BACKGROUND INFORMATION TO MIRRABOOKA PRIMARY SCHOOL

Understanding the School Annual Report

The Annual Report provides parents, caregivers and members of the community with an overview of Mirrabooka Primary School’s performance over the past year. It provides information about student academic performance, attendance, school programs and staff development.

This report is one component of the total reporting process that the school undertakes. As an Independent Public School, Mirrabooka Primary School develops a business plan together with an operational plan. As Principal, I will enter into the Delivery and Performance Agreement with the Director General. The Business Plan and the Performance Agreement will be endorsed by the Mirrabooka Precinct Board.

These documents are supported by a Workforce Management Plan and a One Line Budget Plan and will help you gain an understanding of the School purpose and future directions.

Our Purpose

Mirrabooka Primary School’s purpose is to create an inclusive ethos that promotes the intellectual, social and physical development of all students. We want an educational environment that prepares students for the opportunities, responsibilities and experiences of their future life. Specifically, Mirrabooka Primary School is actively engaged in motivating and engaging students in a safe and stimulating learning environment using the principles of teaching, learning and assessment.

Our Mission

At Mirrabooka Primary School we strive to provide a world class education to meet the needs of individuals and the wider community through:

• establishing ambitious targets and with high expectations, academic and non-academic, for our students.
• establishing a learning environment that is safe, caring and inclusive.
• delivering high quality learning and teaching programs with pedagogical practices aligned to the Australian Curriculum.
• expanding the quality of teaching through utilising expert teachers to operate collaboratively sharing their skills and understandings.
• engaging all staff in a systematic, continuous and comprehensive self-reflection process related to student achievement and school operations.
• targeting resources through school improvement planning to maximise student achievement.
• building strong internal and external partnerships including positive interactions between the school and its community.

In developing the School Plan 2014 the following Department of Education and Government policy frameworks and strategic directions have informed development, targets and outcomes:

• Plan for Government Schools 2012-2015;
• Progressing Classroom First Strategy;
• Focus 2014 - Directions for Schools; and
• School Improvement and Accountability Framework.
Our Context

Mirrabooka Primary School is an Independent Public School located in the suburb of Dianella 13 km north-east of the Perth CBD. The school forms part of the Mirrabooka Education Precinct as it is located adjacent to Mirrabooka Senior High School and Mirrabooka Senior High School Education Support Centre, offering students a seamless K-12 education precinct. The school attracts students from the suburbs of Mirrabooka, Balga, Dianella, Morley, Nollamara, Yokine and Westminster. Mirrabooka has approximately 300 students of which one third are enrolled in the on-site Intensive English Centre.

The school aims to provide opportunities for children to develop their intellectual, physical, social, cultural and emotional skills. We have exciting programs for students with the Australian Curriculum currently being implemented and have specialist programs in Physical Education, ICT, Music, Art, Languages and Science. We have a strong student services team to enhance our commitment to building and supporting a safe learning environment for all our students. Literacy and Numeracy are a key focus of the educational activities at the school and the school provides excellent educational opportunities for its students and their individual needs in respect to this. The use of technology is integrated into learning programs for all year groups and it is our intention over the next few years to be at the cutting edge of technology-assisted learning. There is a wealth of experience and curriculum leadership that is provided by a team of qualified and experienced staff in both the mainstream classes and the Intensive English Centre.

Mirrabooka Primary School has expansive, attractive facilities that enhance the learning experiences of all students. The nature play area provides a captivating area for junior children to play and engage with each other and with nature. Our purpose built specialist facilities ensure learning experiences are maximised and our school hall provides a quality venue where the community can take part in, and students can showcase their learning through a variety of events.

At Mirrabooka, we believe that every child has the right to the best possible education, and the educational process is best served when the school, the child, the teacher and the parent/carer work together in a positive way to support learning. The local community reflects the richness and diversity of families who have English as an Additional Language. A supportive Mirrabooka Precinct Board and Parents and Citizens' Association supports the running of the school. The P&C body works with the school to provide a wide range of educational resources for students and also to foster the sense of community which exists at the school. We have developed long running partnerships with volunteers and associated organisations that support and compliment the programs running in the school.

PRIORITIES 2014

Whole-school approach to Literacy and Numeracy

- School leaders will consolidate the 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 2013 NAPLAN results and the continued development of a school planning guide for specific concepts within the Australian Curriculum that need to be taught in both learning areas.
The process of the deep analysis of individual NAPLAN scores and their correlation to teacher judgements in semester reports will continue.

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-shoulder’ with classroom teachers to assist in diagnosing and addressing the needs of students who are at risk, and ensure that each 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**

- 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.
- 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.
Parents, Teachers and Students Satisfaction (National School Opinion Survey)

The Community/Student/Staff survey was undertaken in 2014 to gauge the opinion from relevant groups within the school as to how well the programs were running. This information formed part of our analysis of existing programs and was used to inform our planning this year. The following scale applies:

- 4.1 – 5.0 Strongly Agree
- 3.1 – 4.0 Agree
- 2.1 – 3.0 Neither Agree nor Disagree
- 1.1 – 2.0 Disagree
- 0.1 – 1.0 Strongly Disagree

Student Survey Analysis
Community Survey Analysis

Staff Survey Analysis
2014 was a very slow start for the Intensive English Centre with initially smaller numbers than in previous years. The Centre opened with 8 classes and 80 students; 7 Ethnic Education Assistants working in either a part time or full time capacity covering 9 of the 32 spoken languages - Karen, Burmese, Dinka, Arabic, Swahili, Acholi, Kinyarwanda, Russian and Serbian. Once again Chin, Burmese and Karen were the predominant languages spoken. There was an increase in the number of Vietnamese students, making this the third largest language group behind Arabic.

Students fell into one of five categories which have been evolving over the past three years becoming very marked during 2012 and then being maintained throughout 2013 and 2014. Students were Australian born, Humanitarian Refugees, 457 Visa holders or Fee Paying. During 2014 Refugees and Migrants had the same number of students followed by students born in Australia, 457 Visa holders and Fee Paying students. There was a noticeable rise in the number of Chinese and Vietnamese 457 Visa holders as well as requests from Fee Paying students, though not all were able to be accommodated.

A Student Support Worker (SSW) continued to work within the Centre one day each week as a school-home liaison which proved to be very beneficial for students, parents and teachers. Through the work of the SSW senior students were able to access Homework Assistance at the Mirrabooka Public Library for one session per week. CARAD, an organisation which supports newly-arrived refugees in very practical ways, were able to link some families with a volunteer tutor to assist students with homework and provide opportunities for the families to be involved in social outings and events. The FLAP (Fun Learning Activities Program) program was jointly run by Assetts and funded through the Smith Family provided a series of after school activities and a school holiday program involving the students and their families. A targeted group of senior then junior students were involved. Students and their families were also supported in a variety of areas such as housing, immigration matters, driving lessons for parents, health related issues, access to organisations which provided food, clothing and uniforms and equipment for school aged students. The SSW acted as the broker between parents and the government and non-government organisations.

Student numbers increased at a very slow rate throughout the year to a maximum of 113, averaging 104 each term. Throughout 2014, seventy students (70) exited the IEC with fifty three (53) of these exiting at the end of the year. Of this number twenty-two (22) were Early Childhood (Pre-Primary to Year three) students and thirty-one (31) Middle Childhood (Years four to seven) students. This year was unique in that year six students also exited into high school as the system changed to accommodate year seven students in high schools from 2015. Twenty-four (24) Middle Childhood students (Years 6&7) exited to high schools for 2015 with the majority enrolling in one of eleven different high schools. Six (6) students continued onto a high school based IEC. Year four and five students exited into 3 local primary schools. Seventy-five per cent of senior students left having achieved level 5 or a combination of levels 4 and 5.

Of the 22 junior students exiting seventy per cent achieved level three or better on the Progress Maps. During 2014 teachers continued to use the EAL/D Progress Maps for reporting student’s development and progress to parents and reported using computer generated reports.

With administrative changes to the amount of time a student spends in the IEC based on their Visa subclass and date of arrival becoming more stringently applied, school based administrators have lost some of their discretionary ability to extend students should they require additional time. With the introduction of the Student Centred Funding Model the overall numbers are likely to be reduced. The average time attending the IEC had been reduced from two years to between twelve to eighteen months, on average, except for refugee students who are entitled to the two years if it is required. This is a considerable loss of time for a student acquiring a second language. There is a strong correlation between students’ Progress Map levels, time spent in the IEC and the profile
score students are assigned on entry using the Profile Characteristics of EAL/D Students rubric. The higher the profile score the lower the exiting levels are likely to be and the time spent in the IEC was generally longer. Time not competency appears to be the deciding factor as to when a student now exits the IEC.

The transporting of children continued for 2014 with five busses assigned to the Centre, giving the capacity to transport 103 students. There was a re-distribution of suburbs between the IECs resulting in Mirrabooka having a larger coverage which in turn resulted in more students gaining access to the IEC.

There was a greater involvement of IEC parents with the school as a result of the Open Night, Class Assemblies, a Sports’ Carnival and a Parenting Workshop conducted by the School Psychologist at Mirrabooka Primary for EAL/D parents. Transport, interpreters and a crèche was provided to ensure this was successful. Parents also attended a Healthy Lunch Workshop. Parents continued to be involved in a Three-Way Conference as a means for reporting student development and progress at the end of Semester 1 and for exiting students throughout the year.

The IEC continues its association with Balga TAFE whereby Education Assistants (EA) spend time working in IEC classes as part of their course requirements. The additional support has been welcomed by teachers and has benefited students who had the opportunity to work with and be supported by the EAs. The Centre’s involvement with Edith Cowan University continued with a group of forty students assigned to the IEC for a series of lessons with groups of students in the Early Phase of English language development.

- Staff and students have had a productive year with many educational gains being made by students.
- English language acquisition and development and a greater focus on Mathematics learning has been the objective. A broader coverage of Maths topics, conceptual development and the language of mathematics was the focus and building the students’ cultural understandings within an Australian context have been the focus for this year.
- The additional support in the area of Maths has been invaluable to students and teachers. An assessment program undertaken by the Curriculum Leader based on work carried out by the IEC maths team, as part of a whole school based focus on maths, has provided class teachers with information regarding the students’ strengths and weaknesses in the area of number and in particular the four aspects of counting which are critical to ongoing mathematical development and learning. The results of these assessments will provide a starting point for collaborative discussion and planning in 2015. There has also been an increase in the use of websites to assist in the development and consolidation of mathematical concepts.

Children have in the past year

- As a result of the whole school Literacy focus made significant gains in their knowledge and application of phonics and word attack skills, and increased their sight vocabulary and class based topic vocabulary. Teachers continue their use of the Jolly Phonics program to improve students’ phonological awareness and Words Their Way (spelling program) which saw very impressive improvements made by students.
- Covered more content in the Mathematics area as a result of a more targeted approach.
- Grown in their understanding and ability to use spoken language and have shown a noticeable development in their levels of comprehension.
- Displayed culturally appropriate behaviours during speaking and listening activities.
- Shown a growth in confidence which has been enhanced by taking part in the Music, Drama, Library, Art and PE programs.
- Developed in their reading and writing skills. The Home Reading Program was very successful with students reading nightly and showing a love of books, reading, listening to
stories and borrowing from the school Library. A Support-a-Reader program across the IEC continued providing students with additional opportunities to read to an adult and to develop their social skills.

- Shown a noticeable application of skills learned in one learning area being transferred and used in other learning areas.
- Demonstrated an understanding of the purpose of writing through the real tasks of letter and procedural writing, and have a growing understanding of the various forms of writing (genre). They were introduced to persuasive texts and engaged in oral and written activities.
- Participated and enjoyed the Public Speaking program. The incentive of winning a medal was a strong motivation.
- Students have enjoyed a range of hands on activities which have contributed to an increase in the development of mathematical concepts and understandings.
- Benefited from real life experiences through in-school activities and excursions which have stimulated oral and written language.
- Continued to develop their computing skills with some classes having made use of the bank of laptop computers on a regular basis. Students have also had limited access to ipads and have enthusiastically been developing their word processing and general computing skills.

Highlights

Without a doubt, the highlight of the year was the bicycle/scooter raffle as part of the school’s BMIS policy in Term three. As well:

- Students have enjoyed the interactions during in-school activities and excursions. There were visits to bushland to see kangaroos, Mirrabooka Public Library, Caversham Wildlife Park, AQWA and Sci-Tech, Constable Care and a visit by an Olympic gold medal winner. Older students participated in a Health EXPO day which showcased healthy living and positive lifestyle choices.
- The end of year IEC Picnic was enjoyed by all despite the heat.
- All students have enjoyed participating in the Mathletics online program.
- Our Sport’s Day, the Inter School Sports and Soccer competition were a highlight for many students.
- Organised lunch time sport competitions and Mirrabooka’s Got Talent.
- Staff – teaching and non-teaching - have collaborated and supported each other as they worked to improve the learning opportunities and outcomes for all students.
- Shining Star, Citizenship and Academic Awards have been successful initiatives.
- The continuation of the Attendance Club for students who attend school nearly every day of the year was very well received and acted as an incentive for students to come to school.

2014, though somewhat frenetic has been a rewarding year with improvement in students’ attitude and behaviour resulting in positive relationships being built amongst and between students, parents and staff.
The collection and analysis of 2013 data about student achievement at Mirrabooka Primary School identified a need to address and develop aspects of planning that would result in value adding to the curriculum offered and to ultimately provide a focus on core teaching and learning strategies, allowing all students at the school an equal opportunity to reach their potential.

Specific measures were put in place which saw an increased awareness of the importance of collecting a variety of quality data and analysing it at both a whole school and classroom level in order for planning to be purposeful, efficient and successful. Assessments used for data analysis in 2014 included triangulated NAPLAN data, SAER profiling, PEAC, ESL Progress Maps, On Entry Assessment data and summative reporting analysis tools (SAIS). This analysis resulted in areas of improvement being clearly identified, strategic targets set and whole of school planning being put in place for the 2014 school year.

This analysis and planning for school improvement will continue with the priorities formulated from this year’s analysis being articulated in the ‘Future Directions’ section at the back of this report. These priorities will be expanded on and form the basis of the ‘Business Plan 2015’.

**English**

**K – 3**

The whole school approach to Literacy has been positive. The Literacy Block, the explicit teaching of phonics, word recognition and guided reading strategies has led to improved results in the whole school testing. This has also been reflected in the Year 3 NAPLAN results. All areas of Literacy have shown an upward trend in relative performance for students since 2009. This represents an ‘Above Expected’ in Grammar and Punctuation, Writing and Spelling and ‘As Expected’ comparison to that of like schools in the areas of Reading in 2014.

Highlights of this performance include:

- 100% of the Year 3 cohort at Mirrabooka PS achieved at or above the National Minimum Standard in the 2014 NAPLAN test for Grammar and Punctuation.
- 91% of the Year 3 cohort at Mirrabooka PS achieved at or above the National Minimum Standard in the 2014 NAPLAN test for Reading and Spelling.
- 95% of the Year 3 cohort at Mirrabooka PS achieved at or above the National Minimum Standard in the 2014 NAPLAN test for Writing.

Following a full analysis of the data, careful selection of appropriate resources facilitated an increased understanding and application of many concepts. The focus in Literacy for 2015 will be to extend able students to higher achievement of the top proficiency bands in NAPLAN Literacy tests, while maintaining the support and appropriate plans for those students at risk. A refocus on comprehension strategies will remain in 2015.

**Year 4 - 7**

All areas of Literacy in Year 5 NAPLAN results have shown an upward trend in relative performance for students since 2009. Year 7 NAPLAN results have shown an upward trend in Writing relative performance for students since 2009. In Year 5 NAPLAN results this represents an ‘Above Expected’ comparison to that of like schools in the areas of Writing and Spelling and an ‘As Expected’ comparison to that of like schools in the areas of Reading and Grammar and Punctuation in 2014. In Year 7 NAPLAN results this represents an ‘As Expected’ comparison to that of like schools in the areas of Writing and Grammar and Punctuation and a ‘Below Expected’ comparison to that of like schools in the areas of Reading and Spelling in 2014.
The 2014 Whole School Literacy plan identified specific areas of concern and included scope and sequence plans. It assisted staff with planning learning programs that prepared students for NAPLAN as well as covering the required Strands of the Australian Curriculum. The ongoing application of the Whole School Literacy Plan, a considered increase in support teachers across the Middle phase of schooling, and choice of appropriate resources have also contributed to the results.

These students enhanced their skills through exposure to a variety of high level literacy concepts and integration with ICT.

Highlights of this performance include:

- 96% of the Year 5 cohort at Mirrabooka PS achieved at or above the National Minimum Standard in the 2014 NAPLAN test for Writing.
- 93% of the Year 5 cohort at Mirrabooka PS achieved at or above the National Minimum Standard in the 2014 NAPLAN test for Spelling.
- 89% of the Year 5 cohort at Mirrabooka PS achieved at or above the National Minimum Standard in the 2014 NAPLAN test for Grammar and Punctuation.
- Spelling and Writing areas show ‘Higher Progress – Higher Achievement’ compared with like schools from Year 3 2012 to Year 5 2014.
- 93% of the Year 7 cohort at Mirrabooka PS achieved at or above the National Minimum Standard in the 2014 NAPLAN test for Writing.
- All areas of Literacy show ‘Higher Progress – Higher Achievement’ compared with like schools from Year 5 2012 to Year 7 2014.

With both Phases of Schooling in 2015, Mirrabooka PS will continue to embed whole-school approaches to Literacy including the use of the Australian Curriculum Literacy resources. Mirrabooka PS will continue to develop Kindergarten, Pre-Primary and Year 1 practices to improve children’s development and learning and strengthen the teaching of phonics and Phonological Awareness strategies as part of literacy tuition.

There will be a sustained focus on inferential comprehension, continued development of vocabulary through exposure to a variety of genre and the explicit teaching of grammar and punctuation to assist students to consolidate proficient literacy skills in Years 3 to 7. Strategies and plans have been implemented to address the scope and sequence of the Australian Curriculum in 2015.

**NAPLAN RESULTS 2014**

The results from the NAPLAN testing in 2014 are illustrated below. They show the number of children achieving the minimum standard and above in the respective learning areas in comparison to ‘Like Schools’. The second series of graphs show the proficiency bands of all students undertaking the assessments.
## Proficiency Bands for School (Sch), Like School (LSch), and State

### Percentage of students in each Proficiency Band for Reading 2014

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### Percentage of students in each Proficiency Band for Writing 2014

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### Percentage of students in each Proficiency Band for Grammar and Punctuation 2014

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<th>Year 5</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sch</td>
<td>LSch</td>
<td>State</td>
</tr>
<tr>
<td>9</td>
<td>4%</td>
<td>7%</td>
<td>16%</td>
</tr>
<tr>
<td>8</td>
<td>18%</td>
<td>13%</td>
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<tr>
<td>7</td>
<td>14%</td>
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<td>3</td>
<td>14%</td>
<td>17%</td>
<td>11%</td>
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<tr>
<td>2</td>
<td>0%</td>
<td>16%</td>
<td>8%</td>
</tr>
</tbody>
</table>
Maths
K – 3

Numeracy has shown an upward trend in relative performance for students since 2009. This result supports the success of the implementation of a Whole School Numeracy Plan where specific areas of concern were targeted for improvement using explicit and consistent teaching strategies. This included the development of a school planning guide for specific concepts within the Australian Curriculum that needed to be taught in Numeracy. A deliberate focus on task analysis and explicitly teaching logical and sequential thinking strategies resulted in early childhood students making gains in their ability to work mathematically.

An improvement in the ‘literacy of maths’, specifically targeted strategies from the ‘Leaders in Numeracy’ program and further implementation of ‘hands on’ activities has seen an ongoing enthusiasm for Maths being manifested in the students becoming more confident and willing to attempt the challenges of problem solving, an ongoing area of concern.

The ‘Leaders in Numeracy’ program has continued to provide both teacher and in-class support, ensuring that the individual needs of the students are fully catered for. The Mathletics initiative continues to add value to the Numeracy program, giving students of all abilities the opportunity to improve and further develop their maths skills.

Highlights of this performance include:
- 91% of the Year 3 cohort at Mirrabooka PS achieved at or above the National Minimum Standard in the 2014 NAPLAN test for Numeracy.

Year 4 – 7

Numeracy has shown an upward trend in relative performance for students in both Year 5 and Year 7 since 2009. The commitment to the ‘Leaders in Numeracy’ program, improving the ‘literacy of Maths’, the implicit attention to reasoning and Working Mathematically, the introduction of the Whole School Numeracy Plan combined with the Numeracy Focus Document 2014 are all contributing factors to these consistent results. Following a ‘super analysis’ of the NAPLAN results, the Numeracy Focus Document tabled specific areas of concern as well as identifying concepts that were well understood and those needing maintenance. It included scope and sequence plans to assist teachers in planning content appropriate lessons. The shared responsibility of all staff to ensure the K-7 curriculum is correctly and conscientiously taught, has seen strategies put in place to introduce the major teaching emphases in the Australian Curriculum this year.

The emphasis on ‘Rich Tasks’ which involve many concepts in one task, as well as the specific instruction for step by step completion of the tasks, improved students’ ability to reason and work mathematically and has impacted positively on identified areas of concern. Also value adding to this learning area is the Mathletics program giving all students an opportunity to improve their Mathematics skills and integrating ICT through the curriculum at Mirrabooka PS. As with the Early Phase of Schooling, the ‘Leaders in Numeracy’ program has been instrumental in catering for both teachers and students by providing in-class support and individualised attention for Middle Phase of Schooling students. Collaborative planning sessions have resulted in greater use of “hands on” strategies, has helped to consolidate understandings and further improve enthusiasm for Maths.

Highlights of this performance include:
- 89% of the Year 5 cohort at Mirrabooka PS achieved at or above the National Minimum Standard in the 2014 NAPLAN test for Numeracy.
- The Numeracy area shows ‘Higher Progress – Higher Achievement’ compared with like schools from Year 3 2012 to Year 5 2014.
• 93% of the Year 7 cohort at Mirrabooka PS achieved at or above the National Minimum Standard in the 2014 NAPLAN test for Numeracy.
• The Numeracy area shows ‘Higher Progress – Higher Achievement’ compared with like schools from Year 5 2012 to Year 7 2014.

NAPLAN RESULTS 2014

The results from the NAPLAN testing in 2014 are illustrated below. They show the number of children achieving the minimum standard and above in the respective learning areas in comparison to ‘Like Schools’. The second series of graphs show the proficiency bands of all students undertaking the assessments.

Proficiency Bands for School (Sch), Like School (LSch), and State

Percentage of students in each Proficiency Band for Numeracy 2014

<table>
<thead>
<tr>
<th>Band</th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Sch</td>
<td>LSch</td>
<td>State</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>7%</td>
<td>3%</td>
<td>9%</td>
</tr>
<tr>
<td>7</td>
<td>4%</td>
<td>7%</td>
<td>12%</td>
</tr>
<tr>
<td>6</td>
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<td>4%</td>
<td>13%</td>
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<tr>
<td>5</td>
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<td>10%</td>
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<td>4</td>
<td>36%</td>
<td>20%</td>
<td>23%</td>
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<tr>
<td>3</td>
<td>18%</td>
<td>27%</td>
<td>23%</td>
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<tr>
<td>2</td>
<td>23%</td>
<td>27%</td>
<td>15%</td>
</tr>
<tr>
<td>1</td>
<td>9%</td>
<td>12%</td>
<td>5%</td>
</tr>
</tbody>
</table>

- **Above National Minimum Standard**
- **At National Minimum Standard**
- **Below National Minimum Standard**
The Arts

The Arts program at Mirrabooka PS is a testament to the spirit, warmth and positivity of the school and reflects a fine example of the values being taught across all phases of learning. Continuous immersion in a diverse and culturally appropriate program has resulted in the students at Mirrabooka PS developing an appreciation for The Arts. Music and Visual Arts are now embedded as interactive and highly beneficial components of the curriculum offered at the school.

Music

The Music Program’s major goal has been to continue the promotion of positive attitudes and building the students’ self esteem and confidence. Opportunities have been given to the children to perform both individually and as a group, in class and as a whole school. A new dimension in music focussed on performance and stage work at both an individual and group level, which involved students in set decoration, costuming and choreography. Mirrabooka PS was again part of the “Music, Count Us In” initiative, promoting the teaching of Music in all schools Australia wide. Added to this the individual talents of many students have been encouraged and catered for through externally co-ordinated programs including Keyboard lessons and also guitar lessons through the School of Instrumental Music. The very popular annual event, “Mirrabooka’s Got Talent” this year gave students interested in production an opportunity to be part of the stage crew, while performers once again displayed their wonderful talent, confidence and belief in their own ability.

Reporting to Parents Summary
Health and Physical Education

A varied and appropriate Health and Physical Education curriculum is taught to all students at Mirrabooka PS. Along with two sports being taught per term, outside agencies with high levels of expertise are often invited to enlighten, motivate and encourage students to make “Healthy Lifestyle Choices” as well as improving their skills in a given sport.

Achievement in this learning area can also be attributed to the many ongoing programs in the school which have been ‘finetuned’ to continue to value add to the curriculum offered. Other programs include daily fitness, weekly sport sessions, whole school swimming lessons, Faction and Interschool Athletics Carnivals. The role of the Physical Education Specialist has been instrumental in facilitating a variety of initiatives that have further enhanced the program. One of these initiatives has seen a selection of sporting clinics included in lessons which enable students to learn and practise the correct techniques for a given sport.

The “Making Healthy Choices” philosophy continued to underpin the vital and highly successful Health Program, inclusive of “The Happy Kids Program” in 2014. Year 4 to 7 children were once again excited to take part in the presentation of a variety of activities purposefully planned to help children to make positive decisions about how to spend leisure time. This year saw a selection of the Friday afternoon Activity Groups being Physical Education based, further promoting the active participation message already embedded in this learning area.

The ‘Happy Kids Program’ and yearly Health Expo is a highly valued and well respected Mirrabooka PS initiative that continues to outreach to surrounding schools. Another successful and ongoing initiative, the ‘Breakfast Club’ offers a nutritious, healthy breakfast to students twice a week and relies on the voluntary commitment of a team of parents and staff. Donations from ‘Foodbank’ ensure that this necessary and important program continues. ‘Crunch N Sip’ is now an accepted and established routine that allows students to eat dried or fresh fruit and vegetables during Silent Reading sessions each day.

The continuation of these programs, are practical examples of how Mirrabooka PS endeavours to develop healthy, well rounded, happy students who are practising a fundamentally healthy way of life. 2015 will see the continued integration of Health across the curriculum.
LOTE

Throughout 2014, the students at Mirrabooka PS have been participating in an Indonesian programme which was aimed at improving interest in the subject, classroom participation levels, and cross-cultural understandings. The students have participated in a range of language activities including songs, games, completing puzzles, and conversational activities. The students also have been given the opportunity to demonstrate their understanding of the various tasks through one on one time with teachers.

For an increased cultural understanding, they learnt about Indonesian geography, appropriate behaviour with an Indonesian person and listened to traditional folk tales.

Focus was placed on the desired outcomes of:

1. Listening, responding and speaking,
2. Writing and
3. Cultural understanding...students were exposed to a variety of challenging tasks aimed at improving their language ability and cross cultural awareness.

Reporting to Parents Summary
Science

2014 has been the seventh year of having a specialist science teacher in the school. A positive consequence of this Science program that has been operating over 7 years now has seen an active interest in science by both staff and students consolidate. Teaching strategies for thinking logically and working scientifically have been extensively used in order to increase all students’ scientific knowledge. Added to this, the use of CALP language to extend the students’ scientific vocabulary has enabled and facilitated integration with Literacy.

Regularly timetabled science lessons have resulted in the planning and execution of a program of knowledge based content taken from the Australian Curriculum. All activities have been aligned with an enquiry approach with experiments exposing students to the correct processes involved in working scientifically.

Associated programs in 2014 included the planting and maintenance of vegetable gardens through the Stephanie Alexander Kitchen Garden project, the worm farm, the Healthy Cooking Program and the school Waterwise project.

Reporting to Parents Summary
Humanities

The History Learning Area continued to be integrated across the curriculum in 2014. An increase in a variety of culturally appropriate resources facilitated and enhanced this integration, especially in Literacy, along with some purposefully chosen ‘In School’ activities and specific programs that value added to the Society and Environment learning area. These initiatives further consolidated the values and attitudes being embedded in the school and wider community.

Harmony Day was this year showcased in a wonderful assembly designed to expose and appreciate the diverse and multi-cultural nature of Mirrabooka PS.

Excursions continued to provide ‘real life’ experiences for many students at Mirrabooka PS during 2014. Planned for a considered purpose and linked to specific outcomes, excursions have broadened the experiences for children with the benefits being reflected in the outcomes achieved in this learning area.

The use of ICT in 2014 was instrumental in developing the students’ research skills and supporting the knowledge and understandings required for this learning area. A variety of appropriate, specifically linked websites and activities were compiled for classes and fully integrated with themes and/or specific content being taught. 2015 will see formal planning and assessment with the Australian Curriculum, with scope and sequence plans clearly articulated.

Reporting to Parents Summary
Technology and Enterprise

The ICT program is now successfully embedded in the curriculum at Mirrabooka PS and continues to grow and evolve in line with Department of Education focus plans and the needs of the students at the school. In class support, whole class lessons and opportunities for extension and remediation are offered as the vehicles through which ICT is integrated with the curriculum.

The provision of Interactive Whiteboards in each class and iPads in the school, have seen both used extensively across all classes and this has impacted positively on all aspects of the curriculum. The continuation of Mathletics this year has supported the positive attitude towards Maths and has given students an opportunity to increase their knowledge and improve their skills both at home and at school. Continued support for upskilling staff in the use of ICT at both a personal and professional level has resulted in increased confidence and use of current technology.

Many exciting programs have been implemented and consolidated as the school moves towards equipping students with the knowledge and skills required for the ever changing world of technology.

Reporting to Parents Summary
INFORMATION ABOUT SCHOOL MANAGEMENT

The financial summary below shows the income and expenditure for the 2014 school year. The areas of Literacy and Numeracy were priorities for the school in 2014 and, hence, the allocation and expenditure in these areas were significantly higher than other learning areas. Adequate resourcing of school priorities in school plans is acknowledged as an essential component of budget planning and is reflected in the school’s financial and human resource operations.

**School Budget**

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<th>Revenue - Cash</th>
<th>Budget</th>
<th>Actual</th>
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</thead>
<tbody>
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<td>Voluntary Contributions</td>
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<tr>
<td>Charges and Fees</td>
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<td>Government Allowances</td>
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<td>PBC Contributions</td>
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<td>Fundraising/Donations/Sponsorships</td>
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<td>Govt Grants</td>
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<td>Other State Govt Grants</td>
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<td>Commonwealth Govt Grants</td>
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<td>Trading Activities</td>
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<td>Other</td>
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<tr>
<td>Total</td>
<td>$301,116.30</td>
<td>$321,107.92</td>
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</table>

| Opening Balance | $79,602.34 | $79,902.34 |
| Total Contingency Funds Available | $379,718.64 | $400,910.26 |
| Total Salary Allocation | $1,115,000.00 | $1,115,000.00 |
| Total Funds Available | $1,494,918.64 | $1,515,910.26 |

**Contingencies Revenue - Budget vs Actual**

**Revenue Source**

**Contingencies Expenditure - Budget vs Actual**

**Expenditure Purpose**

**Cash Position**

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Budget</th>
<th>Actual</th>
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<tbody>
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<td>Utilities</td>
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<td>Other Specific Programs</td>
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<tr>
<td>Other</td>
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<td>Transfers to Reserves</td>
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<td>$64,480.00</td>
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<tr>
<td>Total Contingencies Expenditure</td>
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<td>$346,464.30</td>
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<td>Total Salary Expenditure</td>
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<tr>
<td>Total Expenditure</td>
<td>$1,456,441.73</td>
<td>$1,338,532.10</td>
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</table>
Behaviour Management

Analysis of our BMiS data indicates that there has been a 25% overall reduction of incidents referred to the Administration and recorded on Integris. This reduction has seen only 66 referrals in 2014. The BMiS policy is reviewed each year so that strategies are appropriate and address specific issues with the current cohort. Whole class behaviour and Individual Behaviour Plans are monitored across all learning areas ensuring consistency of behaviour standards in regular classes, Physical Education, Art, Drama, Science, ICT, Music, LOTE and Library. In the playground an extra teacher on duty on the oval has proved to be justified and very beneficial in helping to ensure the safety of all students and has resulted in fewer conflicts.

The school's successful Values program has been instrumental in motivating the students to embrace the values identified as relevant and important within the school community. The program incorporates the School Faction competition where students are rewarded with faction points for displaying socially acceptable and positive behaviours. Progressive points are announced at assemblies with the winning faction receiving a special treat, for example a movie and popcorn, at the end of the term. A citizenship and academic achievement program also operates in the school where two students nominated from each class are rewarded with lunch and a reward each term. This recognises students who demonstrate good citizenship or have made significant progress in demonstrating citizenship qualities. From this group, two students are awarded the ‘Mirrabooka Shining Star’ medallion as further encouragement of these behaviours.

No days were lost through suspension in 2014 compared to 6 days in 2013. The number of students at risk of suspension has consistently decreased over time and there were no students at risk of suspension in 2014. Students whose behaviour would otherwise place them at risk of suspension have Individual Behaviour Management Plans in place. These plans enhance and develop the student’s strengths and have positive outcomes, thus intercepting the possibility of escalating negative or anti-social behaviours.

Attendance

School attendance is vital for student learning. Children who do not attend school regularly are at academic risk of not achieving their potential. In 2014 Mirrabooka PS maintained a strong attendance pattern. Our overall attendance for 2014 is 94%. Attendance data indicates that we are above the overall average for both like schools and the State and, for most year levels in comparison with State averages. The graph below shows attendance for all year levels over this year. Analysis of the data shows that it is a small percentage of students who are poor attendees and a majority who have an average above 90% attendance. Students whose non-attendance were in the severe or moderate range were placed on an individual program and they have been successful in reaching targeted goals this year.

<table>
<thead>
<tr>
<th>Attendance Category</th>
<th>Y01 School</th>
<th>Y02 School</th>
<th>Y03 School</th>
<th>Y04 School</th>
<th>Y05 School</th>
<th>Y06 School</th>
<th>Y07 School</th>
<th>Y08 School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular 90+ %</td>
<td>79%</td>
<td>75%</td>
<td>72%</td>
<td>76%</td>
<td>81%</td>
<td>77%</td>
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<td>76%</td>
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<tr>
<td>At Risk - Indicated 60-89%</td>
<td>12%</td>
<td>18%</td>
<td>21%</td>
<td>17%</td>
<td>13%</td>
<td>16%</td>
<td>12%</td>
<td>16%</td>
</tr>
<tr>
<td>At Risk - Moderate 60-79%</td>
<td>5%</td>
<td>6%</td>
<td>6%</td>
<td>5%</td>
<td>3%</td>
<td>5%</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td>At Risk - Severe 80-99%</td>
<td>5%</td>
<td>2%</td>
<td>0%</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
<td>3%</td>
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</tbody>
</table>

Attendance Category

- **Regular 90+ %**
  - Y01: 79%
  - Y02: 75%
  - Y03: 72%
  - Y04: 76%
  - Y05: 81%
  - Y06: 77%
  - Y07: 82%

- **At Risk - Indicated 60-89%**
  - Y01: 12%
  - Y02: 18%
  - Y03: 21%
  - Y04: 17%
  - Y05: 13%
  - Y06: 16%
  - Y07: 16%

- **At Risk - Moderate 60-79%**
  - Y01: 5%
  - Y02: 6%
  - Y03: 6%
  - Y04: 5%
  - Y05: 3%
  - Y06: 5%
  - Y07: 3%

- **At Risk - Severe 80-99%**
  - Y01: 5%
  - Y02: 2%
  - Y03: 0%
  - Y04: 2%
  - Y05: 3%
  - Y06: 2%
  - Y07: 3%
Enrolment Trends

The school’s population has stabilised on previous years where enrolment was slowly declining in the mainstream cohort. We had a total number of eight IEC classes and eight mainstream classes in 2014. The school has consistently maintained an enrolment of just over 300 students for the past 3 years. Of this there are approximately 100 students in the IEC.

Destination

The 2014 Year Six and Seven students are attending a variety of High Schools in 2015. These are:

- Mirrabooka Senior High School (55%)
- Balga Senior High School (13%)
- John Forrest Secondary College (8%)
- Mercy College (4%)
- Morley Senior High School (4%)
- Mt Lawley Senior High School (4%)
- John Curtin College of the Arts (3%)
- Aranmore College (1%)
- Atwell College (1%)
- Australian Islamic College (1%)
- Ballajura Community College (1%)
- Bullsbrook College (1%)
- Churchlands Senior High School (1%)
- Ellenbrook Secondary College (1%)
- Servite College (1%)
- Warwick Senior High School (1%)
2014 saw Mirrabooka PS consolidate its reputation as a positive, pro-active, multi-cultural school with the pastoral care executed within the school being second to none. This statement is well supported in the independent analysis of the Whole School Survey. Some of the reasons for this reputation include:

A strong focus on the **Academic Achievement** of each individual student. 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.

The **Open Night** in Term One was highly effective in exposing families in our school community to the values, context and environment their children are immersed in. The welcome involvement of all families was extended throughout the evening.

The **Early Childhood program** has continued to provide an excellent, worthwhile dimension to our school. Offering a vibrant, caring and happy environment it demonstrates all the qualities of ‘best practice’ Early Childhood Education. The implementation of the ‘Early Years Learning Framework’ and the ‘National Quality Standards Framework’ continues to provide a strong foundation for Mirrabooka Primary School.

The **Health Expo** as always, was highly successful in encouraging children to make astute and healthy life choices while ‘The Happy Kids Program’ continued to provide a wonderful arena for students to reach their potential. It was the 13th year in which the program has run in the school and it underpins the whole school’s pastoral care program.

The **First Semester 3 Way Reporting Interviews** involved an interview with the student, a parent and the class teacher, so that shared information would benefit the needs of the student from an educational, social and emotional perspective.

The **ICT program** at Mirrabooka PS has continued to be fully integrated across the curriculum with the acquisition of Interactive Whiteboards in all classrooms. Mathletics has been successful in improving students Maths skills and providing a vehicle in which students can be motivated to progress in Maths in class and at home.

The **Academic/Citizenship Initiative** together with the ‘100% Club for Attendance’ again promoted the benefits of students striving to be outstanding citizens and maintaining a high level of attendance and student achievement at Mirrabooka PS. Role models from every class enjoyed recognition for their achievement.

In 2014, Mirrabooka PS continued to offer a variety of quality, **child centred programs**, specifically designed to offer all students opportunities to grow, be motivated and to reach their optimal level of achievement. These included “In School Activities” which are an integral part of the curriculum offered at Mirrabooka PS. They expose students to a variety of meaningful life concepts and this year’s In School Activities targeted ‘Bullying’. Athletics Carnivals, the Interschool Sport Calendar, the annual Public Speaking Competition, Mirrabooka’s Got Talent, the ‘Count Us In’ Music strategy as well as the annual Arts Presentation are other examples of the schools commitment to its students.

The success of Mirrabooka PS would be greatly compromised if not for the wonderful contribution by the dedicated members of our **P&C and Precinct School Council**. Their commitment to Mirrabooka PS is much appreciated.
FUTURE DIRECTIONS/PRIORITIES 2015

Whole-school approach to Literacy and Numeracy

- School leaders will consolidate the 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 2014 NAPLAN results and the continued development of a school planning guide for specific concepts within the Australian Curriculum that need to be taught in both learning areas.

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

- 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-shoulder’ with classroom teachers to assist in diagnosing and addressing the needs of students who are at risk, and ensure that each 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.

Early Childhood Education

- The Provision of an Early Childhood education that provides the best possible learning and developmental outcomes for our students. The National Quality Standard (NQS) will inform whole school planning in early childhood (Kindergarten to Year 2) and the school will implement and audit the requirements associated with the NQS framework.

Targets 2012 – 2015

- Reduce the percentage of Year 5 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.

- Arrest the decline in Writing performance.

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

- Decrease the percentage of students making low or very low levels of progress in Numeracy between Year 3 and Year 5.
Mirrabooka Primary School
Annual Report 2014

Glossary of Terms

Mirrabooka PS – Mirrabooka Primary School

NAPLAN - National Assessment Program Literacy and Numeracy. Primary school children in years 3, 5 & 7 complete the assessments in Reading, Writing, Spelling, Grammar and Numeracy in May every year. Parents and schools receive the assessment data towards the end of term 4.

National Minimum Standard – The minimum standard is a nationally agreed description of the minimum skills required to make progress. Students below the minimum standard are deemed to be at risk of not making adequate progress in Literacy and Numeracy.

LOTE – Languages Other Than English - We offer Indonesian at Mirrabooka PS.

PEAC – Primary Extension and Challenge Program - This program is provided for children who score in the 98th Percentile and above on a test in year 4. Children are involved in PEAC in year 5, 6 and 7 and enrol in short courses held at various sites.

SAER – Students at Educational Risk - At Mirrabooka PS students identified as requiring additional assistance with particular literacy or numeracy skills are provided time with the SAER teacher during the week, in a small group situation.

PCL – Primary Curriculum Leaders.

IEC – Intensive English Centre. This commenced at the school in 2005 and caters for students who are newly arrived to Australia and come from an EAL/D background.

BMAD – Behaviour Management and Discipline. The school receives a financial grant to assist in programs and contingencies that support behaviour management in the school.

EAL – English as an Additional Language. This describes children that come from a home where English is not the first language spoken.

ICT – Information and Communications Technology. The school receives allocated teacher time to assist in programs that improve the outcomes for children by integrating ICT across curriculum areas.

IEP/GEP – Individual Education Plan/Group Education Plan. Children requiring documented plans for specific learning needs will have individual or group plans developed to help address these needs.

DOE – Department of Education.