Throughout the second half of the year, the Voluntary Charges and Contributions for 2023 were presented and proposed for approval by the board, as well as continuing the ongoing review and approval of budgets.



Learning Area Report: LITERACY

Key Whole School Strategies developed through the Fogarty School Improvement Program, as stated in the 2020 Business Plan, continued to underpin Literacy Teaching and Learning at Wirrabirra in 2022.

These included:

- Daily Reviews designed to activate prior knowledge and provide repetitive practice to move content skills into long term memory.
- Established Engagement Norms and Checking For Understanding strategies to ensure all students are held accountable for their learning and provide teachers with instant feedback on student understanding and progress during lessons.
- Explicit Direct Instruction plenary model used to introduce new concepts and skills, supported by the iSTAR lesson design model to ensure a balance of guided and independent practice following the gradual release of responsibility sequence: I do, we do, you do
- Explicit teaching of vocabulary across all learning areas included words from the G&V documents, read alouds and Talk 4 Writing model texts.

The recently completed Literacy G & V (Guaranteed and Viable) Curriculum, was trialled by all year levels throughout the year with regular feedback recorded at POLT (Phases of Learning Team) meetings. Teachers reported finding the sequence of content useful and clear learning targets facilitated EDI Lesson Design and delivery. In response to feedback, modifications to minimise duplication and streamline the presentation of content, were made towards the end of the year.

P-2 classes continued to implement the Letters & Sounds program to support the existing Synthetic Phonics instruction procedures with games, activities and structured assessments in Reading, Spelling and Phonics Dictation. This program's assessments were endorsed by the Department of Education during 2022 as fulfilling the requirements for the compulsory Year 1 Phonics Screening Test, which will begin in 2023.

Spelling Mastery classes in Year 4 to 6 continued to produce good results, as evident in Year 5 NAPLAN Spelling results. The program is to be expanded to include some Year 3 students in 2023.

In an effort to improve oral language and writing results, as well as further support our growing population of students who use English as an additional language (EALD), the school decided to begin the implementation of the internationally recognised Talk-4-Writing (T4W) program across the school. This decision followed reviewing research, seeking sector feedback from 'like' schools and initial class trials. The T4W approach uses recitation of a model text to embed sentence structures, develop oral language and expand vocabulary. It takes students through the process of imitating and inventing based on a mentor text. Staff began to be trained to deliver the program via a 2-day intensive course, with the goal for all staff, including admin to be trained by the end of Term 1 2023. The students have responded positively to this engaging approach and teachers have reported an immediate improvement in disposition and output during writing sessions.



Learning Area Report: NUMERACY

The Key Whole School Strategies developed through the Fogarty School Improvement Program, as stated in the 2020 Business Plan continued to underpin Numeracy Teaching and Learning at Wirrabirra in 2022.

These included;

- Maths Warmups & Daily Reviews designed to activate prior knowledge and provide repetitive practice to move content skills into long term memory.
- Established Engagement Norms and Checking For Understanding strategies to ensure all students held accountable for their learning and provide teachers with instant feedback on student understanding and progress during lessons.
- Explicit Direct Instruction plenary model, supported by guided practice using the Origo Stepping Stones Program and independent practice via structured rotational activities centred on the new concept.

As per our Business Plan's Strategic Focus 3, efforts to build teacher capacity and capability continued in 2022 with the expansion of the Maths Coach role to a full day allocated to develop teacher capacity in Numeracy lesson design and delivery throughout the year.

In Term 1, each teacher was observed delivering their Maths Warm-up & Review and supplied with detailed feedback and additional training or resourcing where necessary to improve practice. The Maths Coach reported that all teachers had built significant skill and confidence in this area since 2021. New staff members were given time to observe senior staff, and coached in the design and delivery of this vital element of instruction.

In response to teacher requests, Term 2 saw the focus shift to developing strategies to the established Maths Rotations model to differentiate curriculum and facilitate small group or 1:1 teacher time for students needing additional support or extension in Numeracy. Again staff observed senior staff or had the maths coach model differentiated rotations with their class. Teachers reported feeling more confident in differentiating Maths lessons for their students, as a result.

The continuing focus on using data to inform practice (Strategic Focus 1.4) meant Milestones testing was completed throughout to help identify those requiring extra support. Unfortunately, due to staff shortages, we were unable to allocate time for intervention classes as in 2021, so teachers were supported to incorporate extra practice of core skills in their reviews and rotation activities. (see above)

Term 3 & 4 also saw the beginning of teachers recording detailed data during the administration of Origo Stepping Stones Quarterly Tests. This was then sent for analysis with NAPLAN and On-Entry Data, using the Best Performance Online Platform. This allows teachers to see which curriculum areas they need to revisit either as a whole class or for a select focus group. More training and data analysis using this platform will be undertaken in 2023.

Toward the end of 2022, the school celebrated their achievements over the past few years with a Maths Day. The theme was Maths is Everywhere, with the focus on helping students recognise the everyday uses of maths and problem solving. The day started with a Whole school Bingo session where class groups competed for prizes; P-2 located numbers on a 100 chart, while Yr 3-4 focused on 3-4 digit numbers and Yr 5-6 decimal numbers. During the day, classes followed a QR Code Treasure Hunt, enjoyed visiting other classrooms to join in rotation activities and ended the day with the whole school engaging in the logistically challenging task of spelling out the day's theme with their bodies.

Learning Area Reports

Science

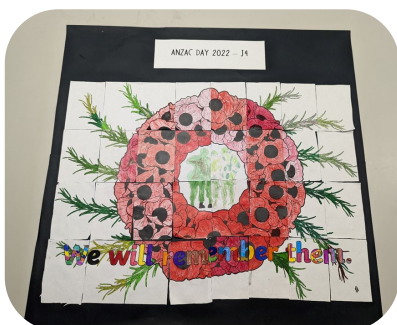
Science has a whole school focus based on Primary Connections and planning from the G&V documents developed to guide teaching for each year level. All years plan on the following three strands for each year level; Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. As per the Year 3 example below each years Science area also includes Environmental Science encompassing: guiding, teaching and learning about animal welfare, recycling and sustainability. A group of student Environmental Monitors administer a range of tasks involving the care of chickens and birds, the school environment, recycling (paper rubbish as well as recyclable drink containers), gaining knowledge and understanding of sustainability and renewable resources. The Environmental Monitors lead, guide and teach others within the school about the importance of taking care of the environment.

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 <u>observable</u> 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 <u>data</u> . Students describe how safety and fairness were considered and they use <u>diagrams</u> and other representations to communicate their ideas.			
SCIENCE UNDERSTANDING (Strand)				
Biological Sciences	Chemical Sciences	Earth and Space Sciences	Physical Sciences	
<ul style="list-style-type: none">Living things can be grouped on the basis of <u>observable</u> features and can be distinguished from non-living things (ACSSU044)	<ul style="list-style-type: none">A change of state between solid and liquid can be caused by adding or removing heat (ACSSU046)	<ul style="list-style-type: none">Earth's rotation on its axis causes regular changes, including night and day (ACSSU048)	<ul style="list-style-type: none">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	
<ul style="list-style-type: none">Science involves making predictions and describing patterns and relationships (ACSH050)			<ul style="list-style-type: none">Science knowledge helps people to understand the effect of their actions (ACSH051)	
SCIENCE INQUIRY SKILLS (Strand)				
Questioning and Predicting	Planning and Conducting	Processing and Analyzing Data and Information	Communicating	Evaluating
<ul style="list-style-type: none">With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge (ACSS053)	<ul style="list-style-type: none">With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment (ACSS054)Consider the elements of fair tests and use formal measurements and digital technologies as	<ul style="list-style-type: none">Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends (ACSS057)Compare results with predictions, suggesting possible reasons for findings (ACSS051)	<ul style="list-style-type: none">Represent and communicate observations, ideas and findings using formal and informal representations (ACSS056)	<ul style="list-style-type: none">Reflect on investigations, including whether a test was fair or not (ACSS058)

Year: Three		Wirrabirra Primary School		Guaranteed and Viable Curriculum
Science		Primary Connections: Night and Day		TERM 1
Earth and Space Sciences				
Outcomes:				
Explain changes in the day/night cycle, including night and day (ACSSU048)				
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Humanities and Social Sciences

Using a Guaranteed & Viable curriculum created by the school, in line with the Western Australian curriculum, students were provided teaching and learning across the Humanities and Social Sciences. Years PP-2, students engaged in History and Geography content, Years 3 & 4 also covered History and Geography, as well as Civics and Citizenship. In Years 5 & 6, students were provided with learning experiences in History, Geography, Civics and Citizenship and Business & Economics. The HASS G&V also outlines key significant dates throughout the year, including ANZAC Day, Western Australia Day and NAIDOC Week, which align with the curriculum and encourage learning opportunities about diverse backgrounds and dates of cultural significance.



Learning Area Reports

Health and Physical Education

Physical Education at Wirrabirra takes a holistic view to developing our students. Fundamental Movement Skills such as catching, throwing, balance and many more are taught in isolated activities to students from Pre-Primary to Year 2. In Year 3 the introduction of team games are incorporated, drawing from a large variety of sports.



Paramount to the skill focus of these lessons, is the social skills which are explicitly taught through these sessions. Students are provided with a safe and nurturing environment where they are expected and encouraged to develop skills of self-challenge, resilience, acceptance of all results, supporting others, goal setting, and communicating with team mates to achieve a shared outcome. The explanation, review and ongoing development of these skills link directly with the required life skills to succeed in the world beyond primary school.



The physical education program at Wirrabirra also offers leadership programs to selected students through our Faction Leader program. These students are provided with the opportunity and guidance to practice their leadership whilst also developing the school sports community at Wirrabirra.

Students who show a keen interest and high level of sportsmanship are also offered the opportunity to try out for interschool competition. Wirrabirra enters many teams into our local district carnivals each year.



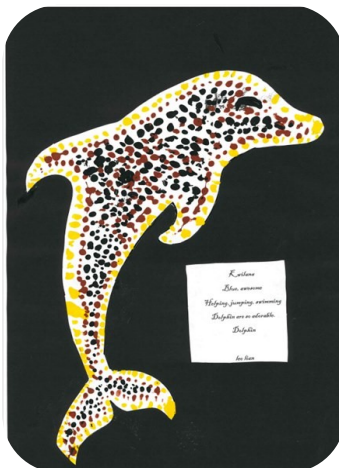
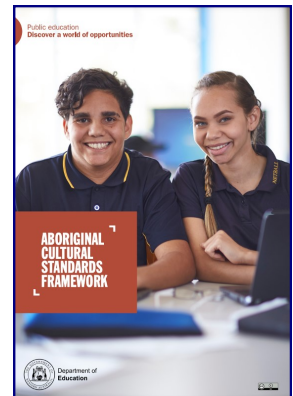
Learning Area Reports

Aboriginal Education

Our school is continually reviewing ways to become Culturally Responsive towards Aboriginal Education. Being a culturally responsive school we respect and value the diversity within our school community. We reflect on practices using the Aboriginal Cultural Standards Framework.

Each day the students and staff of Wirrabirra pay our respects to the traditional custodians of the land on which our students live and are educated. This consists of being greeted with a recorded Acknowledgement of Country made by the Noongar students at our school. Our morning announcements include a weekly Noongar word for all students to hear and learn the Noongar language.

All teaching staff accessed the Wingaru Teaching Resource to assist with planning and delivering Aboriginal Curriculum. Teachers provided feedback that this would be a valuable resource to support Aboriginal Education at our school. The purchasing of this resource has been included in the future planning budget.



Our school celebrated NAIDOC week theme Get Up! Stand Up! Show Up! recognising the proud history of getting up, standing up, and showing up. Classes participated in NAIDOC activities and utilised NAIDOC week resources shared by staff at the school. Parents were informed by classroom teachers about the significance of NAIDOC week and the activities students participated in. Students were also able to participate in NAIDOC Week lunchtime organised activities.



Learning Area Reports

Languages

The Indonesian language program (KETAWA) enables our students to communicate proficiently in a language other than English. It provides students with essential communication skills in the Indonesian language, an intercultural capability and an understanding of the role of language and culture in human communication with our northern neighbours.

Students attended weekly LOTE lessons in a visually stimulating work environment located within a designated classroom, featuring Indonesian environmental print and geographical aspects.

All LOTE lessons delivered were consistent with the Wirrabirra Guaranteed and Viable Curriculum. LOTE Daily Reviews consolidated recall of basic vocabulary in the Indonesian language taught during the year. Daily Reviews also provided valuable opportunities to consolidate learning by providing assistance for students needing differentiation.

Opportunities were provided for all students to sample the local Indonesian fruits, rambutan and mangosteen, imported by a local Asian fruit market. Regular assessment of student progress was conducted using SCSA judging standards with recording and reporting to parents at the end of each semester.

Technologies

Our Digital Technologies program continued as a specialist area to support class teachers with the integration of ICT in all learning areas as a tool for research, presentation of work and to access additional learning either independently or as a group. Miss Hoogenboom and Ms Tennent led students through a scope and sequence of skills, concepts and understanding. This built on prior learning and supported students in the application of technology skills across the curriculum.

In addition, all students were instructed in 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 their skills with Microsoft Office programs. This provided opportunities to integrate digital technology skills with other learning areas. 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. Students continued developing and improving their typing skills and efficiency when on devices. This assisted students in their preparation for NAPLAN testing which was conducted predominantly online. Our Whizz Kids continued to have a role in managing equipment and mentoring others in the use and application of technology as part of their student leadership. Also as part of their leadership development our Whizz Kids attended an excursion to SciTech where they explored a variety of interactive displays using technology.



Learning Area Reports

The Arts

The Arts curriculum has two areas of focus at Wirrabirra with Visual Arts being managed by class teachers and the Music Program coordinated by Mrs Connolly. Our visual arts teaching explores art ideas, skill development, arts processes and the appreciation of art in society. Teachers used a wide range of mediums with learning opportunities to develop student skills and techniques.

Musical teaching explored improvising ways to represent ideas, skill development, performing and the appreciation of music in society. Teaching focussed on practical application of learned skills through musical games, singing and instrumental activities. Mrs Connolly operated a specialist program and all classes received weekly tuition to develop their knowledge and practical instrument skills. This was complemented by students being given the opportunity to participate in Choir and Instrumental Ensembles. Students in Years 4 to 6 participated in weekly choir sessions to develop singing and performing skills.

Wirrabirra students in Years 3 and 4 extended their skills by participating in Junior Ensemble, a program for extension on descant recorders complemented by the inclusion of the ukulele, keyboards and drums. Some students in Years 5 and 6 accessed the Instrumental Music School Services (IMSS) and received tuition in classical guitar, clarinet, flute and brass instruments. This was done through an identification process and weekly visits from specialist teachers. It was complemented by Mrs Connolly running a Senior Ensemble with all IMSS students. The Choir had the opportunity to perform for the school community at Learning Journey and again in term four with both Senior and Junior Ensembles to perform a variety of Christmas themed songs at the local Thornlie Square Shopping Centre.




Learning Area Reports

NATIONAL QUALITY STANDARD

As part of our continued commitment to addressing the National Quality Standard, particularly Quality Area 3, Wirrabirra Primary School has implemented a variety of strategies to improve engagement and processes of the Early Childhood outdoor play area. This has been made possible with both teaching and EA staff committed to following plans, organising equipment and engaging students in the programs.

Wirrabirra Primary School now has a dedicated weekly NQS roster with planned learning and play areas. The specific set up and execution of this roster has allowed students access to a variety of both active and calm equipment, games and activities during break times.

Monday – Friday Set up (EA's) - 8:15am Pack Away (Duty Teachers', Students' and EA's) 1:45pm National Quality Standards Outdoor Program					
National Quality Standards					
Kindergarten Program					
Term 2	Week 5				
Activity	FMS Focus: Catch	Sand Play	Tee Pee	Throwing and Catching Activities	Trolley Tables
Equipment Required	Plastic balls and catchers x 10 Variety of medium sized balls.	Large spades and buckets. Boats and Spades. Mud kitchen pots and pans.	Cushions Books Puppets	Totem Tennis. Hoops /Beanbags-throw the beanbags into the hoop.	Trolley 1 Duty Teachers
Where to be set up	Grass Area Duty Teacher	Sandpit Duty teacher		Grass area Duty Teachers	
Supervision					
Activity	FMS Focus: Overhand throw		Picnic Table	Trolley	
Equipment Required	Velcro darts with 4 balls – connected to fence. Cricket Set x 2		Long paper and stencils with pencils and crayons. (Stays in the Kindergarten Area)	Large Lego Grass Area	
Where to be set up	Kindy Grass Area				
Supervision	Duty Teachers				



In addition to the roster, Wirrabirra has allocated funding for improvements and upgrades to the play space with new fixed and mobile equipment. This includes the recent additions of 3 x tepees, 2 x mud kitchens, 4 x picnic tables, a nest swing with an additional sand pit, a creative play boat, line markings and a portable water trolley. The excitement and involvement is clearly evident amongst students and by staff and student volunteers participation in intentionally setting up activities is high.

Furthermore, Wirrabirra assigns a daily NQS teacher with a focused game or activity to run at lunchtimes. This organised activity allows for inclusion, participation and quality learning in the outdoor environment. The positive attitude and engaging environment in the early years playground is a testament to the processes we have in place. We will continue to make a commitment to the evaluation and improvement of our early years outdoor areas.



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 to achieve academic standards. 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.

Student Achievement Targets

2019 Status	Targets for 2022
<u>Reading</u> 89% of Year 3 students achieved at or above the National Minimum Standard 80% of Year 3 students achieved above the National Minimum Standard Wirrabirra mean 387 (Like School mean 382, State Mean 415) 11% of students in the top 20% 87% of Year 5 students achieved at or above National Minimum Standard 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 aiming to achieve State Mean Increase the percentage of students in the top 20% Achieve top quartile for Achievement and Progress for Year 3 to 5. Achieve Strategic Direction Key Performance Indicators
<u>Writing</u> 98% of Year 3 students achieved at or above National Minimum Standard 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% 82% of Year 5 students achieved at or above the National Minimum Standard 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 aiming to achieve State Mean Increase the percentage of students in the top 20% Achieve top quartile for Achievement and Progress for Year 3 to 5. Achieve Strategic Direction Key Performance Indicators
<u>Numeracy</u> 79% of Year 3 students achieved above the National Minimum Standard. 88% of Year 3 students achieved at or above the National Minimum Standard Wirrabirra mean 369 (Like School mean 374, State Mean 400) 8% of students in the top 20% 92% of Year 5 students achieved at or above the National Minimum Standard 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 aiming to achieve State Mean Increase the percentage of students in the top 20% Achieve top quartile for Achievement and Progress for Year 3 to 5. Achieve Strategic Direction Key Performance Indicators
<u>Attendance Targets</u> 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 93%.
<u>Behaviour Targets</u> 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.

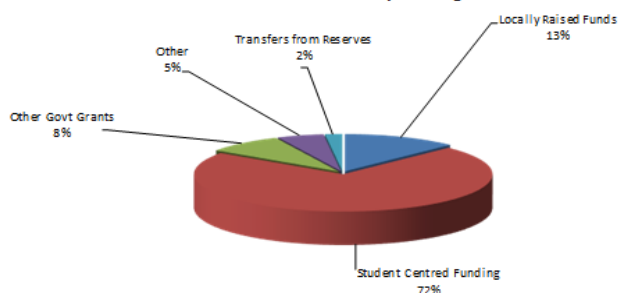
Financial Summary

Wirrabirra Primary School

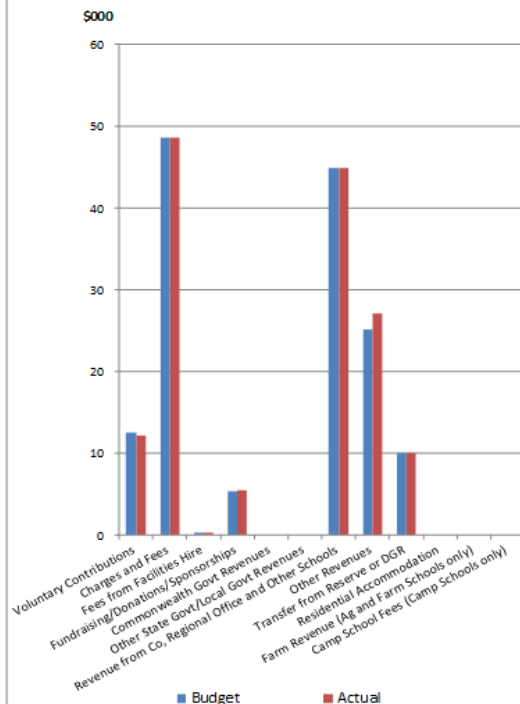
Financial Summary as at
31-December-2022

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 12,475.00	\$ 12,108.50
2 Charges and Fees	\$ 48,629.40	\$ 48,599.40
3 Fees from Facilities Hire	\$ 227.27	\$ 227.27
4 Fundraising/Donations/Sponsorships	\$ 5,371.48	\$ 5,446.16
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ 44,877.00	\$ 44,877.36
8 Other Revenues	\$ 25,077.59	\$ 27,036.22
9 Transfer from Reserve or DGR	\$ 10,015.00	\$ 10,015.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 146,672.74	\$ 148,309.91
Opening Balance	\$ 165,393.92	\$ 165,393.92
Student Centred Funding	\$ 384,273.00	\$ 384,272.63
Total Cash Funds Available	\$ 696,339.66	\$ 697,976.46
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 696,339.66	\$ 697,976.46

Actual Year to Date by funding sources

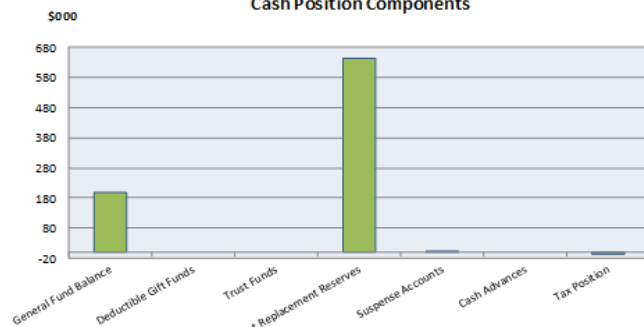


Locally Raised Revenue - Budget vs Actual

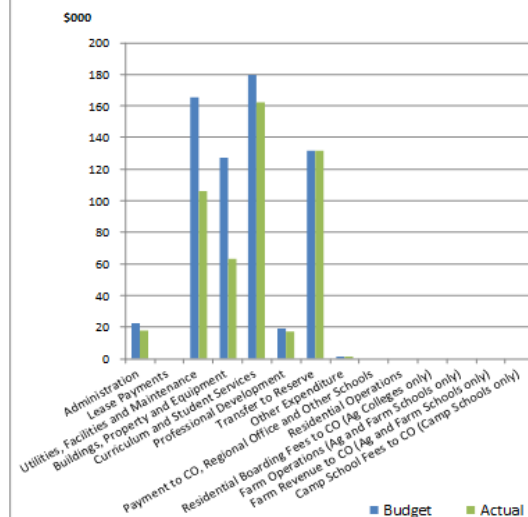


Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 22,751.00	\$ 18,283.26
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 165,438.00	\$ 106,415.07
4 Buildings, Property and Equipment	\$ 127,267.00	\$ 63,199.41
5 Curriculum and Student Services	\$ 179,610.30	\$ 162,089.79
6 Professional Development	\$ 19,448.00	\$ 17,539.73
7 Transfer to Reserve	\$ 131,828.00	\$ 131,828.00
8 Other Expenditure	\$ 1,545.90	\$ 1,600.67
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	\$ 647,888.20	\$ 500,955.93
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 647,888.20	\$ 500,955.93
Cash Budget Variance	\$ 48,451.46	

Cash Position Components



Goods and Services Expenditure - Budget vs Actual



Cash Position Components	
Bank Balance	\$ 836,529.53
Made up of:	
1 General Fund Balance	\$ 197,020.53
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 644,035.00
5 Suspense Accounts	\$ 268.00
6 Cash Advances	\$ -
7 Tax Position	\$ (4,794.00)
Total Bank Balance	\$ 836,529.53

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.



PBS Expectations

	We Learn	We Grow	We Care
	Engagement Effort Excellence	Courage Resilience Persistence	Respect Responsibility Citizenship
We ALWAYS	<ul style="list-style-type: none"> • Keep our hands and feet to ourselves • Wear our school uniform • Use appropriate language and manners • Follow teacher instructions • Take responsibility for our actions • We manage our emotions appropriately 		
INSIDE	<ul style="list-style-type: none"> • We are ready to learn • We start our work quickly • We stay on task • We seek assistance when required • We learn from mistakes 	<ul style="list-style-type: none"> • We actively participate • We contribute positively to discussions • We are open to feedback • We are considerate • We manage our emotions appropriately 	<ul style="list-style-type: none"> • We greet people in a friendly way • We include others • We put our hand up to speak • We work at the expected noise level • We keep our class tidy
OUTSIDE	<ul style="list-style-type: none"> • We are SunSmart • We play and eat in the right areas • We help others learn the rules of the game • We are a team player, not just a player • We are open to new experiences 	<ul style="list-style-type: none"> • We agree on and follow the rules of the game • We take turns and share equipment • We demonstrate good sportsmanship • We deal with disagreements positively • We embrace challenges 	<ul style="list-style-type: none"> • We walk on hard surfaces • We use break times for filling our drink bottles and going to the toilet • We put rubbish in the bin • We return borrowed equipment • We return to class on time
In TRANSITION	<ul style="list-style-type: none"> • We arrive and leave school in a positive way • We listen to directions before moving • We take a Blue Card when we have permission to leave class 	<ul style="list-style-type: none"> • We model positive behaviours when walking around the school • We do 5 Star Transitions 	<ul style="list-style-type: none"> • We hold equipment still when moving around • We walk on paths and around garden beds • We walk quickly and quietly • We are prepared and on time
In the TOILETS	<ul style="list-style-type: none"> • We use toilets for their intended purpose • We go to the toilet quickly and quietly 	<ul style="list-style-type: none"> • We understand that toilets are quiet places • We clean up after ourselves 	<ul style="list-style-type: none"> • We wash and dry our hands after we have used the toilet • We respect others privacy • We report any issues to teachers



Learn Grow Care