Ethos
Mirrabooka Primary School has an inclusive ethos that promotes the intellectual, social and physical development of all students. Our school’s role is to prepare students for the opportunities, responsibilities and experiences of their future life. Specifically, Mirrabooka Primary is actively engaged in motivating and engaging students in a safe and stimulating learning environment using the principles of teaching, learning and assessment. The core areas of Literacy and Numeracy are especially targeted.

Our School Community
Mirrabooka Primary School is a Department of Education and Training Level 4 school. It is has approximately 300 students, increasing from 170 midway through 2005 with the commencement of the Mirrabooka Intensive English Centre (IEC). The IEC presently has an enrolment of approximately 100 students. We are situated in the suburb of Dianella, on the southern side of Mirrabooka Senior High School approximately 14kms from the Perth Central Business District. The school attracts students from the suburbs of Mirrabooka, Balga, Dianella, Morley, Nollamara, Yokine and Westminster.

There is a strong multicultural identity at the school with about 10% of students at Mirrabooka PS being Aboriginal and 80% of the students having an EAL/D background. Our students come from diverse backgrounds which creates a culture rich environment that focuses on respect and acceptance. Valuing diversity is the foundation on which the many successful programs operating in the school are based.

A staff of experienced teachers and education assistants ensure that each student has access to a curriculum which caters for their individual educational needs. The staff are highly motivated, enthusiastic and work collaboratively to deliver curriculum and support school initiatives that are student focussed.

There are positive and effective School Parents & Citizens and School Council committees which meet regularly to discuss and make decisions about school programs and priorities. The active Student Council is comprised of a Head Boy, Head Girl and Deputies who are elected by the school students for the whole year along with class representatives who are elected for the duration of each term. This process teaches the democratic electoral processes, group representation and the rights and responsibilities of positive leadership.

Mirrabooka Primary School places a strong emphasis on the provision of a safe and secure environment for all students, and we are committed to ensuring all children enjoy coming to school.
Student Achievement

Objectives

At Mirrabooka Primary School we strive to:

• establish ambitious targets and set high expectations, academic and non-academic, for our students.
• establish a learning environment that is safe, caring and inclusive.
• deliver high quality learning and teaching programs with pedagogical practices aligned to the Australian Curriculum.
• expand the quality of teaching through utilising expert teachers to operate collaboratively sharing their skills and understandings.
• engage all staff in a systematic, continuous and comprehensive self-assessment process related to student achievement and school operations.
• target resources, including School Support Program Resource Allocation and National Partnership for Literacy and Numeracy funding, through school improvement planning, to maximise student achievement.
• build strong internal and external relationships including positive interactions between the school and its immediate and wider community.

Our objectives are aligned to the directions set by the Strategic Plan for WA Public Schools 2012-2015, the objectives and key elements of the Classroom First strategy and the priorities within Focus 2013 – Directions for Schools.
Priorities 2013

Whole-school approach to Literacy and Numeracy

- School leaders facilitate the review and consolidation of a whole-school approach to Literacy and Numeracy. This approach includes: improvement targets for NAPLAN results; a focus on the teaching of core literacy and numeracy skills; and a case-management approach for students at risk of falling below national minimum standards. Teachers utilise the Australian Curriculum and the Department's K-7 Literacy and Numeracy Learning and Teaching Resources to support the explicit teaching of core literacy and numeracy skills and to ensure consistency within and across phases of schooling.

- Targeted planning for improvement in Literacy and Numeracy both at a whole school level and classroom level will encompass: A ‘Super’ analysis of 2012 NAPLAN results and the continued development of a school planning guide for specific concepts within the Australian Curriculum that need to be taught.

- The process of the deep analysis of individual NAPLAN scores and their correlation to teacher judgements in semester reports will continue.

- Consolidation of the Phonological Awareness Strategy throughout K-3 with the North East Language Development Centre (NELDC).

- Schools utilise the on-entry diagnostic tool in Pre-Primary to identify students for whom a specific case-management plan is required. This process ensures early intervention for students who fail to make progress in the first year of school.

Literacy and Numeracy Specialist and Support staff

- Specialist teachers provide leadership and work ‘shoulder-to-shoolder’ with classroom teachers to assist in diagnosing and addressing the needs of students who are at risk, and ensure that each vulnerable student is effectively case-managed. These teachers share their expertise with colleagues, including the use of First Steps in Literacy and Mathematics resources, and build the capacity of the whole school to improve Literacy and Numeracy outcomes.

Targets 2012 – 2015 (Low SES National Partnership Program)

- Reduce the percentage of Year 5 and Year 7 students at or below the national minimum standard in Reading to equivalent or lower than like schools.

- Increase the percentage of Year 3 achieving Reading scores in the higher proficiency bands.

- Decrease the percentage of students making low or very low levels of progress in Reading between Years 5 and Years 7.

- Arrest the decline in Writing performance.

- Increase the percentage of Year 3, 5 and 7 students achieving Numeracy scores in the higher proficiency bands.

- Decrease the percentage of students making low or very low levels of progress in Numeracy between Year 3 and Year 5 and between Yr 5 and 7.
INTENSIVE ENGLISH CENTRE: The Centre opened within the school in term three, 2005 and has seen enrolments increase to approximately 100 students. The building program that accompanied the establishment of the centre has brought resources and facilities that benefit the whole school community. The introduction of the IEC has provided an opportunity to enhance our knowledge of the countries these students come from and so develop a greater understanding of their cultures and traditions. The school community have gained a great respect for the students in the IEC, linking strongly to our school Values Program. The IEC operational plan is contained within the overall school plan.

STUDENTS AT EDUCATIONAL RISK: Students have been identified as at risk through profiling and assessment by the learning support coordinator who then accesses outside agencies to assist the identification and implementation of educational programs for individual students. Students identified by staff have been supported through intensive work in literacy and numeracy.

HAPPY KIDS PROGRAM: The Happy Kids program is an innovative Mental Health initiative to foster development of hobbies and interests. The outcomes achieved by all children resulted in stronger relationships between the children involved, their families and the community in which they live. We look forward to this inclusive program continuing this year as it forms a vital part of our pastoral care programs.

EAL/D SUPPORT PROGRAM: The EAL/D program supports EAL/D students to attain English language proficiency necessary for successful participation in mainstream schooling. Ethnic Education assistants support both EAL/D children and their families in the school environment and have complimented the planning and class support undertaken by the Support Teacher.

ICT: The infrastructure and roll out of the LWICT project has provided cross curricula integration and has proved to be a motivational tool for students resulting in the sound achievement of student outcomes. Teachers are being upskilled in integrating ICT throughout all learning areas with the assistance of a specialist/support teacher.

GETTING IT RIGHT IN NUMERACY: A Specialist teacher provides both collaborative support for teachers (in terms of strategies and programs) and a wide variety of motivational activities in numeracy for students. NAPLAN results in the early grades support the program's success. A positive change in Maths pedagogy from a purely algorithm base to a Working Mathematically perspective has been achieved. The First Steps in Maths Program is used throughout the school.

WHOLE SCHOOL LITERACY: The Whole school approach to literacy will be consolidated in 2013. Children are immersed in literacy in a thorough and consistent means across all classes. A detailed plan of this is contained within our operational plan.

WHOLE SCHOOL SCIENCE: The Science program offers support to children and classroom teachers in the science area through the resourcing of a science specialist offering practical classroom resources for science education.
## Mirrabooka Primary School: School Plan 2013 – 2015

### Strategic Plan for WA Schools 2012–2015

**Excellence and Equity: The basis of a strong public education system for every student.**

<table>
<thead>
<tr>
<th>PRIORITY 1</th>
<th>PRIORITY 2</th>
<th>PRIORITY 3</th>
<th>PRIORITY 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success for all students</td>
<td>Distinctive schools</td>
<td>High quality teaching and leadership</td>
<td>A capable and responsive organisation</td>
</tr>
<tr>
<td>All students can achieve success: Our job is to ensure every student has the opportunity to do so.</td>
<td>Schools meeting the needs and aspirations of their students help to build strong communities in Western Australia.</td>
<td>The basis for improving student learning outcomes is high quality teaching and leadership.</td>
<td>Using resources wisely and making open and transparent decisions build community confidence in public education.</td>
</tr>
</tbody>
</table>

### Classroom First Strategy

1. **A focus on student achievement:** success for all.
2. **A classroom orientation:** sound teaching.
3. **Context specific:** distinctive schools.
4. **Practical support:** making it possible.
5. **Meaningful accountability:** asking the hard questions.
6. **Public confidence:** trusting public schools.

#### Focus 2013

- **Raise standards of student achievement**
- **Improve student engagement, behaviour and attendance**
- **Strengthen early childhood education**
- **Demonstrate high quality teaching and leadership**
- Build a school culture that is more innovative, responsive and accountable.

#### Raising Standards of Student Achievement

- Assessing and reporting in the key stages and areas of schooling.
- Low SES School Communities Partnership Plan.
- Teacher professional learning:
  - Australian Curriculum
  - Teacher judgements within and across schools
  - Curriculum Framework and EAL/D Progress Maps
- First Steps Maths/Literacy
- Getting It Right Numeracy
- Whole School Literacy/Numeracy
- Whole School Approach to Science with the continuation of a Specialist teacher in 2013.

#### Strengthen Early Childhood Education

- Getting it Right- Numeracy Program
- Small class sizes
- On Entry Assessment
- Strengthening the teaching of Phonics
- PA Awareness Program
- Increase access to online curriculum resources. Continuation in 2013 of CICT in specialist and mentor role across all areas within the School.

#### Whole School Approach to Literacy/Numeracy (Priority)

- Primary Curriculum Leader in class support program. (GIR model)
- Whole School literacy/numeracy program– Focus 2013: Scope and sequence plans with targeted concepts and strategies

#### Building Inclusive School Environments

- LOTE program (Indonesian)
- EAL/D professional support
- EAL/D Progress Maps
- SAER program
- Values program
- EAL/D Support Program
- IEC

#### Improve Student Engagement, Behaviour and Attendance

- Happy Kids Program
- Primary Movement Skills Program
- Classroom management mentoring
- Behaviour Management and Discipline
  - including anti bullying programs
  - BMIS policy and procedures
  - Mentor program
  - Citizenship Incentive program
  - Attendance Initiative and Incentive program
  - Promoting Wellbeing

#### Demonstrate High Quality Teaching and Leadership

- National Professional Standards for Teachers
- Providing Professional Development in areas of need, ie. NAPLAN, Teachers NAPLAN Data Club/First Cut, SAIS and the Australian Curriculum in identified areas.
- Encouraging integration and collaborative teaching practices.
- Performance Management
- Getting It Right Numeracy
- K–10 Australian Curriculum – Professional learning
- Development of networks across schools to facilitate collaborative practices within networks.
- Timetable structures to support Integrated Literacy block and encourage collaborative teaching practices.
- Professional learning for staff through Capacity Building Projects and distributed leadership opportunities.
- Professional support for teachers through:
  - CICT
  - Visiting Teachers
  - Interagency support
  - CL in both IEC and mainstream
  - EAL/D support teacher
  - LSC/SAER coordinators
  - Mentoring program

#### Promoting Government Schooling in the Community

- Health Expo
- Media exposure
- Celebrating Student achievement and School success publicly through School newsletters, flyers, local papers, to the wider community.
- Schools Online System to provide overview of programs within the School including performance data.
- 'My School' website to provide overview of school performance.

#### Strengthening Local Partnerships and Local Solutions (Priority)

- Parents in educational decision making- School Council, P&C.
- Foster inter-agency partnerships
- Parent workshops
- Open days/nights
- Formal/Informal communication with Parents and the Community
- Case conferences in regards to Student progress
- Home liaison visits
- Reporting to Parents and the Community
- SPARK Program
## Key Improvement Strategy 1
### Whole-school approach to Literacy and Numeracy
School leaders facilitate the review and consolidation of a whole-school approach to Literacy and Numeracy. This approach includes: improvement targets for NAPLAN results; a focus on the teaching of core literacy and numeracy skills; and a case-management approach for students at risk of falling below national minimum standards.

Teachers utilise the Australian Curriculum and the Department’s K-7 Literacy and Numeracy Learning and Teaching Resources to support the explicit teaching of core literacy skills and to ensure consistency within and across phases of schooling.

Phonological Awareness Strategy throughout K-3 with the North East Language Development Centre (NELDC).

Schools utilise the on-entry diagnostic tool in Pre-Primary to identify students for whom a specific case-management plan is required. This process ensures early intervention for students who fail to make progress in the first year of school.

<table>
<thead>
<tr>
<th>Key Improvement Strategy</th>
<th>Key Reform Area</th>
<th>End Targets</th>
<th>Annual Milestones</th>
<th>Annual Budget</th>
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<tbody>
<tr>
<td><strong>End Targets</strong></td>
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<td><strong>Annual Milestones</strong></td>
<td><strong>Annual Budget</strong></td>
</tr>
<tr>
<td><strong>Key Improvement Strategy 1</strong></td>
<td><strong>Whole-school approach to Literacy and Numeracy</strong></td>
<td>Reduce the percentage of Year 5 and Year 7 students at or below the national minimum standard in Reading to equivalent or lower than like schools.</td>
<td>February – Student performance information, including NAPLAN, student report data and information from school assessments is used to plan for improvement in Literacy and Numeracy.</td>
<td>NP Funded</td>
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<tr>
<td></td>
<td></td>
<td>Increase the percentage of Year 3 achieving Reading scores in the higher proficiency bands.</td>
<td>March – Curriculum audit conducted, shared beliefs and understandings established and whole-school approaches implemented</td>
<td>School Funded</td>
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<td></td>
<td></td>
<td>Decrease the percentage of students making low or very low levels of progress in Reading between Years 5 and Years 7.</td>
<td>Term 1 – Integrated Literacy block has been implemented across the school to support the whole school Literacy plan.</td>
<td>FTE</td>
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<tr>
<td></td>
<td></td>
<td>Arrest the decline in Writing performance.</td>
<td>Term 1 – Systematic plans developed to implement key Literacy and Numeracy strategies.</td>
<td>FTE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increase the percentage of Year 3, 5 and 7 students achieving Numeracy scores in the higher proficiency.</td>
<td>Semester 1 – Whole School Literacy and Numeracy professional learning programs developed to teaching and non-teaching staff to support schools plans.</td>
<td>FTE</td>
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<tr>
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<td></td>
<td>Decrease the percentage of students making low or very low levels of progress in Numeracy between Year 3 and Year 5 and between Yr 5 and 7.</td>
<td>February and November - On-entry assessment utilised to identify at risk students.</td>
<td>FTE</td>
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<td></td>
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<td></td>
<td>Ongoing – Case-management plans have been developed for identified students. IEPs have been implemented for students with complex needs. Learning Support Coordinator has supported teachers to develop and implement Individual Education Plans and coordinate support from other agencies. Performance is monitored through the achievement of individual targets.</td>
<td>FTE</td>
</tr>
</tbody>
</table>

### Contingencies
- Literacy/Numeracy Resources $31,673

### Annual Budget
- NP Funded
- School Funded
- FTE
- 0.5 FTE Learning Support Coordinator
- 0.2 FTE Learning Support Coordinator
- IEC
## Mirrabooka Primary School: School Plan 2013 – 2015

<table>
<thead>
<tr>
<th>Key Improvement Strategy 2</th>
<th>FTE</th>
<th>Contingencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy and Numeracy Specialist and Support staff</strong></td>
<td>1.0 FTE Education Assistant Literacy Support Staff (Intensive English Centre)</td>
<td>GIRn – 0.4FTE</td>
</tr>
<tr>
<td>Specialist teachers provide leadership and work ‘shoulder-to-shoulder’ with classroom teachers to assist in diagnosing and addressing the needs of students who are at risk, and ensure that each vulnerable student is effectively case-managed. These teachers share their expertise with colleagues, including the use of <em>First Steps in Literacy and Mathematics</em> resources, and build the capacity of the whole school to improve Literacy and Numeracy outcomes.</td>
<td>0.4 FTE Specialist Curriculum Leader Literacy Teachers (IEC) 0.4FTE</td>
<td>Learning Support Coordinator (As Above)</td>
</tr>
<tr>
<td><strong>KRA 3, 4 and 5</strong></td>
<td><strong>FTE</strong></td>
<td><strong>Contingencies</strong></td>
</tr>
<tr>
<td>Reduce the percentage of Year 5 and Year 7 students at or below the national minimum standard in Reading to equivalent or lower than like schools.</td>
<td>0.6 FTE Literacy Support Teachers (Mainstream)</td>
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<tr>
<td>Increase the percentage of Year 3 achieving Reading scores in the higher proficiency bands.</td>
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<tr>
<td>Decrease the percentage of students making low or very low levels of progress in Reading between Years 5 and Years 7.</td>
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<tr>
<td>Arrest the decline in Writing performance.</td>
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<tr>
<td>Increase the percentage of Year 3, 5 and 7 students achieving Numeracy scores in the higher proficiency.</td>
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<tr>
<td>Decrease the percentage of students making low or very low levels of progress in Numeracy between Year 3 and Year 5 and between Yr 5 and 7.</td>
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<tr>
<td>The quality of literacy learning, teaching and assessment in K to Year 7 classrooms has been enhanced through opportunities to work shoulder-to-shoulder with the Specialist Teacher and engage in appropriate professional learning.</td>
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</tr>
<tr>
<td>Ongoing – Case-management plans have been developed for identified students. IEPs have been implemented for students with complex needs. Learning Support Coordinator has supported teachers to develop and implement Individual Education Plans and coordinate support from other agencies. Performance is monitored through the achievement of individual targets.</td>
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<tr>
<td>Quality of teaching has been enhanced through the sharing of expertise across schools.</td>
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<tr>
<td><strong>Contingencies</strong></td>
<td><strong>Contingencies</strong></td>
<td><strong>Contingencies</strong></td>
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</table>
## Key Improvement Strategy 3

**Strengthening School and Community Partnerships**
- Partnership with other primary schools in the area and the WA Health Department in The Happy Kids Program.
- Community partnerships with identified ‘At Risk’ families to develop better outcomes for children including better attendance and engagement at school.
- Through the Australian Business and Community Network link with Commonwealth Bank Australia to facilitate the Sparks Reading Program for identified students and families.

### KRA 6
- **Decrease the percentage of students whose attendance falls in the severe and moderate at risk categories.**
- **Increase the percentage of families engaging in activities within the school.**

Happy Kids Program: Two children are particularly targeted amongst 15, along with their families who agree to participate in the program. Children are ranked against the Social Emotional Wellbeing Scale at the beginning and conclusion of the year to determine progress. Health promotion expo days are conducted for Yrs 4-7 and Friday afternoon activity groups. Five other schools in the area are co-participants in the program.

- Develop an extension program for gifted and talented students.
- School record data on attendance, suspension and behaviour management program prove our commitment to making children happy to come to school.
- Programs on a term by term basis:
  - Academic and Citizenship awards
  - 100% attendance club
  - Winning Faction movie

SPARK students complete a reading assessment at the beginning and completion of the program to highlight reading improvement.

<table>
<thead>
<tr>
<th>Contingencies</th>
<th>FTE</th>
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</thead>
<tbody>
<tr>
<td>Parent/Student Engagement Activities</td>
<td>0.1 FTE</td>
</tr>
<tr>
<td>WISH/Community Partnerships Coordinator</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contingencies</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>WISH camps and activities</td>
<td></td>
</tr>
<tr>
<td>BMaD Incentive Program</td>
<td>$3,610</td>
</tr>
</tbody>
</table>