

Wirrabirra Primary School

An Independent Public School



Learn Grow Care

2020 Annual Report

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

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Glossary

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

OUR MORAL PURPOSE

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



OUR VISION

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



Wirrabirra Primary School

Principal's Message:

I am delighted to present Wirrabirra Primary School's Annual Report for 2020. This report outlines a series of statements, tabled information and photos that provide an overview of student achievement. It includes data from 2019 and 2020 as a result of schools not conducting NAPLAN assessment in 2020 due to COVID-19.

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

In 2020 the school built on the momentum gained during our three year partnership finishing in 2019 with the Fogarty Foundation focusing on school improvement. These initiatives provided a clear focus and strategic direction for our school which are embedded in our new Business Plan for 2020 – 2022 and reflect the positive results across the school in teaching and learning and in developing the school community. Plans were continually reviewed and updated to reflect progress, areas for further and ongoing improvement and Education Department strategic plans and initiatives.

The main areas of focus were;

- ◇ Improving student academic achievement through a Guaranteed and Viable curriculum.
- ◇ Building teacher capability and capacity through a focus on effective teaching
- ◇ Building a connected and future focused school community

In what was a challenging and very different year due to COVID-19 the Wirrabirra Staff and families worked together to ensure student learning was maintained and our plans implemented. There were positives in students demonstrating more independence coming into school, classes starting smoothly and finishing well with less distractions outside.

Wirrabirra worked closely with our partner Education Support Centre and their Principal Mrs Dawson in addition to our partnership with the schools in the South East Education Community to share good practice and build a strong transition for our Year 6 students. Wirrabirra also works with another group of schools across the district to develop shared practice in Behaviour Management / PBS.

Our School Board and P&C provided great support for the school community with the Board maintaining a strategic approach to how it operated. Mrs Marnie Kehoe continued as Board Chair and Mrs Sonya Kimbar remained as P&C President. Both Mrs Kehoe and Mrs Kimbar have a close working relationship with school families and staff and a strong focus on school improvement and building the capacity of our families to develop positive partnerships at all levels.

Feedback from families, staff and students highlighted many strengths in addition to areas to improve in. These were addressed and will be part of the plans for 2021.

School Overview

Wirrabirra Primary School is an Independent Public School situated in the Perth metropolitan area. 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 has 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), Library and ICT Capabilities.

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

- * The teaching staff work in collaborative partnerships including 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 and 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 and 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 across the school and reinforced positively at a number of levels.
- * The school has a strong pastoral care focus supporting students in their learning and interaction with others supported by a School Chaplain. Students have access to Rainbows (Support program for students experiencing loss or grief) and a SAER (Students at Educational Risk) support team. In addition, the parents have access to the Positive Parenting Program and a Parent Information Centre.
- * Environmental education and caring for the environment has a significant role in our learning programs.
- * The arts are promoted through our Music program with choir, instrumental, recorder, ukulele and 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 School Canteen and Clothing Pool. A number of sub committees support the school through fundraising. The P&C have made strong commitments to improving our school buildings, grounds and educational resources.
- * The School Board 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 fifteen teaching and learning areas supported by a Library Resource Centre, Music Room, ICT Learning Hub, Science Room, LOTE Room, two undercover areas, canteen and school kitchen. The school also has a purpose built Dental Therapy Unit on site.

The school grounds are extensive with a large grassed oval, two soccer pitches, a football field, two basketball courts and three adventure play areas. An extensive permaculture and vegetable garden forms an important part of our Environmental Program. 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





Reconciliation Week activities



Faction Carnival winners



Year 6 Graduation Presentation

Wirrabirra Primary School

School Highlights

- ◆ Our student Expectation for Success were reviewed and revised to reflect improvements in behaviour and management. The rewording was a significant shift in students understanding and ability to self regulate their actions and highlights the acknowledgement of others to respect difference.
- ◆ Our new intake of Kindergarten children were provided with a transition program in Term Four following parent induction and assessments by a team of professionals to identify where need was greatest. This was in partnership with Gosnells Child and Parent Centre who worked in collaboration with us to offer a full service model of support to families.
- ◆ The signage across the school was completely redesigned to make access more informative for families and visitors to our school. In the process, all learning blocks were renamed to reflect the local native trees. We now have Sheoak, Jarrah, Banksia and Marri Learning Blocks.
- ◆ Parents, students and teachers were surveyed using (TTFM) Tell Them From Me once again to gain valuable feedback on how the school is progressing and to guide planning and improvements.
- ◆ Our dedicated teaching team prepared detailed online teaching resources to support students and families during the COVID lockdown period that affected schools in WA. They maintained the connections with school for families which ensured a smooth transition back to school.
- ◆ Although aspects of our sporting program and competitions were interrupted in 2020 students were able to participate in the Interschool Cross Country and Athletics to demonstrate their sporting skills. Their performances were exemplary with the Athletics Team winning the Canning Cup. Much of this success can be attributed to the well structured physical education program led by Mr Trenberth who builds positive team and competitive skills in addition to the physical skills curriculum and student expectations.
- ◆ Performances last year were severely curtailed due to COVID but our students were still given the opportunity as part of the Arts program to perform to their peers as well as working in collaboration with Southern River College, Mrs Connolly developed an ensemble under the name of Gozzie Awe which enabled performances with other musicians and a connection to the High School program and staff. All students from Pre Primary to Year 6 completed a specialist program in Music.
- ◆ Our Year Six students enjoyed the experience at Camp Point Peron and completed an outstanding four day program including rope and climbing skills, raft building, team games, laser tag, movie making, archery and confidence course activities.
- ◆ The School Board, P&C and school community combined to support the school by maintaining meetings as often as possible to assist with ongoing operations, future planning and meeting governance requirements. Both the School Board and P&C have strong membership and committed teams led by Mrs Kimbar, P&C President and Mrs Kehoe, School Board Chair. We enjoyed excellent support through the Canteen and Clothing Pool.

Wirrabirra is a successful school which reflects the values of our community, the aspirations of our students and academic excellence. We would like to thank you for your collaboration with school to achieve the best for our students.

Wirrabirra Primary School

Progress Towards Strategic Focus 1 - Improving Student Academic Achievement

Objectives -

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

Student Achievement - NAPLAN

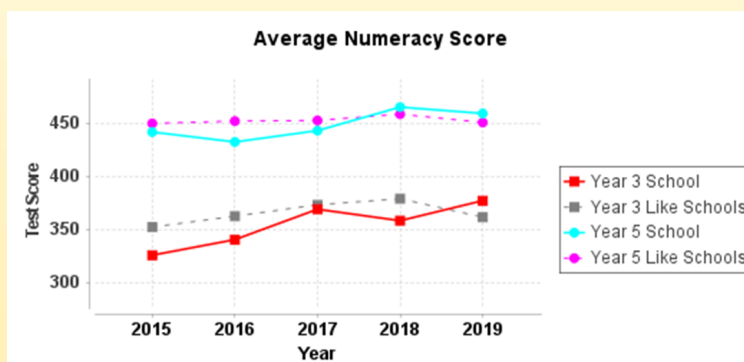
In all schools across Australia, students in Years 3 & 5 are annually tested in May as part of the National Assessment Program in Literacy and Numeracy. The assessment measures progress in Numeracy, Reading, Writing, Spelling and Grammar & Punctuation. These assessments are used in conjunction with whole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

NAPLAN is generally considered the go to data to look at students academic progress over time with students tested in Years 3, 5, 7 and 9. Comparisons are made over time and against "Like Schools", State and Australia. Comparisons are also made between cohorts within the school and the number of students achieving at or above minimum standards and in the top 20%.

The tables and graphs following show a break down for all tested areas and show that Wirrabirra students achieved above "Like Schools" in 9 of the 10 areas tested in our last NAPLAN assessment period.

% Students at or above Minimum Standard in Numeracy		
	Year 3	Year 5
Boys	93%	95%
Girls	95%	95%
Aboriginal	100%	100%
LBOTE	95%	93%

RESULTS AGAINST NATIONAL MINIMUM STANDARDS - NUMERACY			
YEAR	Top 20%	Above	At or Above
3	10%	70%	95%
5	3%	72%	96%



Our data shows there are identified cohort strengths and weaknesses that we can attribute results to, but through whole school planning from data and a focus on strategies used and SEN planning for identified students, we believe we will achieve our set targets.

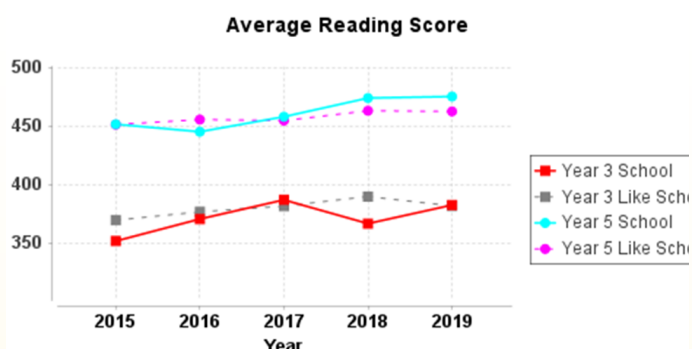
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Progress Towards Strategic Focus 1 - Improving Student Academic Achievement

Student Achievement - NAPLAN continued

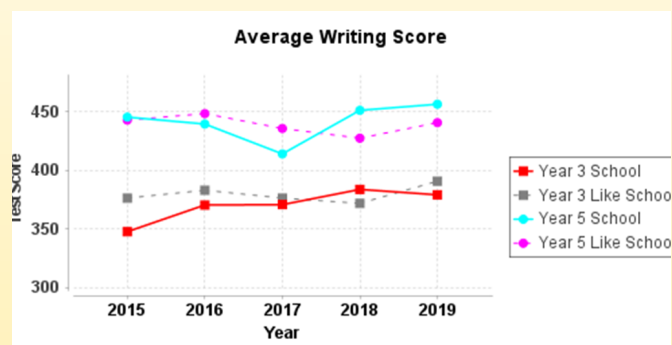
RESULTS AGAINST NATIONAL MINIMUM STANDARDS - READING			
YEAR	Top 20%	Above	At or Above
3	13%	64%	89%
5	9%	74%	91%



Reading is above “like schools” for Year 3 and Year 5. Identified at risk students below minimum standards will be managed with SEN plans and we will continue to focus on research based strategies including guided and shared reading as well as explicitly teaching comprehension skills and a focus on vocabulary development. The new focus on daily reviews for phonics, reading and vocabulary will support these students.

% Students at or above Minimum Standard in Reading		
	Year 3	Year 5
Boys	85%	96%
Girls	95%	87%
Aboriginal	72%	100%
LBOTE	95%	87%

RESULTS AGAINST NATIONAL MINIMUM STANDARDS - WRITING			
YEAR	Top 20%	Above	At or Above
3	8%	81%	94%
5	12%	73%	87%



% Students at or above Minimum Standard in Writing		
	Year 3	Year 5
Boys	91%	84%
Girls	100%	92%
Aboriginal	86%	75%
LBOTE	95%	87%

Writing remains an area of focus for Wirrabirra and teachers have planned and worked strongly to develop consistent teaching strategies across the school. This is reflected in the detailed break-down of the Curriculum in our Guaranteed and Viable Curriculum documents for planning. Our strong focus on grammar and punctuation through daily reviews across the school will support students in their writing tasks.

Wirrabirra Primary School

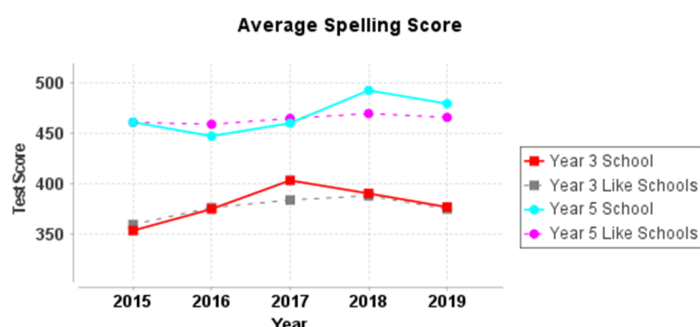
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Progress Towards Strategic Focus 1 - Improving Student Academic Achievement

Student Achievement - NAPLAN continued

RESULTS AGAINST NATIONAL MINIMUM STANDARDS - SPELLING

YEAR	Top 20%	Above	At or Above
3	15%	76%	89%
5	13%	81%	90%



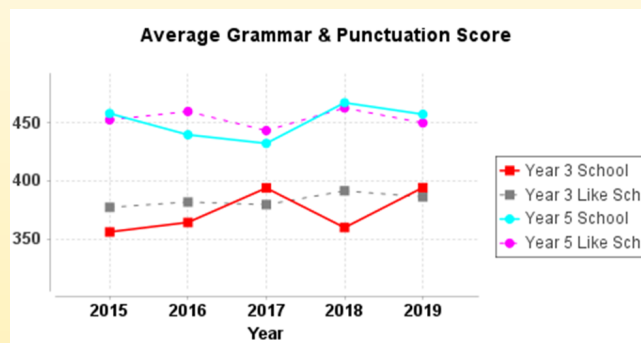
Spelling has continued to make progress with a focus on Synthetic Phonics in the early years and Mastery Spelling in Years 4 to 6. The delivery and fidelity of these strategies is being reviewed to ensure consistency and improved delivery using explicit instruction and engagement norms.

% Students at or above Minimum Standard in Spelling

	Year 3	Year 5
Boys	85%	92%
Girls	95%	87%
Aboriginal	86%	100%
LBOTE	89%	89%

RESULTS AGAINST NATIONAL MINIMUM STANDARDS - GRAMMAR and PUNCTUATION

YEAR	Top 20%	Above	At or Above
3	13%	78%	91%
5	6%	68%	85%



% Students at or above Minimum Standard in Grammar/Punctuation

	Year 3	Year 5
Boys	91%	88%
Girls	96%	82%
Aboriginal	86%	50%
LBOTE	84%	87%

Daily editing is now adopted across the school to provide daily practise at editing passages of writing for grammar and punctuation. This combined with guaranteed content and teaching strategies should improve achievement levels. Levels of sub groups are monitored and planned from, keeping in mind statistical variations with small numbers of students.

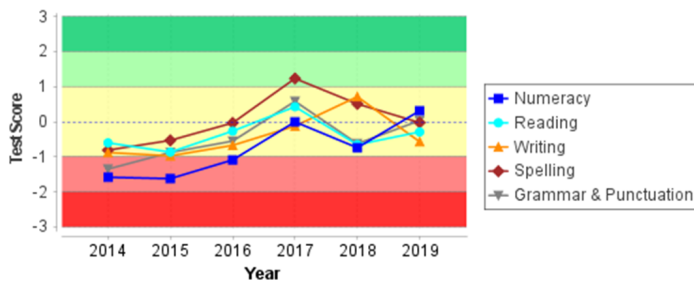
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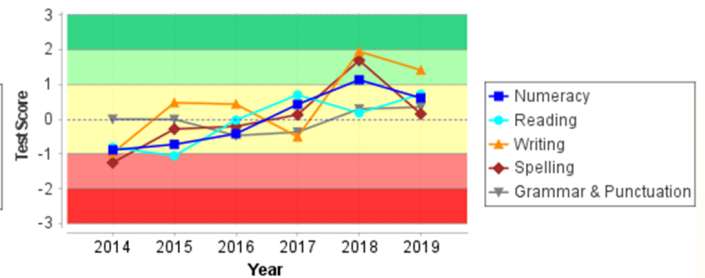
Progress Towards Strategic Focus 1 - Improving Student Academic Achievement

Student Achievement - NAPLAN continued

Year 3 Performance



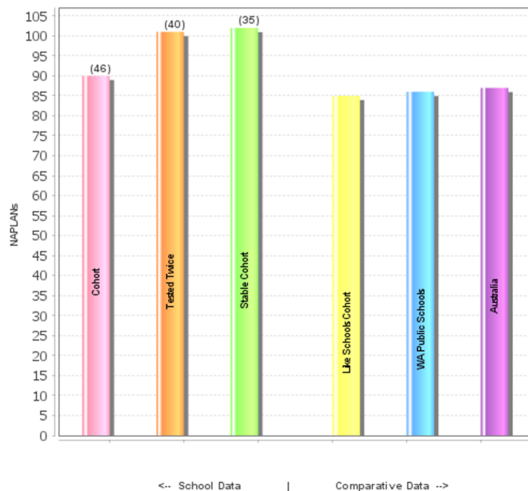
Year 5 Performance



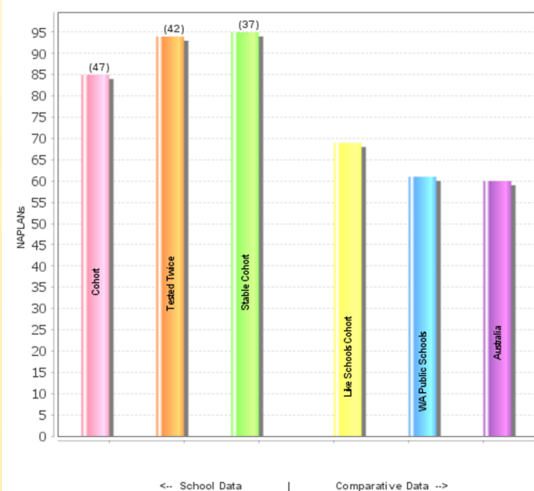
The above graphs show progress over time and all areas are within expected levels for Year 3 & 5. Although there are cohort variations there is an upward trend in all areas.

The bar graphs below show progress from Year 3 in 2017 to Year 5 in 2019 in Numeracy and Writing against “like schools”, WA Public Schools and All Australian Schools. Numeracy and Writing show greater progress against all three groups. Without 2020 NAPLAN this is the last comparison across other schools.

Progress from Year 3 2017 to Year 5 2019 - Numeracy



Progress from Year 3 2017 to Year 5 2019 - Writing



Wirrabirra Primary School

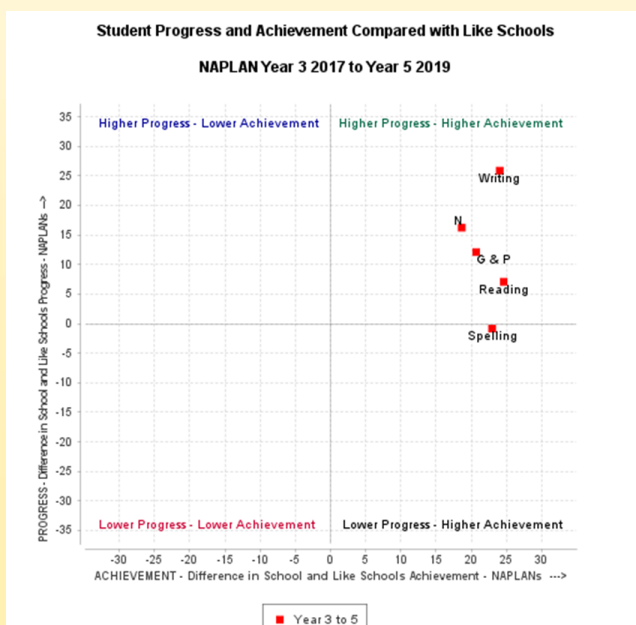
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Progress Towards Strategic Focus 1 - Improving Student Academic Achievement

Student Achievement - NAPLAN continued

Mean Difference in NAPLAN Points with Like Schools								
	Year 3				Year 5			
	2017	2018	2019	Variation	2017	2018	2019	Variation
Numeracy	-5	-20	+15	+35	- 9	+7	+9	+2
Reading	+5	-23	+1	+24	+3	+11	+13	+2
Writing	-6	+12	-12	-24	- 22	+23	+16	-7
Spelling	+20	+2	+1	-1	- 5	+23	+14	-9
G&P	+14	-32	+8	+40	- 11	+4	+7	+3

- In 2019 there was **improvement** in 6 of the 10 areas tested in Year 3 and 5. Results were greater than “like schools” in **9 of the 10** areas tested.
- Our target was to be above like schools in all areas. Year 5 has maintained this for the last two data cycles. Year 3 is showing improvement with four of the five areas above like schools.



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

The graph to the left shows that all but spelling for Year 5 is in the top quadrant of achievement and progress.

Our focus is to maintain this against “like schools” and extend the comparison to WA Public Schools and Australian Schools.

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

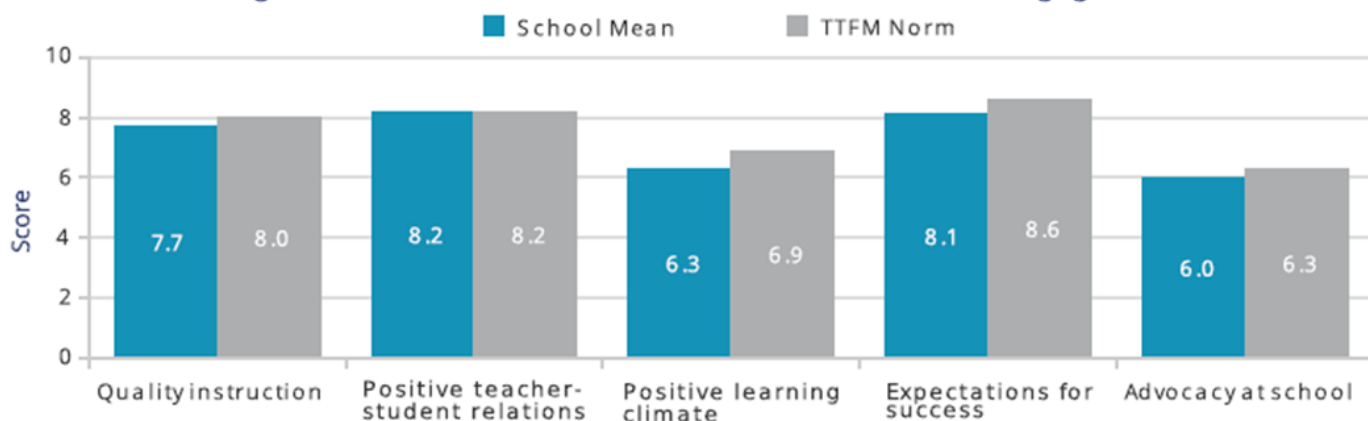
Objectives -

- 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 can give them a sense of belonging at school and increase academic motivation. The key drivers of student engagement in the graph below are priorities reflected in our Business Plan, Strategic Directions and PBS whole school focus.

Figure 6: School-level factors associated with student engagement



Institutional Engagement

Students who value schooling outcomes 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.

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

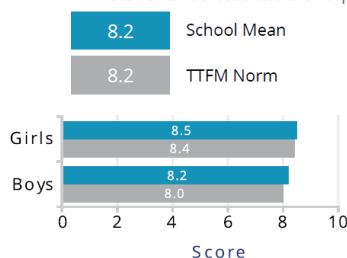
Objectives -

- 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.

Wirrabirra staff recognise that all students need and advocate—someone at school who consistently provides encouragement and to whom they can turn for advice. This has been achieved through a case management model, teachers knowing their students backgrounds, cultural differences, strengths and weaknesses. Having effective teacher - student relationships establishes a positive and effective learning environment. The graphs from the students TTFM survey support the success of teacher's efforts to meet all students needs through improved and consistent teaching practice in combination with PBS and PAThS.

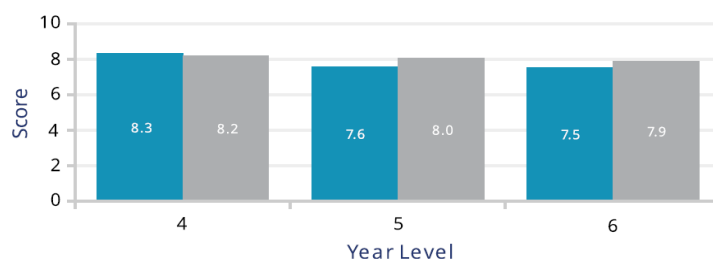
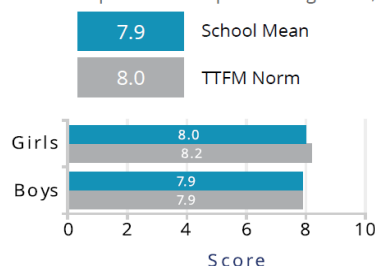
Positive teacher-student relations

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



Effective learning time

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



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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 behaviour, well being and learning are intricately connected and are a major focus across our school. Identification and case management of students with special educational needs is well resourced with expert time and professional learning for all staff to develop and build teacher capacity and capabilities. All identified students have learning adjustments formalised in individual plans for learning, behaviour, well being or combination of all three. In addition, at risk plans are developed for our most at risk students with the support of external agencies and Education Department personnel. The chart below looks at the balance of providing the appropriate level of challenge and skill development. Our focus on explicit instruction and daily reviews of concepts covered will assist greatly to increase the high skill-high challenge quadrant.

Social-Emotional Outcomes

Skills-challenge

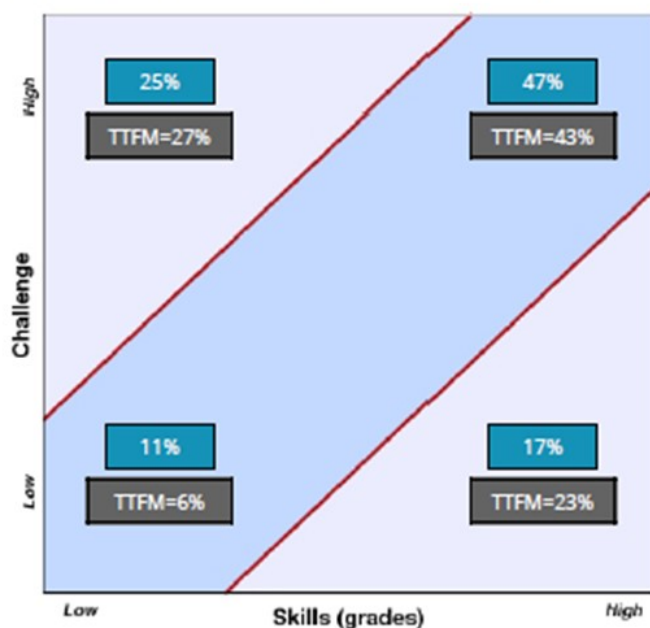
Students feel challenged in their English and Maths classes and feel confident of their skills in these subjects.

47% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The TTFM norm for this category is 43%.

17% of students were confident of their skills but did not find classes challenging. The TTFM norm for this category is 23%.

25% of students were not confident of their skills and found English or Maths challenging. The TTFM norm for this category is 27%.

11% of students lacked confidence in their skills and did not feel they were challenged. The TTFM norm for this category is 6%.



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

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2018	92.3%	92.8%	93.7%	88.5%	82.8%	80.8%	91.9%	91.4%	92.6%
2019	91.6%	91.1%	92.7%	82.8%	82%	79.5%	90.7%	89.9%	91.6%
2020	90.3%	N/A	N/A	80.0%	N/A	N/A	85.2%	N/A	N/A

2020 school destinations of the 2019 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) which has 2 High Schools and 8 Primary Schools. We also work as part of Network 20 made up of 10 Primary Schools. Our teachers work within the SEEC Network and meet each term for professional learning and collaborative planning. A major function of our local network is to ensure smooth transition for students into high school. As the table shows our students go on to a variety of schools to best meet their needs and interests. With close networking, students and parents are able to make informed choices on pathways to success with their children and new school.



Destination Schools	Male	Fe- male	Total
4121 Southern River College	16	12	28
1308 Lumen Christi College	2	2	4
1463 Al-Ameen College	2		2
4184 Atwell College	2		2
1496 Communicare Academy	2		2
4058 Kelmscott Senior High School		2	2
4029 Kent Street Senior High School	2		2
1314 Providence Christian College		2	2
4127 Yule Brook College	2		2
4064 Broome Senior High School		1	1
4193 Byford Secondary College		1	1
4174 Canning Vale College		1	1
4206 Fremantle College		1	1
4022 Hampton Senior High School		1	1
4113 Lynwood Senior High School		1	1
4048 Rossmoyne Senior High School		1	1
1449 Sowilo Community High School	1		1
4055 Thornlie Senior High School	1		1

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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.

There were a number of challenges during 2020 due to COVID-19 that disrupted the continuous delivery of teaching and learning for our students. This varied greatly from family to family and was reflected in attendance levels and a hypersensitivity to any sickness. Despite these factors, teachers worked collaboratively to maintain curriculum delivery across all learning areas.

A significant and innovative initiative was developed throughout 2020 with the design and writing of a Guaranteed and Viable Curriculum for all year levels and all subjects. This built on from the previous breakdown of the West Australian Curriculum into 4 terms of instruction. The curriculum is a mandated document for all schools and is often left to teachers to teach as they see best for their students. Wirrabirra made a conscious decision to work collaboratively to set out the curriculum into 4 terms of 10 weeks instruction to include all components and outcomes listed. 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.

A focus on student achievement was highlighted by rewording all outcomes in student terms as WALT's—**We Are Learning To**. Making clear what the teaching intention is supports the implementation of explicit instruction being rolled out across our school to further develop consistent practice and whole school approaches by teachers. As the year progressed, teachers reviewed content and trialled implementation to check the practicalities of teaching within the times available and to look for areas that could be integrated across curriculum areas. The target was to have all curriculum finalised by the end of 2020 ready for a full trial in 2021. This was achieved ahead of time with Term 4 providing a chance to work to the new model. Professional learning for teachers was maintained and focused on the new curriculum, explicit instruction, Daily Reviews and the implementation of Origo Maths program.

Teacher capacity was improved with coaching and support from a number of leaders in the school in the areas of EDI, Behaviour Management, Maths instruction, SEN planning and adjustments to student learning, Instructional strategies and the use of ICT in the classroom. Teachers maintained their collaborative planning and review working as POLT groups and with network teachers in neighbouring schools.

All Wirrabirra teachers undertook a detailed Performance Management process which focused on self reflection against the AITSL standards and personal goals set. In addition, teachers used student feedback through two PIVOT surveys to capture student voice on their teaching giving valuable insights into what worked best for their students.



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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 2019 for the 2020 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 coaching at the point of need.

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



Wirrabirra Primary School

An Independent Public School

Progress Towards Strategic Focus 4 - Resourcing

Objectives -

- 4.1 Develop transparent and effective allocation of human, physical and financial resources to achieve high levels of proficiency.
- 4.2 Maintain and develop safe buildings and grounds.
- 4.3 Achieve the highest possible audit ratings.
- 4.4 Provide targeted and flexible resourcing in all areas of operation including access to outside agencies.

Significant works were undertaken to improve our buildings in 2019/2020 including the replacement of ceilings in Jarrah, Banksia and Marri Blocks as well as the Teacher Resource and Staff Room. This removed any concerns we had with the safety of the previous heavy plaster tiles. Banksia Block also had its roof replaced with the removal of all gas heaters and installation of reversed cycle air conditioners. The Jarrah Block girls and boys toilets were refurbished as were the boys toilets in Marri Block. The only toilet still to be upgraded is the girls in Marri Block and this is being seen as a priority for 2021. The wet areas in Jarrah Block were also upgraded with new storage furniture to improve the space as a learning area. The replacement schedules were revised and guided purchases of ICT resources across the school. 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 compliment what we endeavour to achieve ourselves for students. Wirrabirra has a close working relationship with the Chid 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 2020 we also developed a 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.



Wirrabirra Primary School

An Independent Public School

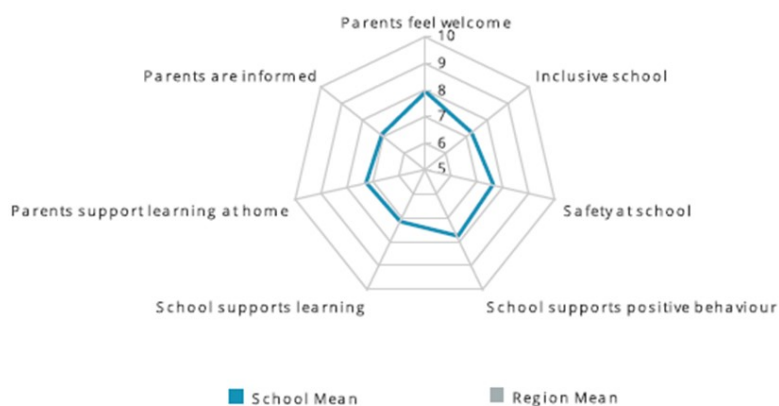
Progress Towards Strategic Focus 5 - Engagement, Governance and Partnership with our Community

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.

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. It is based on a framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's school work, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. The survey includes seven separate measures, which were scored on a ten point scale. The scores for the Likert- format questions (i.e. strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and topic. A score of 0 indicates strong disagreement: 10 indicates strong agreement: 5 is a neutral position. (neither agree or disagree)

This report provides results based on data from 22 respondents in this school who completed the Parent Survey between 19 Mar 2020 and 06 May 2020.



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

Parents at Wirrabirra Primary School support learning at home

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



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 is reflected strongly over the last two years.



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

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 is an area of strength for Wirrabirra as indicated by parent feedback in the last two years.

Support for positive behaviour at Wirrabirra Primary School

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.

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

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

Wirrabirra School Board 2020

The Wirrabirra School Board represents both the Primary School and the Education Support Centre, being comprised of parent and staff representatives from both schools as well as community members. 2020 proved to be a year like no other as following the first Board meeting in February, which included discussion on the Education Department's new Student Mobile Phone policy among usual business, the next two scheduled School Board meetings were cancelled due to the restrictions on non-essential gatherings due to the impact of the COVID-19 pandemic.



Board meetings did not resume again until the second half of Term 2, with social distancing guidelines in place. The June meeting included presentation of both school's business plans as well as discussion on the impact of COVID restrictions and changes made to keep the school community COVID safe. The Board continued to pursue its usual business with the ongoing review and approval of Budgets throughout the second half of the year, as well as Voluntary Charges and Contributions for 2021.

The Term 3 meeting in August saw the Board Chair signing off on the Funding Agreement as well as being informed of an Extra School Development Day granted by the Education Department. With the delay of the usual mid-year elections, a call for nominations for new parent representatives was made in the school newsletter to cover the exit of Jason Owen and Karen Efferille. Following this nomination call, at the September meeting Kerensa Dodds was elected as Parent Representative on a one year term with 2 further positions to fill. The Board also welcomed back Staff Representatives Kate Doepel, Ann Maree Melvin and Ben Knight. The Board hosted MLA Terry Healy who provided an update on how the Labor party are working for the school community and the general community at large.

At the October meeting in Term 4, Charmaine Bayross and Courtney Stewart were elected as Parent Representatives on a one year term, following further calls for nominations in the school newsletter. Both Wirrabirra Primary School (WPS) and Wirrabirra Education Support Centre (ESC) were scheduled to participate in individual Public School Reviews conducted by the Education Department which were postponed due to COVID-19 restrictions. The ESC Review was rescheduled to Term 4 on Thursday 5th November whilst WPS is yet to complete their review in Term 2, 2021. The Board Chair Marnie Kehoe and Parent Representative Sarah Skrgic participated in the ESC Review by attending a group meeting with other parents, along with the School Review Director and Peer Reviewer to validate the information submitted within the Relationships and Partnerships domain of the school's self-assessment. The review was a positive experience for all involved with an endorsement of the report and the next to occur in Term 4, 2023.

The final meeting of the year in November 2020 saw Board members receive feedback from the ESC School Review Report and the election of new Board Chair Kerensa Dodds to replace exiting Chair Marnie Kehoe. The Board looks forward to a much more settled year in 2021.

Learning Area Reports

English

With the support of the Fogarty School Improvement program, a guaranteed and viable curriculum was written for Literacy. Referencing Smart Spelling and the ECU Scope and Sequence, a group of teachers collaborated to create an annual plan of the content and skills to be taught for each year level, according to the WA Curriculum expectations (guaranteed) and practically sequenced for each week (viable). The document was trialled and edited resulting in a highly specific, easily understood and clearly referenced plan for Spelling/Phonics and Vocabulary for Kindergarten to Year 6.



The delivery of the Spelling/Phonics program was mandated through a synthetic phonic approach, explicitly teaching sounds and letters, and practising reading and writing skills with them. Engagement Norms and Checking For Understanding protocols were embedded in the approach to ensure retention of knowledge and skills.

The Vocabulary program was mandated through a ten minute explicit teaching approach, providing child friendly definitions, examples and non-examples and embedding in a context of pictures and/or sentences.

Concepts and skills in Literacy were practised in a Daily Review. Literacy Daily Reviews focused on either Reading or Writing, including phonological skills like blending, segmenting and manipulating sounds, grammar, vocabulary and reading fluently. Daily Reviews were fast-paced, highly engaging and provided opportunities for students to be constantly active through use of Engagement Norms and Checking For Understanding strategies. Differentiation was achieved at the guided practise stage, where the teacher modified expectations and quantity of work to reflect student needs.

Our online Reading program was changed to Reading A-Z, which provided resources, activities and strategies to support reading, as well as comprehensive assessments of student reading comprehension and fluency levels. This data was collected twice a year and analysed, to inform student progress and target setting and program modification.

Maths

In 2020 there was a continued focus to further refine our Maths Block format by including engaging Daily Warm-ups to build fluency in basic number facts. Teachers also developed Daily Reviews of the concepts taught to move students new knowledge into their long term memory. This was in conjunction with Paul Swan maths games that support and embed students mathematical understandings. Teachers continued to emphasise the use of a common language using mathematical vocabulary to ensure consistency throughout the school.



Staff were provided with Professional Development to improve their understanding of the four proficiency strands, as well as the Milestones created by Paul Swan that clearly outline the critical concepts teachers need to address in each year level. This information informed the development of the Wirrabirra Guaranteed & Viable Curriculum to begin in full 2021. This curriculum document meant that concepts were broken down into weekly lessons with scope for flexibility in delivery.

Learning Area Reports

Maths continued;

Professional Development was also provided to staff in explicitly teaching Problem Solving skills to support mathematical reasoning. Students enjoyed focused sessions on problem solving built into weekly maths sessions, which assists in building resilience and a positive mind set in other areas. We have an annual subscription to Matharoo, who provide weekly worksheets to give students the opportunity to engage in authentic problem solving activities based on current affairs and topics of special interest to them. We have also continued with the purchase of hands on equipment, like dice, counters and cards to support students with their number fact knowledge.



Whole school Data was analysed closely and compared for the 2019 –20 period. The results were used to identify strengths and weaknesses, as well as measure progress in the target areas of Time, Money and Location. The rewarding news is that all areas had improved. Staff also collaborated to refine our whole school assessment practice and develop a simplified Assessment Schedule to be trialled and reviewed. Our use of the One Minute Basic Facts test was used again to gauge the number of children who were achieving at the expected level in the four areas of addition, subtraction, multiplication and division. Again a group of selected students participated in the Australian Maths Competition (AMC) with some excellent results achieved.

Our school has three highly trained teachers that engaged with their colleagues in coaching sessions once per term. The coaches discussed teaching approaches, provide feedback and supported the staff in their pedagogical learning. This has been a highly successful process.




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 for each years.

YEAR THREE	<p>Science Understanding At Standard, students use their understanding of the rotation of Earth, the behaviour of heat and its effect on materials to suggest explanations for everyday observations. They group living things based on observable features and distinguish them from non-living things.</p> <p>Science as a Human Endeavour Students describe how they can use science investigations to respond to questions.</p> <p>Science Inquiry Skills Students use their experiences to identify questions and make predictions about scientific investigations. They follow procedures to collect and record observations and suggest possible reasons for their findings, based on patterns in their data. Students describe how safety and fairness were considered and they use diagrams and other representations to communicate their ideas.</p>
SCIENCE UNDERSTANDING (Strand)	
<p>Biological Sciences</p> <ul style="list-style-type: none"> Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044) 	<p>Chemical Sciences</p> <ul style="list-style-type: none"> A change of state between solid and liquid can be caused by adding or removing heat (ACSSU046)
<p>Earth and Space Sciences</p> <ul style="list-style-type: none"> Earth's rotation on its axis causes regular changes, including night and day (ACSSU048) 	<p>Physical Sciences</p> <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)	
<p>Nature and Development of Science</p> <ul style="list-style-type: none"> Science involves making predictions and describing patterns and relationships (ACSHE050) 	
<p>Science Inquiry Skills (S)</p>	
<p>Questioning and Predicting</p> <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 (ACSI053) 	<p>Planning and Conducting</p> <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 (ACSI054) Consider the elements of fair tests and use formal measurements and digital technologies as
<p>Processing and Analyzing Data and Information</p> <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 (ACSI057) Compare results with predictions, suggesting possible reasons for findings (ACSI052) 	<p>Science Knowledge and Applications</p> <ul style="list-style-type: none"> Science knowledge helps people to understand the effect of their actions (ACSHE051)

Year: Three	Wirrabirra Primary School	Guaranteed and Viable Curriculum	 TERM 1	
Science	Earth and Space Sciences			
Primary Connections: Night and Day				
Outcomes: Earth's rotation on its axis causes regular changes, including night and day (ACSSU048) Science involves making predictions and describing patterns and relationships (ACSHE050) Science knowledge helps people to understand the effect of their actions (ACSHE051) With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge (ACSI053) With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment (ACSI054) Consider the elements of fair tests and use formal measurements and digital technologies as appropriate, to make and record observations accurately (ACSI055) Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends (ACSI057) Compare results with predictions, suggesting possible reasons for findings (ACSI052) Represent and communicate observations, ideas and findings using formal and informal representations (ACSI056) Reflect on investigations, including whether a test was fair or not (ACSI058)				
WEEK	WALT	CURRICULUM ELABORATIONS		
1	- Draw a representation of the Sun, Earth and Moon, showing how night and day happens	<ul style="list-style-type: none"> recognising the sun as a source of light making predictions about change and events in our environment considering how posing questions helps us plan for the future 		
2	- Investigate the relative sizes of the Sun, Earth and Moon	<ul style="list-style-type: none"> modelling the relative sizes and movement of the sun, Earth and moon 		
3	- Observe and discuss changes in shadows around the school	<ul style="list-style-type: none"> making predictions about change and events in our environment considering how posing questions helps us plan for the future 		
4	- Use models to explain our ideas of how the Earth and Sun cause day and night and draw a labelled diagram	<ul style="list-style-type: none"> modelling the relative sizes and movement of the sun, Earth and moon researching how knowledge of astronomy has been used by some Aboriginal and Torres Strait Islander Peoples 		
5	- Plan an investigation involving shadows	<ul style="list-style-type: none"> recognising the sun as a source of light 		
6	- Conduct an investigation including observing and recording results	<ul style="list-style-type: none"> constructing sundials and investigating how they work choosing questions to investigate from a list of possibilities jointly constructing questions that may form the basis for investigation working with teacher guidance to plan investigations to test simple cause-and-effect relationships discussing, as a whole class, ways to investigate questions and evaluating which ways might be most successful discussing safety rules for equipment and procedures 		
7	- Create a table with measurements and use this information to form a column graph	<ul style="list-style-type: none"> listing shared experiences as a whole class and identifying possible investigations working in groups to discuss things that might happen during an investigation identifying and discussing numerical and visual patterns in data collected from students' own investigations and from secondary sources communicating with other students carrying out similar investigations to share experiences and improve investigation skill exploring different ways to show processes and relationships through diagrams, models and role play 		
8	- Draw an annotated diagram to represent movements of the Sun, Earth and Moon	<ul style="list-style-type: none"> describing timescales for the rotation of the Earth 		
9	- Represent new understandings of night and day in a labelled diagram	<ul style="list-style-type: none"> describing experiences of carrying out investigations to the teacher, small group or whole class discussing as a whole class the idea of fairness in testing 		
10	- Review learnt topics about night and day	<ul style="list-style-type: none"> exploring how cultural stories of Aboriginal and Torres Strait Islander Peoples explain the cyclic phenomena involving sun, moon and stars and how those explanations differ from contemporary science understanding 		

The above example show a Term of Science for Year 3. These G&V curriculum plans are written for each term and all years.

Humanities and Social Sciences

Students were provided teaching and learning in History, Geography, Civics and Citizenship and Business and Economics providing a sound coverage of the Humanities and Social Sciences. Teachers worked collaboratively to plan a G&V curriculum in HASS and began trialling this in Term 4. There was a whole school focus on important events and celebrations including ANZAC Day, Western Australia Day and NAIDOC Week. Activities were covered to support class teachers' programs.



Learning Area Reports

Health and Physical Education

PHYSICAL EDUCATION ANNUAL REPORT

Student's physical health and wellbeing is an important aspect of children's development, and is catered for in our Specialist Physical Education Program. The specialist program presented by Mr Trenberth, provides skill based content designed to develop fitness, body strength and coordination as well as game and team skills. All lessons have a strong focus on working together as a team, building resilience, being good winners and losers and supporting one another. These aspects compliment our social emotional curriculum of PAThS and the whole school Positive Behaviour Support.



Skills taught in lessons are applied at recess and lunchtime with organised activities supervised by teachers and in the provision of equipment for students with self organised activities. Many of the activities are organised by identified student leaders and assist in bringing an aspect of community to the Wirrabirra environment. This encourages students to be active and build independent team skills.

Wirrabirra is part of the Southern River Sports Association and competes in Summer and Winter Carnivals in addition to Cross Country and Athletics. These events help build goal setting, competitive spirit and resilience on a larger scale all of which are identified needs for students in modern times.

Students can earn faction points in selected activities and work towards rewards of additional sports activities with Mr Trenberth. Part of our student leadership opportunities is for Faction Leaders to assist Mr Trenberth with organising lunch activities, mentoring younger students and helping out with skill development in some lessons. Taking responsibility for equipment and modelling this behaviour to others is a key part of their role as leaders as well as forming and running their own sporting clubs.



Learning Area Reports

Languages

Our Indonesian Language program progressed in 2020 to include our Year 5 students allowing Mr Lucich to provide the third year of instruction to these students. A wide range of activity based learning opportunities were provided for Year 3 to 5 students, studying and learning the culture and language of the Indonesian people.

Throughout the year students have engaged in a wide range of language skills based on socialising and interacting with peers and their teacher. Learning Indonesian has further extended the students ability to locate information in a range of spoken, written, visual and digital formats, whilst at classroom level Mr Lucich has introduced a series of LOTE Daily Reviews to consolidate and recall the basics of the Indonesian Language taught throughout the year.

We look forward to further extending the Indonesian tuition in 2021 to our Year 6 students through the KETAWA program.



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. Students worked on a scope and sequence of skills, concept and understanding to build on past learning and the application across the curriculum. In addition, Mrs McDonald, Mrs Pratt and Mrs Spencer instructed all students on responsible use of the internet and cyber safety. This is an ongoing task to ensure our students stay safe when using the internet and its applications both at school and away from school. Students further developed 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 to be conducted predominantly online but postponed due to Covid 19. Our Whizz Kidz continued to have a role in managing equipment and mentoring others in the use and application of technology as part of their student leadership.



Learning Area Reports

The Arts

The Arts curriculum 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 use a wide range of mediums to develop student skills and techniques.

Mrs Connolly operates a specialist program and all classes receive weekly tuition to develop their knowledge and practical instrument skills. This is complemented by students being given the opportunity to participate in Choir singing, an Instrumental Group and recorder Groups.

Wirrabirra students in Years 5 and 6 can access the School of Instrumental Music and receive tuition in guitar, flute and brass instruments. This is done through an identification process and weekly visits from specialist teachers.

Mrs Connolly has worked closely with teachers from Southern River College and developed the Gozzie Awe program where students from the high school and other primary schools get together to perform as a large group. This has allowed for accelerated development in performing and provided a clear pathway as students transition to high school.



Choir 2020



School Self Assessment

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

Student Achievement Targets

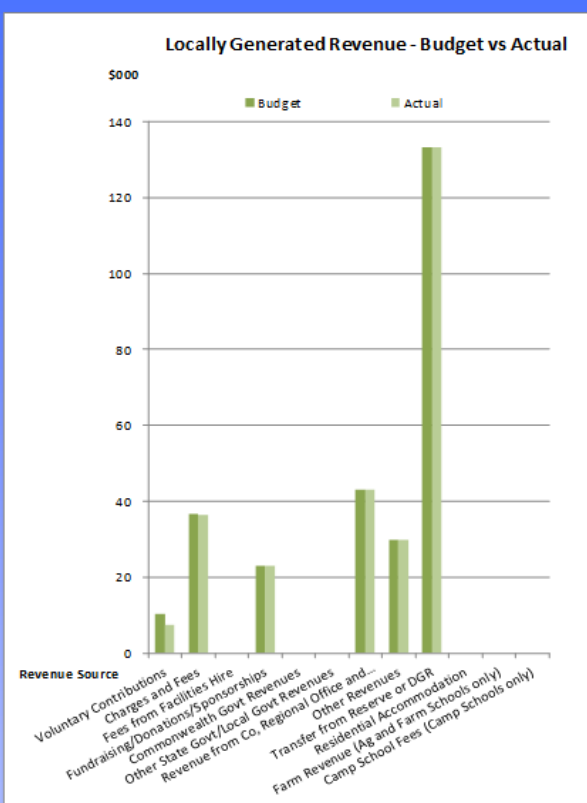
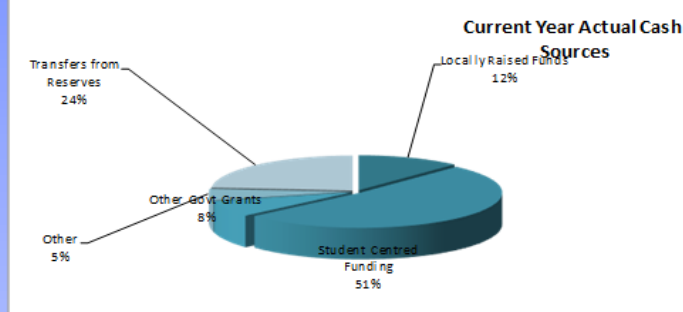
2019 Status	Targets for 2022
<u>Reading</u> 89% of Year 3 students achieved at or above the National Minimum Standard 80% of Year 3 students achieved above the National Minimum Standard Wirrabirra mean 387 (Like School mean 382, State Mean 415) 11% of students in the top 20% 87% of Year 5 students achieved 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.



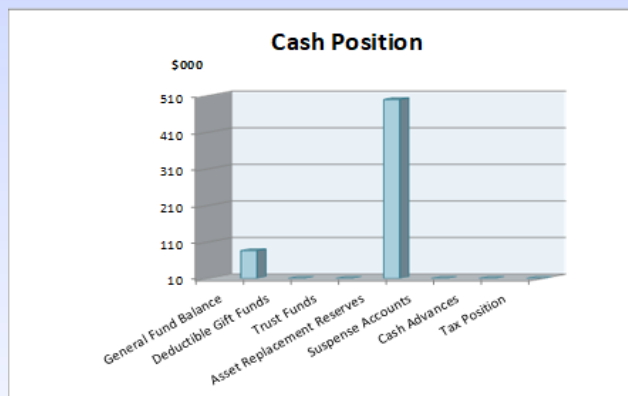
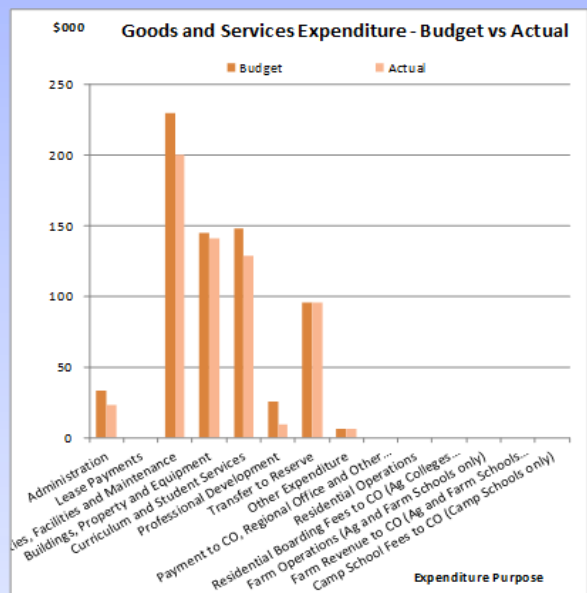
Wirrabirra Primary School

Financial Summary as at 31 December 2020

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 10,365.00	\$ 7,364.00
2 Charges and Fees	\$ 36,589.00	\$ 36,489.60
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 22,896.00	\$ 22,896.10
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ 43,013.00	\$ 43,013.08
8 Other Revenues	\$ 29,849.00	\$ 29,847.67
9 Transfer from Reserve or DGR	\$ 133,227.00	\$ 133,227.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 275,939.00	\$ 272,837.45
Opening Balance	\$ 125,835.96	\$ 125,835.96
Student Centred Funding	\$ 290,534.00	\$ 290,534.07
Total Cash Funds Available	\$ 692,308.96	\$ 689,207.48
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 692,308.96	\$ 689,207.48



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 33,229.00	\$ 22,916.47
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 229,490.00	\$ 199,829.35
4 Buildings, Property and Equipment	\$ 144,441.00	\$ 140,500.17
5 Curriculum and Student Services	\$ 148,035.00	\$ 128,517.69
6 Professional Development	\$ 25,432.00	\$ 9,249.62
7 Transfer to Reserve	\$ 95,756.00	\$ 95,756.00
8 Other Expenditure	\$ 6,535.00	\$ 6,458.08
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	\$ 682,918.00	\$ 603,227.38
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 682,918.00	\$ 603,227.38
Cash Budget Variance	\$ 9,390.96	



Cash Position as at:	
Bank Balance	\$ 584,656.94
Made up of:	\$ -
1 General Fund Balance	\$ 85,980.10
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 499,164.09
5 Suspense Accounts	\$ 1,613.75
6 Cash Advances	\$ -
7 Tax Position	\$ (2,101.00)
Total Bank Balance	\$ 584,656.94



Wirrabirra School

WE STRIVE FOR OUR BEST

Learn Grow Care

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.

