Context

School Name: Wirrabara Primary School  
School Number: 0487

Principal: Liz Hughes  
Region: Yorke and Mid North

One student began school for the first time in Term 1, 7 students transferred to the school and 3 students transferred out of the school during the year. Enrolments for 2014 ranged between 18 and 21. All year levels had between 1 and 5 students. Two classes were maintained throughout the year, Reception – year 2 and Year 3 – 7, with a full time teacher in the 3-7 class and a 0.6 teacher and the principal sharing time in the R-2 class.

Playgroup continued to run with support from the community.

2013 Highlights

Term 1
Students returned on Wednesday 29th January, the school was closed on the official first day of term due to the Bangor bushfire. Marg Sanders began work in the R-2 class.
The school won the Tomato Sauce challenge for the 2nd time.
Bangor Bushfire relief concert
Science spectacular
Wirrabara Sports day
Rocky River Sports day – the school won the Federation Shield for the Tabloid events.
The annual walkathon was held at school using a 1 kilometre circuit due to the Bluff and Picnic grounds being closed due to the Bangor bushfire and the weather on the day not being suitable to use the bike track.

Term 2
NAPLAN for year 3, 5 & 7
Year 7 GRIP Leadership conference
Museum Roadshow

Term 3
Lucas Proudfoot, Circular Rhythm performance
Patch Theatre, Cranky Bear, R-2 class
Book Week activity afternoon
3-7 camp Sovereign Hill, Ballarat
Laura Preschool visit
Year 5-7 Enterprise at the Wirrabara Producers Market

Term 4
Year 5-7 students participated in Rocky River Mastermind
R-2 visit to the Adelaide Zoo.
Shake Rhubarb ‘n Roll performance
Laura Preschool transition visits to school for students beginning school in 2015.
Transition days to Gladstone High School and Booleroo Centre District School.
Swimming lessons at Gladstone Pool.
School concert
Fun day in Port Pirie – barbecue in the park and bowling.
**SRC**
Crazy Hair/ dress up day, money donated to BlazeAid.
Movie and PJ day
Red Cross – decorate a cupcake day
Wear your footy colours day
Concert donations to the Royal Flying Doctor.

**Kitchen Garden Program**
Visitors: Lorraine Gilbert came to speak about the importance of bees during Honey Month, Booleroo Centre District school1-2 class,
Tomato sauce challenge – won first prize in schools section
Harvested loads of peaches and nectarines.
Monthly stall at the Wirrabara Producers Market and Port Pirie Producers Market. Other markets: Laura Folk Fair, Fat Tyre Festival [Melrose], Gladstone Fair, Port Augusta Market.
Kevin Sizer transferred water from other tanks to our garden tanks.
Christmas lunch for our volunteers

**Teacher Professional Development**
Dylan Wiliam – formative assessment
Rosie Kerin – planning using the Australian curriculum

**Improvements to Facilities**
The bubblers in the drinking trough were replaced.

**Governing Council Chairperson Report**
Many thanks to all for the work and support given in 2014. Thanks to staff, parents, students and the local community. Wirrabara Primary is a great example of how a small community works together to create and enrich the learning experiences of our students. This is very evident with the ongoing success of the kitchen garden, upkeep and development of the school grounds and the schools involvement in community events. Open communication between staff and parents is of note, one highpoint being the insight to some current math techniques!

With a turbulent start to the year for many families affected by fire and flood events the school provided a steadying place of normality. Thank you especially to staff!

In 2014, the Governing Council met twice each term contributing to decision making with regards to school direction and strategies, keeping an eye on progress and the budget. We are still in the process of honing the school vision statement! Thank you to all members for your enthusiasm and support.

One of the highlights of 2014 learning was the year 3-7 school camp to Sovereign Hill, Ballarat. The camp, a year in the planning was thoroughly enjoyed by all students who attended. The cost of this camp to families was reduced by fundraising events and community support. Again thank you to all involved!

We are looking forward to working together in 2015 and welcome both new and old faces to our school community!

Nicole Pilmore
Site Improvement Planning

LITERACY

Objective 1
To improve students use of grammar and punctuation in Writing
- Develop a scope and sequence for sentence structure & punctuation
- Focus on one element at a time
- Teachers to access training when need is identified

Analysis
The R-2 class used Writers Workshop for the first time and improvements were seen in:
- Using correct punctuation and grammar
- Writing using a variety of text types
- Editing their work
- Use of different writing strategies

At this level this learning needs to be practiced regularly to ensure that it becomes a part of what they do when writing.

NUMERACY

Objective 2
To improve students ability to solve multi-step word problems
- Explicitly teaching mental strategies R-2
- Explicitly teaching problem solving strategies
- Modelling problem solving processes
- Problematic situations posed to students R-7 regularly

Analysis
Students were explicitly taught 10 problem solving skills. They were able use the strategies with scaffolding in some different problem solving scenarios. More work is needed before they will be able to choose which strategies to use for themselves. Problem solving needs to become more of a focus during Math lessons.

CURRICULUM

Objective 4
To improve student learning outcomes through teacher understanding and use of Australian Curriculum
Planning, assessment & reporting in the Australian Geography, Civics & Citizenship, Economics & Business and The Arts Curriculum
- Professional development in areas deemed to be most in need for whole staff
- Individual staff to pursue training in areas they feel need for.

Analysis
Teachers are working hard to ensure that all students in their multi-year level classes have every opportunity to meet the standards in all curriculum areas.
Student Achievement

Running Records
Individual progress RR levels 2011 - 2014

Students continue to achieve high levels of reading and show good growth from year 1 to year 2. When students get past Level 14 they begin Accelerated Reader which enables us to check more easily on their understanding of texts.

Star / Accelerated Reader
Average Estimated Reading Ages for year 3-7 taken from STAR Reader data 2014

82% of students showed growth from 2013 to 2014, of those 46% improved by more than 12 months. This is a big improvement when compared to 2012 when only 26% improved by more than 12 months, but slightly down from 2013 when 69% improved by more than 12 months.
Whole school literacy agreements continue to help the school maintain good results in reading. Whole school agreements which include reading leveled books, sight words, the Sound Waves phonics program, reading regularly at school and at home, shared and guided reading, explicit teaching of comprehension strategies, the Premier’s Reading Challenge and the Accelerated Reader program [particularly reading for up to an hour a day in the 3-7 class, target setting and reading goals] are helping students to continually improve.

Comparison of reading age and chronological age for Term 4 2014.

36% of students have a reading age at or above their chronological age. However a further 27% were within six months of their chronological age.

Numeracy
In the year 3-7 class students undergo pre-tests and post-tests in numeration, addition, subtraction, multiplication and division. The tests provide vital information for the classroom teacher about the type of errors being made and what intervention needs to occur for individual students to improve. Three years of data is now available and the following graphs show student achievement in some of the areas. It is worth noting that regular practice is something which students need to keep their skill levels improving.

Subtraction
Overall comments
All year 3 students achieved national minimum standard in all areas.
Three students from year 5 & 7 did not achieve national minimum standard 1 in Writing, 1 in Spelling and 1 in Grammar & Punctuation.
In Reading, 33% of students were above the National average.
In Spelling, 44% of students were above the National average.
In Grammar & Punctuation, 10% of students were above the National average.
In Writing, 44% of students were above the National average.
In Numeracy, 33% of students were above the National average.

Growth – Reading

When compared with students with similar results 29% showed low growth, 11% same growth and 60% high growth.

Growth – Spelling

Good growth shown for all students. For students who were at the school for the previous NAPLAN testing most improved by two Bands.
Growth – Grammar & Punctuation

Good growth shown for all students. For students who were at the school for the previous NAPLAN testing the majority improved by one Band.

Growth – Writing

For students who were at the school for the previous NAPLAN testing the majority improved by one Band.

Growth – Numeracy

When compared with students with similar results 11% showed low growth, 44% same growth and 45% high growth.
Student Data

Attendance

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Reception</td>
<td>100.0</td>
</tr>
<tr>
<td>Year 1</td>
<td>89.6</td>
</tr>
<tr>
<td>Year 2</td>
<td>92.7</td>
</tr>
<tr>
<td>Year 3</td>
<td>97.4</td>
</tr>
<tr>
<td>Year 4</td>
<td>96.5</td>
</tr>
<tr>
<td>Year 5</td>
<td>91.0</td>
</tr>
<tr>
<td>Year 6</td>
<td>96.7</td>
</tr>
<tr>
<td>Year 7</td>
<td>90.6</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>93.2</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>93.1</td>
</tr>
</tbody>
</table>

Attendance figures are for Semester 1. In spite of the small numbers in each cohort which can result in individual students making a huge impact on the average attendance, the school has improved by almost 2% this year. The importance of regular attendance is stressed throughout the year through newsletters and contact is made with families if absences go unexplained for a few days.

Behaviour Management

Three reports of bullying were investigated during the year, all parties were counseled and consequences were applied where necessary. Teachers consistently discuss what constitutes bullying with students and all students are made aware that ‘dobbing’ is totally acceptable at the school. No violent incidents occurred during the year.
Client Opinion

Parent opinion

9 parents responded to most questions in the survey.

- 100% of respondents agreed or strongly agreed that teachers expect children to do their best.
- 33% of respondents were unsure as to whether teachers provided their child with useful feedback about his or her school work.
- 88% of respondents agreed that they could talk to their child’s teacher about any concerns.

Comparison of average ratings of parent opinions, 2013 – 2014

<table>
<thead>
<tr>
<th>Question</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers at this school expect my child to do his or her best.</td>
<td>4.4</td>
<td>4.5</td>
</tr>
<tr>
<td>Teachers at this school provide my child with useful feedback.</td>
<td>3.7</td>
<td>3.8</td>
</tr>
<tr>
<td>Teachers at this school treat students fairly.</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>This school is well maintained.</td>
<td>4.4</td>
<td>4.4</td>
</tr>
<tr>
<td>My child feels safe at this school.</td>
<td>4.6</td>
<td>4.3</td>
</tr>
<tr>
<td>I can talk to my child’s teacher about my concerns.</td>
<td>4.2</td>
<td>4.5</td>
</tr>
<tr>
<td>Student behaviour management is well managed at this school.</td>
<td>3.8</td>
<td>4.3</td>
</tr>
<tr>
<td>My child likes being at this school.</td>
<td>4.3</td>
<td>4.4</td>
</tr>
<tr>
<td>This school looks for ways to improve.</td>
<td>4.2</td>
<td>4.2</td>
</tr>
<tr>
<td>This school takes parents’ opinions seriously.</td>
<td>3.4</td>
<td>4.1</td>
</tr>
<tr>
<td>Teachers at this school motivate my child to learn.</td>
<td>4.1</td>
<td>4.2</td>
</tr>
<tr>
<td>My child is making good progress at this school.</td>
<td>4.2</td>
<td>4.2</td>
</tr>
<tr>
<td>My child’s learning needs are being met at this school.</td>
<td>4.0</td>
<td>4.1</td>
</tr>
<tr>
<td>This school works with me to support my child’s learning.</td>
<td>3.8</td>
<td>4.0</td>
</tr>
</tbody>
</table>

- Improvements have been made
- Improvement needs to be made

Staff Opinion

- Not undertaken due to small number of staff.
8 students from year 5-7 completed the survey.

- 88% of students agreed or strongly agreed that teachers expected them to do their best.
- 100% of students agreed or strongly agreed that they feel safe at this school. [Which conflicts with the opinion of parents.]
- 76% of students thought that teachers treat students fairly and they had opportunities to do interesting things.
Accountability

Staff

Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>4</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td></td>
</tr>
</tbody>
</table>

Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0</td>
<td>2.6</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

Financial Statement

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>422 931</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>9887</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>5 285</td>
</tr>
<tr>
<td>4 Other</td>
<td>18 068</td>
</tr>
</tbody>
</table>