



ANNUAL REPORT

2023 Wirrabirra



Contact Us

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Visit Our Website

 **www.wirrabirra.wa.edu.au**

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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
PL	Professional Learning
POLT	Phases of Learning Teams
IT	Interactive Technologies
NQS	National Quality Standards



Wirrabirra Primary School

Message from the Principal

It is with immense pleasure that I present the Wirrabirra Primary School Annual Report for 2023. The report is an opportunity to celebrate the successes which the children and the school have achieved this year. It outlines how well we are going and what we need to focus on next to continually improve the educational programs and services for the students in our community.

At Wirrabirra we endeavour to embed our core values across the school to enhance students' self-esteem, optimism, and commitment to personal accomplishment. Our aim is to give each of our students the best education, so they become responsible citizens and are equipped with the skills to respond and adapt within a constantly changing world. We pride ourselves on providing an inclusive learning environment that caters for the diversity of the students in our care.

It has been a busy year and an honour leading this wonderful school throughout 2023.

I would like to take this opportunity to formally acknowledge the outstanding professionalism, commitment, and care that our staff, both teaching and non-teaching have demonstrated in everything all they do. They work hard to provide a safe and caring learning environment with educational programs that cater for our students learning needs. 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 also like to give a special mention to my Admin team – the Deputies Mrs Sharnelle Pratt, Mrs Lisa Spencer, and the office staff consisting of Mrs Tammy Jensen and Mrs Fiona Gillis. These lovely people are the best support anyone could wish for ensuring that everything is organised and run in the most efficient manner. Collectively our whole staff are the reason our school is somewhere that people want to be.

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.

Building strong partnerships between the community and the school was further enhanced with the support of the School Board. I would like to acknowledge the work of the School Board members for their time and commitment in meeting student and school needs and representing the schools' interests in the community. They are active participants in the governance and operations of the school. Many thanks to the Board members.

I also want to acknowledge the amazing efforts of our dedicated P & C who ran several fundraising events throughout the year. In 2023 they worked tirelessly to increase the number of fundraising events with the culmination of our extremely popular Moonlight Markets. The P & C add value to our school and support us in our extra-curricular activities.

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

We look forward to 2024 and the further success we can achieve through a focus on working together to provide a dynamic school and a nurturing community

Ann-Maree Melvin
Principal





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

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 a level 5 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 the Education Support Centre and operates an inclusive program for all students. This enables our 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.

In 2024 we will add Indigenous Studies to our list of programs.

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;

- In 2023 we focussed the importance of providing solid foundations in Literacy and Numeracy, beginning with our very youngest learners in Kindy and Pre-Primary. We know that we need to make an impact in these years for students to achieve continued progress.
- The teaching staff work in collaborative partnerships and participate in peer observation 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 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.
- Our whole school approach to discipline is based on the Positive Behaviour Support program with all staff being trained in classroom management and participating in ongoing coaching to maintain consistency. Our PBS processes are designed to be educative, not punitive in nature. This underlies all learning areas. Our school wide Student Expectations have been developed and are taught, modelled, and promoted at every opportunity.
- 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. SIMS lessons provide additional musical opportunities.
- An emphasis on physical skill development, competition and sportsmanship is promoted through all 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. Several 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

	2020	2021	2022	2023	2024
Primary (Excluding Kin)	339	342	340	349	351

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	2	2.0	0
Total Administration Staff	2	2.0	0
Teaching Staff			
Level 3 Teachers	1	1.0	0
Other Teaching Staff	24	20.6	1
Total Teaching Staff	25	21.6	1
Allied Professionals			
Clerical / Administrative	3	2.4	0
Gardening / Maintenance	1	1.0	0
Other Allied Professionals	11	10.0	0
Total Allied Professionals	15	13.4	0
Total	42	37.0	1

Highlights

HARMONY DAY

On Harmony Day Wirrabirra celebrated the rich diversity and inclusivity within our community. There was a sea of colour as students and teachers arrived at school wearing orange or their traditional cultural dress to show support for the theme, 'Everyone Belongs.' Students engaged in a range of activities that explored their unique similarities and differences. The school bustled with positive energy as students bopped along to multicultural music in the morning, played traditional games from around the world during lunch and mapped out the cultural backgrounds of the students within their class. We are proud to have such a culturally diverse and inclusive community at Wirrabirra where everyone truly belongs.



SUMMER CARNIVAL

This was an opportunity for the children to represent their school and showcase their skills and team spirit. Our school performed very well, and all teams had wins along the way. This is our first time being crowned the cricket champions. An enormously proud moment.

MAX OUR STORY DOG

Max is a large docile dog who has completed his training in order to come to school to listen to individual or small groups of students read. He is a great listener and non-judgemental. As well as reading to him, students can explain to Max what is happening in the story, as a check on their (and his) comprehension.



ST JOHN FIRST AID INCURSION

Our school had 3 visits from St John where all classes participated in a First Aid Incursion. The students learnt about how to help someone who may be unconscious. They learnt about how to look for danger, make sure someone is breathing and how to put them into the recovery position.

The students had a wonderful time while realising the importance of a few simple steps to assist someone in medical need. All students benefitted from this learning experience.



NAIDOC WEEK

Wirrabirra celebrated NAIDOC Week by starting off with a 'Smoking Ceremony' performed by Nick Abraham from 'Warrang Bridil'. Classes participated in various NAIDOC Week activities which included writing, artwork, weaving, stories and more. Every day students could choose to participate in an Aboriginal sport, hand painting, boomerang decorating and bracelet making. NAIDOC Week concluded with a whole school assembly featuring a performance by students from Southern River College Aboriginal Dance Group. Students and teachers enjoyed celebrating Culture and to 'close the gap' on knowledge and understanding of Nyoongar people's heritage.

YEAR 6 STUDENT COUNCILLOR LUNCH AT PARLIAMENT HOUSE

Student Councillors were invited to attend an excursion to Parliament House, where they saw our Premier and had a formal lunch in the dining hall with Councillor Terry Healy.



NATIONAL SIMULTANEOUS STORYTIME

Our school was excited to participate in the National Simultaneous Storytime session with others from all around the country to promote the value of reading and literacy. The book that everyone enjoyed was called 'The Crazy Sloth.'



SWIMMING LESSONS

Pre-Primary to Year 6 students participated in swimming lessons at Thornlie Leisure World where they had fun learning essential swimming skills.



YEAR 6 FAIRBRIDGE CAMP

Students enjoyed jam-packed days and nights full of fun, engaging activities. Our students did an amazing job of working in teams, challenging themselves, building resilience, developing new friendships, and strengthening existing ones. This experience will be talked about by the students for many years to come.



BOOK WEEK

For Book Week, our students engaged in a range of fun activities organised by our teachers. We held a *Decorate Your Door* competition, a Where's Wally hunt around the school with clues, a Guess the Book quiz, a Book Swap, and a Book Week Parade where so many students came in their amazing costumes and had a wonderful time dancing as they showed off their favourite book character costumes. It was a delightful event.



MURAL

What a fantastic project for Wirrabirra. Staff and students from both schools combined to add their splash of colour to make our important piece of art come to life. Our mural depicts some of the flora and fauna found in our area and highlights our incredibly special and diverse environment featuring 'Quinny' our school mascot. We are all thrilled to have participated in this project that will forever be part of Wirrabirra school.



ROTTNEST ISLAND EXCURSION

Our School Councillors visited Rottnest Island and enjoyed a long bike ride where they took in the beautiful sights. They enjoyed lunch with the quokkas, a few rounds of mini golf and dipped their toes into the bright blue water before heading back on the ferry. It was a fabulous day and a terrific way to celebrate the amazing job our school leaders do throughout the year!

FACTION SPORTS CARNIVAL

Wirrabirra hosted a carnival of great sportsmanship and good natured competitiveness.

All students participated in a multitude of events in both track and field. Blue faction were overall Champions and Gold won the Spirit Cup.



INTERSCHOOL ATHLETICS CARNIVAL

Wirrabirra competed well in the 'A' Division Carnival finishing third. Our team showed outstanding sportsmanship and focus. Our student athletes committed themselves fully which resulted in a terrific team effort.

MOONLIGHT MARKETS

This biennial event was once again, outstanding. There was a wonderful community feel about the evening with many past and present Wirrabirra students and community members enjoying catching up and remembering their time at our school. The night was an enormous success raising almost \$7000.00 for our school.

REMEMBRANCE DAY

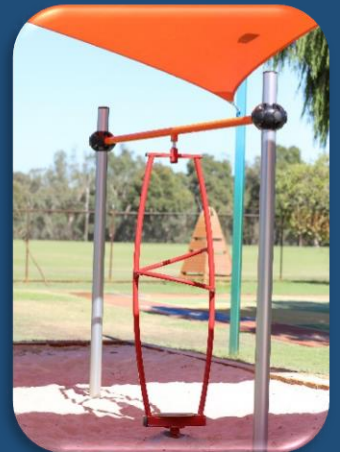
Our school acknowledged Remembrance Day for 2023 by lowering our flag to half-mast and having 1 minute silence while listening to 'The Last Post.' Classes also participated in a variety of activities to commemorate the day.



YEAR 6 GRADUATION

Year 6 Graduation was a huge success and a lovely event. It was held in our new undercover area, which was transformed for the occasion. Our students looked terrific, and we were so impressed by the mature manner in which they conducted themselves. We wish them every success as they transition to high school.

PLAYGROUND UPGRADES



Progress Towards Strategic Focus 1

Improving Student Academic Achievement: LITERACY

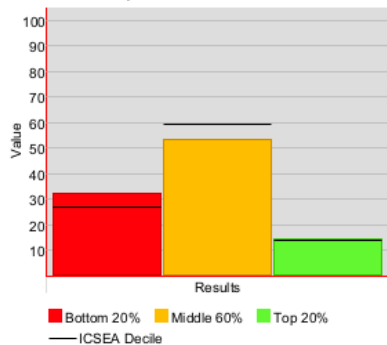
NB: Due to the nationwide changes made to the way NAPLAN was reported on for 2023, there is no progress data available, nor is it possible to compare 2023 data with previous years data effectively. Subsequently, new goals will be set for 2024 related to the new achievement bands.

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

Cohort: WIRRABIRRA PRIMARY SCHOOL 20231

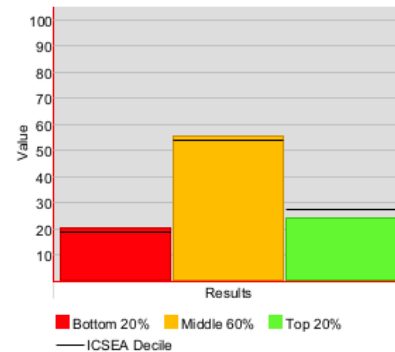
On-Entry - Reading

Results compared to ICSEA Decile including data from other schools



On-Entry - Writing

Results compared to ICSEA Decile including data from other schools

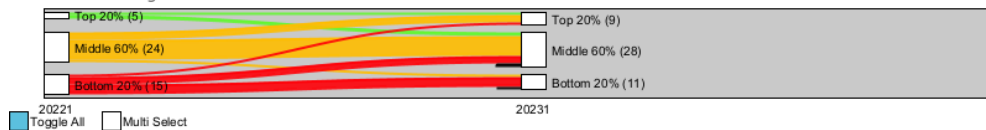


ACHIEVED: Pre-Primary Reading 39% => 32% and Writing 31% => 20%

Cohort: WIRRABIRRA PRIMARY SCHOOL 20231 (2024) Reporting Period: Semester 1, 2023

On Entry - Reading

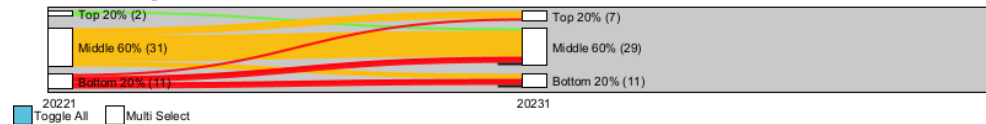
Results including data from other schools



Cohort: WIRRABIRRA PRIMARY SCHOOL 20231 (2024) Reporting Period: Semester 1, 2023

On Entry - Writing

Results including data from other schools

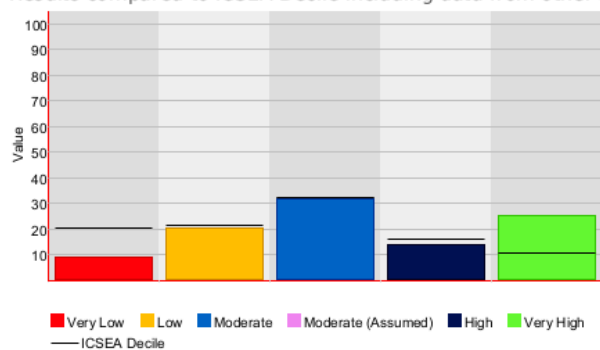


ACHIEVED: Year 1 Reading 34% => 22% and Writing 25% => 23%

Cohort: WIRRABIRRA PRIMARY SCHOOL 20231

On-Entry - Reading

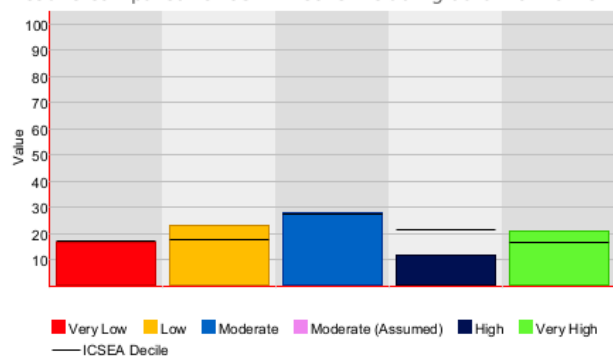
Results compared to ICSEA Decile including data from other schools



Cohort: WIRRABIRRA PRIMARY SCHOOL 20231

On-Entry - Writing

Results compared to ICSEA Decile including data from other schools



ACHIEVED: Year 1 Reading & Writing PROGRESS above like schools.

Progress Towards Strategic Focus 1

Improving Student Academic Achievement: LITERACY

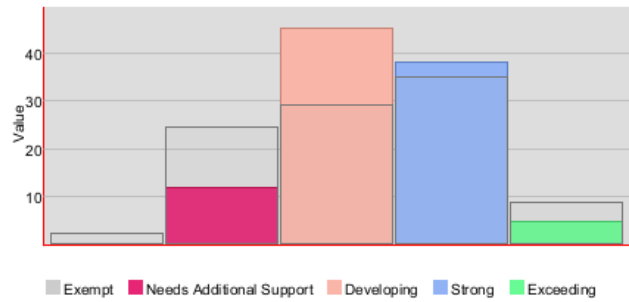
Objective 1.1 Increase the number of students in the top 20% & middle 60% of NAPLAN achievement.

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

Cohort: Year 3 WIRRABIRRA PRIMARY SCHOOL

Reading - Proficiency

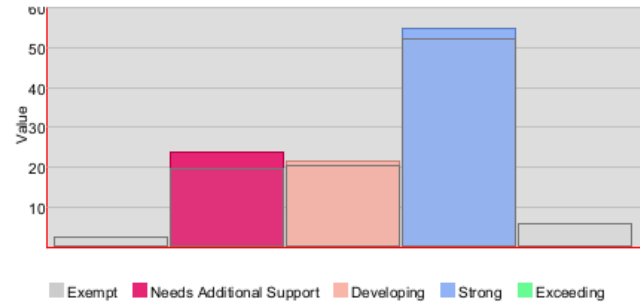
Filters : All Students



Cohort: Year 3 WIRRABIRRA PRIMARY SCHOOL

Writing - Proficiency

Filters : All Students

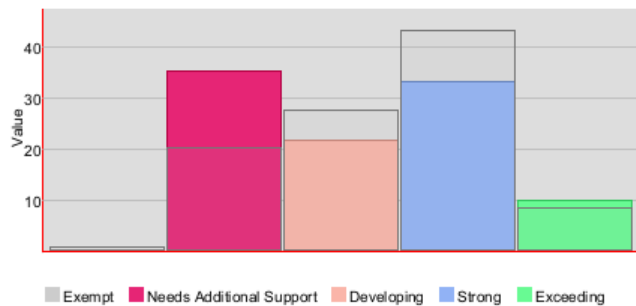


ACHIEVED: Year 3 Reading significantly less students than like schools in Additional Support

Cohort: Year 5 WIRRABIRRA PRIMARY SCHOOL

Reading - Proficiency

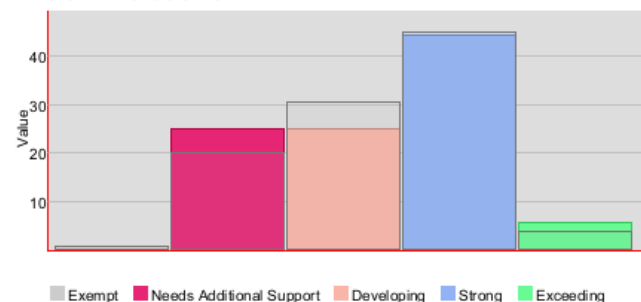
Filters : All Students



Cohort: Year 5 WIRRABIRRA PRIMARY SCHOOL

Writing - Proficiency

Filters : All Students



ACHIEVED: Year 5 Reading & Writing - above like schools in Exceeding band.

NOT ACHIEVED: Year 5 Reading well above like schools in Additional Support band.

Progress Towards Strategic Focus 1

Improving Student Academic Achievement: NUMERACY

NB: Due to the nationwide changes made to the way NAPLAN was reported on for 2023, there is no progress data available, nor is it possible to compare 2023 data with previous years data effectively. Subsequently, new goals will be set for 2024 related to the new achievement bands. It was pleasing to see both year 3 and 5 data exceeding comparison schools in the Strong (top) Achievement band, but we will need to address the significant numbers in the Needs Additional Support Band (low) in both year groups.

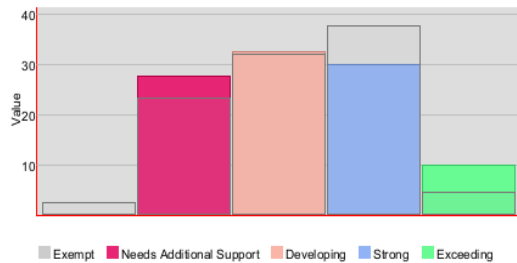
Objective 1.1 Increase the number of students in the top 20% & middle 60% of NAPLAN achievement.

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

Cohort: Year 3 WIRRABIRRA PRIMARY SCHOOL Y03 2023

Numeracy - Proficiency

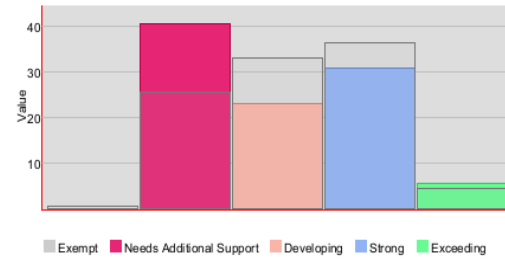
Filters : All Students



Cohort: Year 5 WIRRABIRRA PRIMARY SCHOOL Y05 2023

Numeracy - Proficiency

Filters : All Students



ACHIEVED Year 3 & Year 5 Data above like schools in *Exceeding* Band.

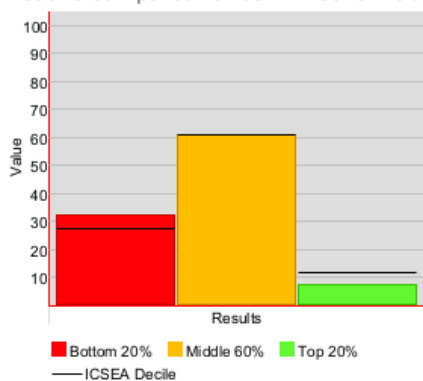
NOT ACHIEVED Year 3 & Year 5 Data indicate increases in the % of students in the lowest band.

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

Cohort: WIRRABIRRA PRIMARY SCHOOL 20231

On-Entry - Numeracy

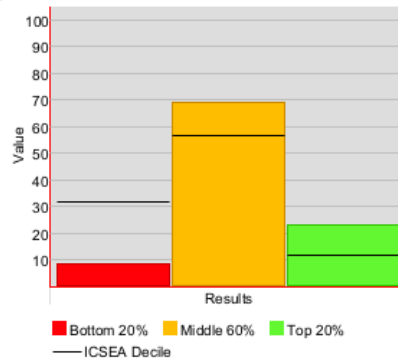
Results compared to ICSEA Decile including data from other schools



Cohort: WIRRABIRRA PRIMARY SCHOOL 20231

On-Entry - Numeracy

Results compared to ICSEA Decile including data from other schools



ACHIEVED: Pre-Primary 35% -> 32% in bottom 20%

ACHIEVED: Year 1 achieving significantly above like schools.

Progress Towards Strategic Focus 2

Improve Student Engagement, Behaviour and Wellbeing

OVERALL ATTENDANCE

	Attendance Rate	
	School	WA Public Schools
2021	89.9%	91.0%
2022	84.2%	86.6%
2023	88.0%	88.9%

Attendance Rates

Based on 2023 figures Wirrabirra had an overall attendance rate of 88 %. This compares to the state average of 88.9%. 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 2023.

2024 School Destinations of the 2023 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
Al-Ameen College	1
Australian Islamic College	2
Canning Vale College	1
Darling Range Sports College	1
John Wollaston Anglican Community School	1
Kelmscott Senior High School	3
Kent Street Senior High School	1
Lumen Christi College	3
Lynwood Senior High School	2
Rossmoyne Senior High School	1
Shenton College	1
Southern River College	25
St Norbert College	1
Thornlie Senior High School	6

Learning Area Report: LITERACY

Talk 4 Writing

In 2023, all new teachers to the school accessed professional development so that all staff would be fully trained in Talk 4 Writing. Then throughout the year, they collaborated in year levels to develop a two-year Talk 4 Writing cycle. A selection of teachers also visited Yanchep Beach PS and took away some useful resources and strategies to use in their classrooms. Teachers met weekly in their Phase of Learning Teams to discuss Talk 4 Writing and plan assessment tasks for their cohorts. A Literacy Committee was established, and they met several times a term to discuss Talk 4 Writing assessments and planning schedules. The committee also discussed the need for whole school gestures and created a template displaying student photos to support.

There has been a noticeable increase in student engagement in the writing process which has been evidenced through the quality and quantity of the written work produced by students.

Heggerty

Two staff members attended Heggerty Professional Development. Following this they presented to staff valuable information about the program. One staff member also opened her classroom up for others to come and observe her conduct a Heggerty lesson. She had several graduates and teachers inexperienced with Heggerty take up the opportunity. Most valuably, she also recorded herself teaching a Heggerty lesson to her class for future training of staff.

Letters & Sounds

We now have two qualified Letters & Sound trainers to support our K-2 staff in this program. One created a Letters & Sounds yearly plan for Kindergarten and Pre-Primary, while the other has created a plan for Year 1 and 2. Letters & Sounds workshops in Phase of Learning Team meetings have been given and resources supplied to support Kindy and Pre-Primary teachers. Teachers have also been invited to observe the teaching of Letters & Sounds and supported in the planning and assessment process. K-2 teachers used the Letters & Sounds tracking booklet to assess student learning and inform report writing. This booklet was placed in students transition folders which will follow them into the next year.

Spelling Mastery

Our Yr 3-6 students participate in Spelling Mastery lessons each morning to build dependable spelling skills through a highly structured direct instruction method that blends Phonemic, Morphemic, and Whole word methods. Spelling Mastery interweaves these 3 approaches according to student's skill development and provides straightforward lessons to help efficiency and effectively teach the skills students need to become proficient readers and writers. Explicit instruction, careful selection of spelling words, and repeated practice help students master each concept and reinforce and retain key information.

Learning Area Report: NUMERACY

We are proud to announce that at the end of 2023 Wirrabirra was awarded the status of Maths Active School - SILVER level, by the Mathematical Association of WA. This acknowledges the school's commitment to teacher development and whole school approaches to Maths over consecutive years.

In the classroom.

The Origo Stepping Stones Program and Dr Paul Swan Milestone and Trajectory documents remain central to the school's Maths program, with assessment at class, year and whole school level continuing. Collegiate support and coaching continued throughout 2023, with the Maths co-ordinator allocating one day to supporting teachers to design and deliver engaging maths lessons in line with whole school approaches. With many newly graduated teachers joining Wirrabirra, this was a key step towards maintaining our established whole school approach to numeracy. All teachers delivered daily warmups, reviews and explicit teaching of maths skills coupled with engaging, hands-on rotations to engage children in learning and applying maths concepts.

Professional Development

All staff participated in online Maths Professional Learning delivered by Dr Paul Swan and facilitated by the Maths Co-ordinator during scheduled staff meetings. The first of these programs was delivered in Term 2 across 4 sessions and equipped staff with knowledge and experience in teaching and assessing Basic Facts Milestones (Addition & Subtraction). Later in the year, in Terms 3 & 4, staff participated in 5 sessions dedicated to implementing a Whole School approach to teaching Place Value – to support previous work in this area. Staff engaged in these hands-on activities and returned to class with greater confidence in teaching and assessing place value, as well as recognising and addressing misconceptions.

Data & Analysis and Intervention

2022 NAPLAN results reported progress in moving students from middle range to above expectation, but an increase in the children achieving below expected level. In response to this, the Maths co-ordinator undertook professional development in Designing a Whole School Intervention program and then used an internationally recognised diagnostic tool to place year 2 & 4 students requiring intervention into groups for withdrawal. These groups then participated in structured, explicit lessons twice a week for 30mins aimed at closing the gaps in their basic mathematical understanding and improving their basic facts knowledge and skills. The students enjoyed the sessions and engaged enthusiastically with the content, leading to a significant improvement in their overall disposition toward maths – an important ingredient of maths success. Teachers also reported a greater level of engagement and successful outcomes in their regular lessons.

In response to 2023 NAPLAN testing experiences and data, investigations were made into various online testing platforms. It was decided providing students with more experience in performing in online situations would help improve NAPLAN performance, as well as give teachers valuable data and analysis skills to help inform their teaching and learning programs. Consequently, the school will be implementing ACER's PAT digital Assessment platform P- 6 in 2024.

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, the school environment, the garden plots, recycling (paper rubbish as well as 10c recyclable drink containers), gaining knowledge and understanding of sustainability and renewable resources. The Environmental Monitors lead, guide and teach others, staff, and students, within the school about the importance of taking care of the environment.

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 – Year 2. In Year 3 the introduction of team games is incorporated with a large variety of sports being covered.

Paramount to the skill focus of these lessons are the social skills which are explicitly taught throughout each session. Students are provided with a safe and nurturing environment where there is an are expected and promoted to develop skills of self-challenge, resilience, acceptance of all results, encouraging and 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.

Our physical education program also offers leadership programs to selected students through our Faction Leader program. These students are provided with the opportunity to practice their leadership skills, whilst being guided to support the school sports community at Wirrabirra.

Students who show a keen interest and high level of sportsmanship are also offered the opportunity to trial for interschool competition. Wirrabirra enters many teams into our local district carnivals each year, giving students an opportunity to practice both their learned skills and demonstrate sportsmanship at an elevated level.



Learning Area Reports

Languages (LOTE)

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 from Years 3 – 6 attend weekly LOTE lessons in a visually stimulating work environment located within a designated classroom, featuring Indonesian environmental print and geographical aspects of the Indonesian Island archipelago.

All LOTE lessons were delivered consistent with the Wirrabirra Guaranteed and Viable Curriculum. LOTE Daily Reviews consolidated recall of basic vocabulary, greetings, common phrases and the monetary system in the Indonesian language, taught during the year.

Daily Reviews also provided valuable opportunities to consolidate learning by providing inclusive assistance for students with learning difficulties.

Opportunities were provided for all students to sample the local Indonesian fruit delicacies, rambutan and mangosteen, imported by local Asian fruit markets.

Regular student assessments are conducted using SCSA judging standards. Student achievement is reported to parents at the end of each semester using letter grades and achievement descriptors.



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.

A highlight of the music program was our student's participation in the 'One Big Voice' concert held in the RAC Arena. It was a wonderful experience for all involved.



Learning Area Reports

National Quality Standards


The Kindergarten to Year 2 outdoor play area operates by a weekly Outdoor Program catering for the students physical, social and cognitive development.

The NQS Coordinator emails the program, and a meeting is held once a term with staff to communicate any current information to ensure the smooth running of the program. Activities include obstacle courses, sports games, ball skills, sandpit equipment, art and craft activities and many other learning opportunities for students to engage in during break times. Students and staff members are involved in the set-up, engagement and packing away of equipment. A NQS duty teacher runs a specialised activity during break times to engage students with equipment and activities in a structured way.

Resources for the program are regularly updated with the new edition in 2023 of a wooden play car located in the kindergarten play area, an orbital and nest swing in the pre-primary sand pit, new large games including connect 4 plus the delivery of new sand to all sandpits. The coordination of the installation of 2 trampolines begun in 2023 as another extra edition to the K-2 outdoor program. Student from the upper primary years volunteered their time on a roster system throughout the year to assist the co-ordination of activities.

The Education Assistants participated in professional learning on nature play, which they shared with teaching staff, these strategies have also been incorporated into the program.

The NQS Outdoor Program is a successful part of the learning and engagement of students in the outdoor environment at Wirrabirra Primary School and will continue to evolve with ECE staff professional learning, collaboration and teamwork.

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 Large spades and buckets.	Tee Pee Cushions Books Puppets	Throwing and Catching Activities Totem Tennis. Hoops /Beanbags- throw the beanbags into the hoop.	Trolley Tables Trolley 1
Equipment Required	Plastic balls and catchers x 10 Variety of medium sized balls. Grass Area	Boats and Spades. Mud kitchen pots and pans.			Duty Teachers
Where to be set up	Duty Teacher	Sandpit		Grass area	Duty Teachers
Supervision		Duty teacher			
Activity	FMS Focus: Overhand throw		Picnic Table Long paper and stencils with pencils and crayons.	Trolley Large Lego	
Equipment Required	Velcro darts with 4 balls – connected to fence. Cricket Set x 2			Grass Area	
Where to be set up	Kindy Grass Area		(Stays in the Kindergarten Area)		
Supervision	Duty Teachers				

Students At Educational Risk - The SAER Process

The SAER team consists of the Principal, Learning Support Co-ordinator, School Psychologist and Deputy Principals' who work as a team to follow a set process to cater for and meet the needs of students who are identified at educational risk.

If the classroom teacher has concerns regarding a students' behaviour and or academic learning, they are required to complete an online SAER form this is forwarded onto the SAER team. Once a week the team meets to implement a case management triage approach for each student. Decisions are made based on teacher information to what future actions are required which can include one or more of the following: Classroom observations; Continue monitoring with support strategies; Case management meeting with the SAER Team, classroom teacher and parents; Recommendations made to outside organisations including GP, Child Development Center, Child Health Nurse, Indigenous Services or private services if required.

The student's case is allocated to and managed by one of the SAER team members to follow up on agreed actions and collaborate with involved parties. Teachers are supported to develop a Special Education Need Plan to implement in the classroom setting.

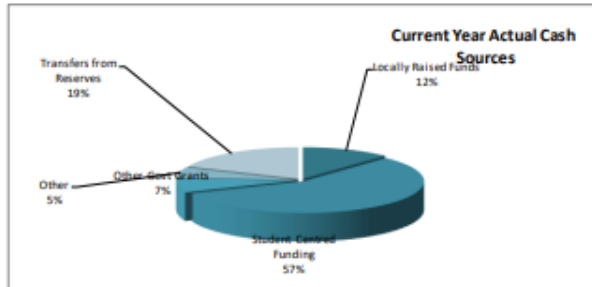
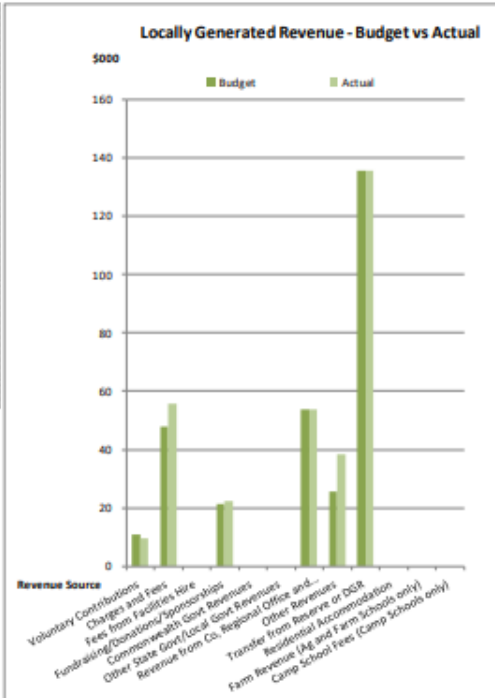
If further support is required SEN D are contacted to work with the school to support the student. Disability Resource Allocation can also be accessed so Special Need Education Assistant time can be provided to support the student and teacher within the classroom setting. Cases are monitored throughout the year and reviewed at the beginning of each school year.

Financial Summary

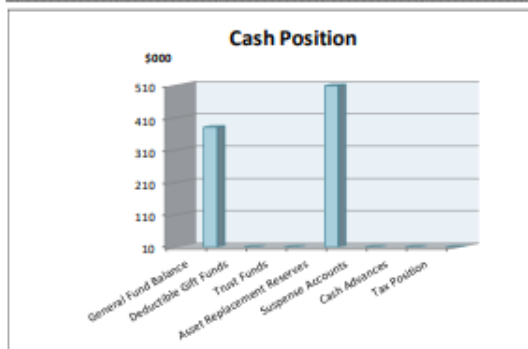
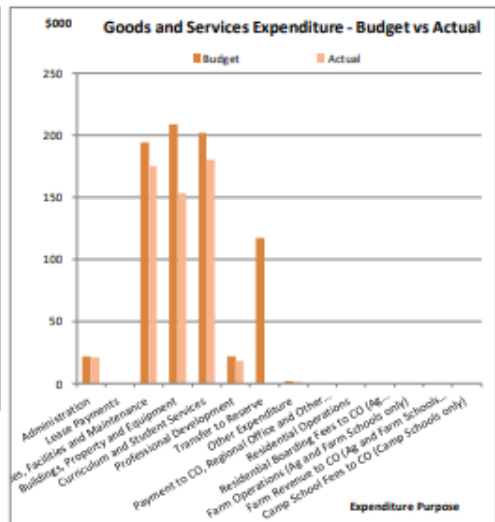


Wirrabirra Primary School Financial Summary as at 31 December 2023

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 10,828.00	\$ 9,580.00
2 Charges and Fees	\$ 47,977.00	\$ 55,716.23
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 21,234.80	\$ 22,415.17
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ 53,840.00	\$ 53,840.29
8 Other Revenues	\$ 25,659.00	\$ 38,465.64
9 Transfer from Reserve or DGR	\$ 135,659.80	\$ 135,660.25
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 295,198.60	\$ 315,677.58
Opening Balance	\$ 197,020.53	\$ 197,020.53
Student Centred Funding	\$ 409,748.84	\$ 414,644.36
Total Cash Funds Available	\$ 901,967.97	\$ 927,342.47
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 901,967.97	\$ 927,342.47



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 21,600.00	\$ 21,061.09
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 193,785.34	\$ 174,784.59
4 Buildings, Property and Equipment	\$ 208,309.80	\$ 152,967.85
5 Curriculum and Student Services	\$ 201,767.08	\$ 179,894.04
6 Professional Development	\$ 21,500.00	\$ 17,818.67
7 Transfer to Reserve	\$ 116,720.00	\$ -
8 Other Expenditure	\$ 1,368.42	\$ 722.04
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	\$ 765,050.64	\$ 547,248.28
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 765,050.64	\$ 547,248.28
Cash Budget Variance	\$ 136,917.33	



Cash Position as at:	
Bank Balance	\$ 790,724.94
Made up of:	\$ -
1 General Fund Balance	\$ 380,094.19
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 508,374.75
5 Suspense Accounts	\$ 8,506.40
6 Cash Advances	\$ -
7 Tax Position	\$ 89,237.60
Total Bank Balance	\$ 790,724.94



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.
- § All children are valued as individuals by staff and parents.
- § Everyone is treated fairly.



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.
- § We learn in different ways and use technology as part of our learning.



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.
- § Shaded places to play.



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.
- § Teachers who care and support us.




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.
- § Children should be entrusted with some responsibility to maintain these areas.



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 	<ul style="list-style-type: none"> Tell the truth Have a go Appreciate and encourage others Keep only safe secrets Use equipment responsibly We seek assistance when required 	
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