Context

School Name: Wirrabara Primary School  
School Number: 0487  
Principal: Liz Hughes  
Partnership: Upper Mid North  

Three students began school for the first time in Term 1, 5 students transferred into the school and 2 students transferred out of the school during the year. Enrolments for 2015 ranged between 17 and 19. All year levels had between 1 and 4 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.

2015 Highlights

Term 1

- A successful ‘Come and see my learning’ area evening was held for children to share their learning space and for parents to make contact with teachers.
- Wirrabara Sports day
- Rocky River Sports day
- The annual walkathon was held on the Wirrabara Bike Track due to the continued closure of some areas in the Wirrabara Forest.

Term 2

- NAPLAN for year 3, 5 & 7
- Whole school attended ‘The 26-storey Treehouse’ at the Keith Michell theatre in Port Pirie.
- Year 7 GRIP Leadership conference
- ‘Ghana Beat my Drum’ performance in Gladstone

Term 3

- Theresa Bassett replaced Alice Wheeler in the 3-7 classroom mid-way through the term
- The whole school spent an afternoon learning the song ‘Gold’ with a music teacher, Gaby, from Adelaide. The learnt the words, some musical accompaniment and dance moves.
- Testing PAT-R and PAT-M was conducted for all children from year 3-7
- Patch Theatre, The Moon’s a Balloon, R-2 class at the Keith Michell theatre Port Pirie
Term 4
- Whole school camp was held in Adelaide. Many activities were squeezed into a few days, including: Monarto Zoo, Botanic Gardens, Aquatics Centre, Holdfast Bay museum, Bounce & St Kilda playground.
- Year 5-7 students participated in Rocky River Mastermind
- The whole school participated in ‘Count me in’ a music event which included the singing of ‘Gold’ at the same time as other schools from around Australia
- ‘G’day Asia’ performance in Gladstone
- RAA road safety lesson around crossing the road, riding a bike and being a safe passenger was presented to the whole school
- Laura Preschool transition visits to school for children beginning school in 2015.
- Transition days to Gladstone High School and Booleroo Centre District School.
- School concert

SRC
- sold iceblocks in Terms 1 & 4
- held a “What I want to be day...” to raise money for kids with cancer wear spots day to raise money to support return of the Western Quoll to its natural habitat
- held soup and a roll days weekly in Term 2 & 3
- PJ, movie & popcorn day
- collected items for Operation Christmas Child boxes
- collected donations for the Chimpanzees at Monarto Zoo
- planned a Fun Day at school – volunteer parents cooked lunch for the students
- collected donations for the Pinery Bushfire, including donations taken at the Christmas Concert

Kitchen Garden Program
Visitors: Georgetown Primary 4-7 class cooked with our 3-7 class
Monthly stall at the Wirrabara Producers Market.
Christmas lunch for our volunteers

Teacher Professional Development
Lisa Burman – Deinstitutionalising the Learning Environment
Australian Professional Teacher Standards
Primary Maths Association – numeracy for 3-8 year olds
Australian Curriculum moderation
Stanford online course – How to learn math – for teachers and parents
Lisa Burman – Writer’s Workshop

Improvements to Facilities
Blind on the kitchen verandah was replaced with Alsynite
Sensory garden saw many new items installed

Governance Council Chairperson Report
Thank you to everyone involved in making 2015 an excellent year for our school. Again we have to note the collaboration between staff, students and parents making Wirrabara Primary a welcoming and rich environment of learning. Thank you especially to parents who have put in so much effort to improve the grounds with an enthusiastic start to the sensory garden and also the constant support shown in other areas of learning and fundraising.

The Governing Council continue to meet twice each term to explore the direction of our school. We support leadership in decision making and financial management of our school. Thank you to
everyone for your constructive input. We would like to encourage anyone who might be thinking of joining. Your involvement is very welcome.

On a personal note, it has been a pleasure to be part of this school community the constant positive comments about our school and the students are a tribute to Wirrabara Primary.

Thank you once again for the positive work and effort you have all made to support our school community in 2015.

Nicole Pilmore

Site Improvement Planning

LEARNING ENVIROMENTS

Objective 1

Improve learner achievement and engagement by ‘de-institutionalised’ learning spaces

✓ De-cluttering the learning environments
✓ Providing different spaces for children to learn

Analysis

The R-2 classroom changed significantly during the first 2 terms - different options for seating and tables, organisation and display were put into place. The children enjoyed choosing where they would do their learning and used the space well. Some de-cluttering was done with still more work to be done in 2016.

The 3-7 classroom moved into the computer room for a while and then back into the central room in the main building in the later part of the year. Children were given a ‘voice’ in the setting up of the room and used the spaces flexibly. More changes will be made in 2016.

The changes to the learning environments have improved engagement through providing more choice and a ‘voice’ in the classroom.

NUMERACY

Objective 2

Improve children’s explanations of their mathematical thinking

✓ Regularly providing opportunities for problem solving both mental and more complex problems
✓ Explicitly teaching Ann Baker mental strategies
✓ Using kitchen garden program to provide ‘real’ life situations

Analysis

The staff began a learning journey which started with looking at what a growth mindset is and then making links to how important it is to have a growth mindset in maths: to reduce anxiety about maths and to facilitate deep understand of math concepts. Teachers embraced number talks as a way for children to learn to decompose and recompose numbers and for children to explain their mathematical thinking. The Ann Baker mental strategies are sometimes used in the children’s explanations or the number talks are designed around 1 or 2 of the strategies.

There is still a lot of work to be done in this area as indicated by NAPLAN and PAT numeracy data. We now feel more confident of a way forward to make significant improvements in this area.

CURRICULUM

Objective 3

To improve student learning outcomes through teacher understanding and use of Australian Curriculum

Planning, assessment & reporting in the Australian Technologies and Health & PE 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
Running records are collected by DECD in Term 1 and 3.

Students continue to achieve high levels of reading and show good growth from year 1 to year 2. When children are reading independently they begin Accelerated Reader to have a means to check their understanding of texts. All of the children in year 1 and 2 this year started using the AR program at different times. All of them are reading at or above their chronological age.

Star / Accelerated Reader
Average Estimated Reading Ages for year 3-7 taken from STAR Reader data 2015

85% of students showed growth from 2014 to 2015, of those 62% improved by more than 12 months. This is improvement from 2014 when 46% improved by more than 12 months.

Whole school literacy agreements continue to help the school maintain good results in reading. Whole school agreements include: reading leveled books, sight words, the Sound Waves phonic 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 year 1 – 7 Term 4 2015

64% of children have a reading age at or above their chronological age a big improvement on 2014 when it was 36%.

**NAPLAN**

**Overall comments**
All year 3 students achieved national minimum standard in all areas, except for 1 in Writing.
Two students from year 5 did not achieve national minimum standard in Numeracy.

When compared to the DECD Standards:
- In Reading, 75% of students were above
- In Spelling, 88% of students were above
- In Grammar & Punctuation, 75% of students were above
- In Writing, 75% of students were above
- In Numeracy, 50% of students were above

When compared to the National average:
- In Reading, 63% of students were above
- In Spelling, 25% of students were above
- In Grammar & Punctuation, 38% of students were above
- In Writing, 25% of students were above
- In Numeracy, 38% of students were above
Growth – Reading

When compared with students with similar results in the previous year, 40% showed low growth, 40% same growth and 20% high growth.

Growth – Spelling

Good growth shown for all students.
Growth – Grammar & Punctuation

Growth – Writing
When compared with students with similar results in the previous year, 20% showed low growth, 60% same growth and 20% high growth.

**PAT- R**

All students from year 1 to 7 took the Reading Comprehension test in Term 3.

DECD has set achievement standards for year 3-7 which are depicted here. Only 1 student was below the benchmark for the year level. Of those above 37% were above by 0-10 points, 27% were above by 11-20 points, 27% were above by 21-30 points and 9% were above by more than 31 points.
All students from year 1 to 7 took the Mathematics test in Term 3.

DECD has set achievement standards for year 3-7 which are depicted here. 56% of students were below the benchmark ranging from 2.5 to 10.8 points below. 27% were above by 0-10 points, 18% were above by 11-20 points, and 9% were above by more than 31 points.

### Student Data

#### Attendance

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Reception</td>
<td>91.4</td>
</tr>
<tr>
<td>Year 1</td>
<td>98.0</td>
</tr>
<tr>
<td>Year 2</td>
<td>92.5</td>
</tr>
<tr>
<td>Year 3</td>
<td>90.5</td>
</tr>
<tr>
<td>Year 4</td>
<td>98.5</td>
</tr>
<tr>
<td>Year 5</td>
<td>97.5</td>
</tr>
<tr>
<td>Year 6</td>
<td>90.9</td>
</tr>
<tr>
<td>Year 7</td>
<td>85.1</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>92.9</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>93.1</td>
</tr>
</tbody>
</table>

Attendance figures are for Semester 1. There is very little change in attendance rates this year and the year 1 to 7 rates are at least 2% above the DECD average. The engaging curriculum and social interactions are valued by families and children. 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**

Two 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. There were some violent incidents which occurred during the year, which were dealt with internally, with advice sought from the Behaviour Coach to lessen the frequency of such events and to ensure the safety of all children. Children were taught safe classrooms and a Children’s Hands off policy was adopted to prevent further incidences.

**DECD Relevant History Screening Compliance**

A few items were identified from the audit which identified improvements to be made to our processes. These have been addressed.

**Better Schools Funding**

Funding was used to ensure that we could offer the best curriculum for all children in the school. This meant that it was included in our salaries to maintain two classes throughout 2015. This increases teacher’s ability to address learning difficulties for all children.

**Client Opinion**

**Parent Opinion**

This year the survey centred around learning, achievement and progress and was conducted through SurveyMonkey. The link was sent to all families and the offer of a paper copy was made. Only 6 out of 15 families responded (40%) which is probably not a representative sample.

There were no strongly disagree results for any of the statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Disagree</th>
<th>Neither</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers at this school expect my child to do his or her best.</td>
<td>17%</td>
<td>33%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Teachers at this school provide my child with useful feedback.</td>
<td>17%</td>
<td>67%</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td>Teachers at this school treat students fairly.</td>
<td>17%</td>
<td>50%</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>I can talk to my child’s teacher about my concerns.</td>
<td></td>
<td></td>
<td>67%</td>
<td>33%</td>
</tr>
<tr>
<td>My child’s learning needs are being met at this school.</td>
<td></td>
<td>67%</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>My child likes being at this school.</td>
<td>17%</td>
<td>50%</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>My child is making good progress at this school.</td>
<td></td>
<td>33%</td>
<td>17%</td>
<td>50%</td>
</tr>
<tr>
<td>This school works with me to support my child’s learning.</td>
<td>17%</td>
<td>17%</td>
<td>50%</td>
<td>17%</td>
</tr>
<tr>
<td>My child feels safe at this school.</td>
<td></td>
<td>67%</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>This school looks for ways to improve children’s learning.</td>
<td></td>
<td></td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

In answer to the question “What else would you like to tell us about your child’s learning [achievement and progress] at this school? 2 respondents wanted more regular updates on progress or areas for improvement.

**Staff Opinion**

- Not undertaken due to small number of staff. Staff report they enjoy coming to school each day.
Student Opinion

8 students from years 5-7 completed the survey.

No strongly disagree responses were recorded.

<table>
<thead>
<tr>
<th>My teachers expect me to do my best.</th>
<th>Disagree</th>
<th>Neither</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My teachers provide useful feedback about my school work.</td>
<td>13%</td>
<td>13%</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>My teachers motivate me to learn.</td>
<td>13%</td>
<td>25%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>I feel safe at my school.</td>
<td>13%</td>
<td>25%</td>
<td>38%</td>
<td>25%</td>
</tr>
<tr>
<td>I can talk to my teachers about my concerns.</td>
<td>13%</td>
<td>13%</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>I like being at my school.</td>
<td>12%</td>
<td>25%</td>
<td>63%</td>
<td></td>
</tr>
<tr>
<td>My school looks for ways to improve.</td>
<td>13%</td>
<td>38%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>My school gives me opportunities to do interesting things.</td>
<td>25%</td>
<td>13%</td>
<td>63%</td>
<td></td>
</tr>
</tbody>
</table>

Tell us about some of the learning that you have particularly enjoyed this year.

6 out of 8 responded with comments about:
Reading – lots of very good books
Maths – graphing, interesting, doing different fun things, learning different strategies
Integrated – interesting
Kitchen Garden program – cooking, eating and growing
English - narratives

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>3</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>Grants: State</td>
<td>488,310</td>
</tr>
<tr>
<td>Grants: Commonwealth</td>
<td>5,163</td>
</tr>
<tr>
<td>Parent Contributions</td>
<td>5,439</td>
</tr>
<tr>
<td>Other</td>
<td>12,113</td>
</tr>
</tbody>
</table>