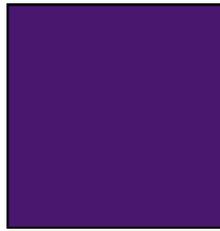


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Aubin Grove

PRIMARY SCHOOL



2016 Annual Report



Aubin Grove
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THE ANNUAL REPORT

The 2016 Annual Report provides a summary of our school's performance over the past year.

It provides details of student performance in academic and non-academic areas and outlines the progress we have made in implementing key strategies outlined in our 2015-2017 Business Plan. Importantly, it also describes the extent to which we have achieved the performance targets we set in our Business Plan.

Also detailed within this report are the major achievements and highlights of the year in the areas of school and student performance and financial and human resource management.

As an Independent Public School, Aubin Grove is committed to implementing and achieving all the requirements of our 2015-2017 Delivery and Performance Agreement. This document is a signed agreement between the School Board, the School and the Department of Education.

This Annual Report presents a summary of the extent to which we have achieved this.

PRINCIPAL'S MESSAGE

It is with great pleasure that I present the Annual Report for Aubin Grove Primary School for 2016.

2016 was another highly successful and rewarding year for all students, staff and families of Aubin Grove PS. In fact, I am delighted to report that 2016 was a particularly outstanding year.

Working closely with our community, and in particular our School Board, our school continued to excel, further enhancing our reputation as an exemplary school achieving outstanding results in all areas of operation.

Our high level of achievement and demonstration of excellence across all areas of our school was acknowledged in the 2016 annual Western Australian Department of Education Awards in which our school achieved the two highest honours of Primary School of the Year and Primary Principal of the Year.

These were just rewards for the dedication and expertise that has characterized the level of commitment of all who have been involved in the school since its inception in 2011 and who have worked so hard to make Aubin Grove the outstanding school that it is.

Our 2015-2017 Business Plan, developed in collaboration with the school staff and School Board details our priority areas, the targets we set and the major strategies we have developed to achieve our purpose of ensuring that every student is a successful learner and every teacher is an excellent teacher. It forms the basis against which we measure our success and effectiveness as a school.

Please enjoy reading the 2016 Annual Report. I hope you will gain an appreciation of the successes we have achieved, the progress we have continued to make in the context of a rapidly growing school population and the extent to which we go to ensure that every student is a successful learner.

Frank Pansini

PRINCIPAL

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VISION STATEMENT

At Aubin Grove, staff, students and families work in partnership to realize our shared vision for the school. Our vision describes what we want our school to ideally be, our purpose for what we do and the shared values that guide our approach.

Every child is most important to us. Every decision we make is student-centred and with our students' best interests at heart. We place children first and as such, are dedicated to providing our students with the very best education possible.

Our vision drives all our decisions, policies and processes including the establishment of our shared goals. It is reflected in the decisions we make, the teaching and learning environment we create, the approaches we undertake in our various roles and in all aspects of our day-to-day management of our school.

Our shared values provide the solid foundation upon which our approaches to teaching and learning are built. They form the bedrock upon which we agree to act and behave, to support our families and to support the development of the student's social and civic responsibility and sense of pride and belonging in our school and community.

OUR VISION

All students and staff of Aubin Grove Primary School exhibit, and are committed to, our four ideals of *learn, enjoy, aspire* and *focus*

OUR PURPOSE

To ensure that every student is a successful learner and that every teacher is an excellent teacher.

OUR VALUES

We are committed to:

A Pursuit of Knowledge: We are committed to learning, continuous self improvement and the achievement of potential and excellence.

Care and Compassion: We look after ourselves and care for one another.

A Fair Go: We treat all people fairly and free from discrimination. We embrace and celebrate diversity and difference; we strive to be included and include others.

Safety: We are committed to a learning environment that is emotionally, physically and socially safe where everyone respects the rights of others.

Honesty and Trustworthiness: We are honest and recognize the need for truthfulness.

Integrity: We do the right thing by others, and ourselves, ensuring consistency between words and deeds.

Respect: We treat each other with consideration and respect each other's rights as students and citizens.

Responsibility: We are accountable for our own actions; we resolve our differences constructively and peacefully.

Sustainability: We contribute to society and take care of the environment.

Collaboration: We promote teamwork, leadership, followership and the ability to work together to achieve desired outcomes.

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OUR CONTEXT

Opened in 2011, Aubin Grove Primary School is a state-of-the-art, award-winning Independent Public School that caters for children from Kindergarten to Year 6. From the very beginning our school has been guided by our commitment to ensuring that every student is a successful learner and every teacher is an excellent teacher.

Located in the rapidly growing suburb of Aubin Grove, in the southern corridor of the Perth metropolitan area, our school has experienced rapid growth in our student population over the first six years of our existence. We commenced with 297 students in 2011 and at the close of 2016 our student enrolments numbered 1104. During this time we have successfully maintained the high quality and innovative teaching and learning environment, the positive tone and high-level student behavioural standards and the outstanding quality of teaching and educational leadership that has characterized our school from its inception.

In this time our student population has also diversified and our school now proudly boasts a rich multicultural student body that represents children born in thirty-two different countries who speak thirty-one different home languages. Fifty-two per cent of our students' parents were born overseas. Our school values and celebrates diversity and welcomes the teaching and learning opportunities that such a diverse student population brings.

Our approach to how we act toward one another and to all who visit our school is based upon the FISH! Philosophy and its four key principals of *play, be there, make their day* and *choose their attitude*. This allows us to build positive relationships and establish positive behaviours, ensuring our school is a fun, caring and positive environment conducive to learning.

As an 'all Apple' school, our children learn in contemporary, well-resourced classrooms equipped with the latest in computer technology to facilitate student learning including interactive whiteboards, desktop computers, laptops / notebooks and iPads, providing them with unprecedented access to information and contemporary models of learning in a safe digital environment.

We provide a strong foundation in literacy, numeracy, science and HASS (history and the social sciences). Our children engage in a well-rounded curriculum experience based on the Western Australian Curriculum and the Early Years Learning Framework in the early childhood years of Kindergarten to Year 2.

Our programs provide children with the opportunity to study a range of subjects including music, physical education and the visual arts. Our students also learn Japanese and are eligible to learn a musical instrument and participate in the junior and senior choirs, as well as playing interschool sport and taking part in various arts activities, exhibitions and competitions.

Our highly skilled teachers engage children in learning programs that are adjusted to suit their learning needs. They provide appropriate intervention strategies for those requiring additional help, as well as challenging and stimulating programmes for academically talented children. Our Academic Extension Program (AEP) includes students from Years 1 to 6.

Our school buildings are modern and attractive, featuring highly practical and flexible learning and teaching spaces. Complementing our general purpose classrooms is our modern and highly functional Early Childhood precinct; a well-appointed and resourced Library; music room; purpose built art/craft room; an enclosed under cover assembly area; as well as a canteen that is operated by our P & C Association.

Our school also boasts extensive grassed play areas, hard courts for tennis, basketball and netball and cricket nets as well as a Naturescape playground in our early childhood precinct, providing challenging and enjoyable recreation activities for all children.

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At Aubin Grove Primary School, every child is most important to us. We place children first and foremost in all our planning and decision making ensuring that every child receives the very best educational experience possible. We place high expectations on ourselves and feel a deep sense of responsibility for every child in our care. The Aubin Grove community expects and deserves nothing less.

HIGHLIGHTS OF THE YEAR

2016 has been a year of extraordinary success for our school and in particular our students. During the course of the year we celebrated many exciting results, events, initiatives and achievements. The following are the highlights of the year:

2016 Primary School of the Year

Aubin Grove PS was announced as the WA Primary School of the Year in 2016. This award is recognition of the outstanding work and dedication of all staff who have worked at the school and contributed to making Aubin Grove an outstanding school focused on ensuring that every student is a successful learner and every teacher an excellent teacher.

It is also testimony to the wonderful partnership that exists between staff, students and parents who all take pride in their efforts, which have led to the achievement of exceptionally high standards in an outstanding educational environment.

2016 WA Primary Principal of the Year

Principal Frank Pansini, was honoured to achieve this award in recognition of his exemplary leadership of the school since its inception in 2011. Mr Pansini is credited for guiding the school to “flourish under his leadership, gaining a reputation for high standards of student leadership and excellence”.

Australasian Pacific Champions!

Our two Tournament of Minds or TOM, teams (Language/Literature and Social Sciences) both won their regional competitions and progressed to the state finals competing against teams from other government schools as well as those from prestigious private schools. Social Sciences didn't win their State final but they did win the Creativity Award for most outstanding spontaneous presentation. Our Language Literature team won their state final and went on to the Australasian Pacific finals on the Gold Coast.

Aubin Grove won its first international award when our amazing seven TOM students, representing Western Australia in language literature, were announced as winners of the TOM Australasia Pacific Title on the Gold Coast. Our students competed against the best teams from every Australian state and territory as well as teams from New Zealand and Thailand. This group of students made Aubin Grove and WA proud! Aubin Grove was the only WA government school to win a category.

Pro Football Cup Champions

Our Girls Soccer team competed in the State Schools Championship Pro Football Cup and in an exciting penalty shootout finish, won the championship. Five students from that side have won soccer scholarships to John Curtin College of the Arts in 2017.

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Further Highlights of 2016

- In Sport, our Interschool Athletics Team won both shields in the Division 1 Interschool Carnival for the third year running: They won the Outright Winners Shield and the Best Teams Shield.
- Our talented artists displayed their impressive art works in the most professional of environments at Atwell College in the Atwell Zone ArtNet Exhibition.
- Our Senior Choir performed with great distinction at the WA Massed Choir Festival in Winthrop Hall at the University of WA on a memorable night in September with one of our Year 6 students, chosen to perform as a soloist.
- Our Instrumental Music program continued to grow with 38 Year 5 and 6 students enrolled in guitar, brass, clarinet and flute. Seven students have been selected as members of the Atwell College Band performing with the band on their recent tour of schools in the area.
- Our Dads of Aubin Grove, or DAGs as they are known, were formed this year and carried out several highly successful activities. One was just for dads and involved a social gathering one night at the school and included refreshments and a great talk from a member of the WA Fathering Project. The others were dads and kids events that were fantastic. We look forward to seeing the DAGs go onto even better things in 2017.
- Former policeman and founder of Surf Online Safe, Paul Litherland, presented to both, students and parents on the topic of Cybersafety and Safe On-line Practices.
- Our 1:1 MacBook program reached our planned goal of making this a Year 4-6 program. This means that one way or another, every student in Years 4, 5 and 6 had access to a true 21st Century learning environment and the skills to operate highly effectively in the digital world in which we now live. In 2017, 96% of our Year 3 students brought their own laptop to school. The others had access to a school computer during the day as they needed it.
- With great financial assistance from the P&C, we installed more new shade sails to two play areas in our school. We also installed our first two urban ping-pong tables that have been hugely popular with all students.

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INDEPENDENT PUBLIC SCHOOL EXTERNAL REVIEW FINDINGS

As an Independent Public School, our school is subject to an external review of our school's performance every three years. The purpose of the Independent Public School review is to validate the school's own self-assessment and review processes and to assure the school community, the Director General and the Minister for Education that our school has met its commitments outlined in our Delivery and Performance Agreement (DPA) and the targets we set for ourselves in our Business Plan.

In 2014 we undertook our first External Review. We are currently in the midst of our second DPA (2015-2017) and will take part in our second External review in 2017. We will use the commendations and recommendation of our 2014 External Review to build on the work we have achieved in our first five years and to inform our practice to seek improvement in the next three years period.

The following is a summary of the findings of the 2014 Report by the Department of Education Services Review Team:

GENERAL STATEMENTS

- The school's self review processes are impressive
- An impressive array of critical success factors for high-level teaching and learning are evident at the school
- High standards of student achievement are being achieved as a result of very good educational leadership, strong team structures that support staff development and commitment, cohesive planning, evidence-based pedagogical practices and a supportive community.
- A feature of school planning is whole-of-school approaches to literacy, numeracy, science, information communication technologies (ICT) and Kagan cooperative learning
- The important contribution of school support staff (Education Assistants) to student learning at Aubin Grove is acknowledged.
- The School Board is commended for providing the school with outstanding support and strategic governance of the highest order.

COMMENDATIONS

- The impressive organizational culture being established that will enable the maintenance and ongoing improvement to the current good teaching and learning practices
- The objective and critical approach to self-assessment in whole-of-school, school leadership, class teacher, support staff and School Board contexts
- Provision of outstanding distributed instructional leadership and developing a whole-school learning community cognizant of its achievements and mindful of future challenges
- The School Board for providing the school with outstanding support and high-order strategic governance.

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AREAS FOR IMPROVEMENT

- The curriculum leadership team considers the implementation of reporting processes in the health and physical education, arts, technology and enterprise and languages learning areas that more closely align with major learning area outcomes that are planned to be achieved.

ENROLMENT PROFILE

In 2016 Aubin Grove continued to experience significant growth in student enrolments. Since we first opened in 2011 with a foundation enrolment of 297 students, our student population has grown quickly and steadily to a total of 1104 students by the end of the 2016 school year.

While our early years (Kindergarten – Year 3) continue to have the greatest numbers of students enrolled, our large cohorts are now moving through into middle primary. Cohorts of 145-150 exist in these years currently with numbers between 140-96 featuring for the Year 4-6 cohorts

A new school south of Aubin Grove at Wandi, will open in 2017. This will eventually ease the pressure on our school. In 2017, the new Honeywood Primary School will open for Kindergarten and Pre-primary students only in temporary accommodation. During this year, the rest of the school will be built and will expand to become a Kindergarten to Year 6 primary school in brand new accommodation in 2018. The effect on student numbers in Aubin Grove should begin to take noticeable effect in 2018.

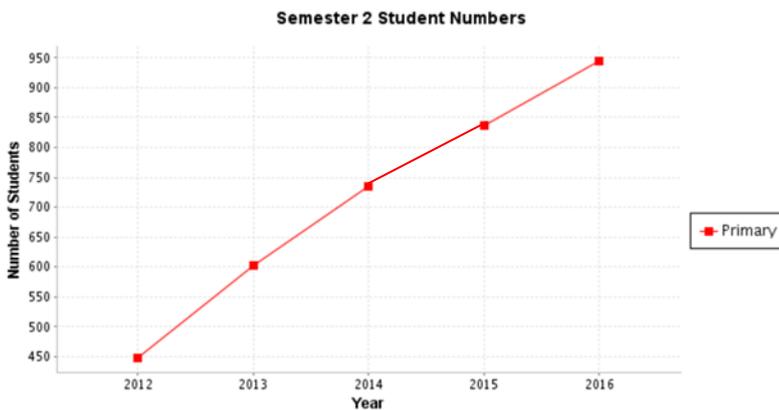
The table overleaf shows the growth in student enrolments over the first six years of the school's existence. The amounts shown each year are taken from the August student census data.



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Years	Aug 2011	Aug 2012	Aug 2013	Aug 2014	Aug 2015	Aug 2016
Kindergarten	83	105	124	132	145	160
Pre-primary	71	105	132	143	147	168
Year 1	49	79	130	134	151	147
Year 2	42	59	92	143	139	157
Year 3	46	51	66	98	147	138
Year 4	34	63	63	81	102	150
Year 5	37	46	66	68	85	95
Year 6	11	45	54	67	66	90
Total	373	553	727	866	982	1104



This graph indicates the number of full time students (Pre-primary – Year 6) enrolled in the school in each of our first six years. It does not include Kindergarten students, as they are pre-compulsory enrolments.

The steep incline of the graph clearly indicates the rapid increase in student enrolments since the school opened in 2011.

These numbers are taken from the February Student Census figures each year.

The school has a number of strategies in place to manage the challenges that come from such large student numbers. These challenges include location of transportable classrooms, reduction in student play space and limited parking at drop off and pick-up times and congested traffic at these times also.

A plan exists for the future location of transportable buildings to accommodate students for the years (2015-17) that minimizes the impact on play areas. Accommodating the number of students, staff and buildings on our site in 2017 will be a significant challenge.

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A number of measures have been implemented to manage the issues associated with large student and family numbers. These include:

1. With regard to parking congestion caused by the number of cars at “drop off” and “pick up” times we have made several modifications:
 - Staggered start and finish times for junior students and senior students.
 - A program of encouragement for students and families to walk and ride to school, including regular Walk and Ride to Schools days arranged by the school’s Environmental Sustainability Committee (Fume Free Fridays).
 - Modifying the Camden Bvd carpark to become a one-way “drop off/pick up” facility.
 - The Lyon Road carpark upgrade was completed in 2016. The upgrade included the creation of 26 new car park bays, 2 new ACROD bays and a re-design of the traffic flow (one way in and one way out, left turn only) to ease congestion and create a safer environment for pedestrians.
 - Writing to the City of Cockburn to increase parking and provide road safety measures on Lyon Rd.
 - Successfully applied for a Travelsmart grant to upgrade bike and scooter facilities (an overhead shelter). This was installed in 2016 and is full each day with bikes and scooters.

2. With regard to managing congestion in the playground:
 - We have increased the number of staff on playground supervision duty
 - We have increased the extent to which students can use the oval. This involves allowing the students to spread further across the oval under the increased oval supervision.
 - Allowing Year One students to access the oval after Term One.
 - Maintaining a roster for different year levels to access the oval playground, basketball courts and undercover area.
 - We have implemented a range of different lunchtime activities that provide children with options for play. These include spare parts play areas, chess club, art club and use of the library.

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2017 Plans:

- Construct an additional covered play area for students in Years 1-2
- Increase the number of urinals to accommodate the growing numbers
- Install four new refrigerated, filtered water fountains, including bottle fillers, one per each Learning Community. Add bottle filters at all existing water fountains (bubblers).
- Erect a covered enclosure in the current Art Room courtyard to allow small group instruction to occur and to accommodate instrumental music lessons, break out space for Art classes and the use of the area for “green screen” videoing.
- Upgrade the Library furniture, shelving and collaborative spaces to enable a more spacious and flexible facility that provides a contemporary and more practical learning environment.

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SPECIALIST SUBJECT AREAS

PHYSICAL EDUCATION

Students take part in a minimum of two hours of physical activity per week in accordance with the Commonwealth Governments mandated requirements for primary school aged children. In Kindergarten this involves students participating in the Fundamental Movement Skills Program with their classroom teacher and involves the use of the mobile outdoor play equipment and the Nature Playground.

Students in Pre-primary to Year 6 take part in a Physical Education lesson with a specialist teacher and a weekly sport session (Years 3-6) or FMS session (PP-Year 2).

Teaching and learning emphases are on game skills and strategies, dance, body awareness and team skills. Assessment is based on the Health and Physical Education syllabus (Movement and physical activity) outlined in the West Australian Curriculum.

Individual talents and interests are acknowledged at Aubin Grove and considered when planning the wide range of sporting options on offer. These include athletics, modcrosse (modified lacrosse), soccer, volleyball, Australian Rules football, netball, dance, basketball, cricket, tee-ball and cross country running to name a few. A variety of in-school sporting clinics are also offered to complement the school program.

In 2016 Aubin Grove successfully adopted the Sporting Schools program. This program ran throughout the year and provided opportunities for students to engage in sporting activities before and after school in conjunction with local sporting clubs.

In 2016 Aubin Grove achieved outstanding success in all Interschool Carnivals. Achievements at Interschool Carnivals included:

- 2nd Place for the overall shield at the Summer Lightning Carnival (Term 1)
- Equal 1st place for the overall shield in the Winter Lightning Carnival (Term 2)
- 1st Place Interschool Cross Country Champions (Term 2)
- 1st Place Interschool Athletics Carnival Overall Shield (Term 4)
- 1st Place Interschool Athletics Carnival Team Game Shield (Term 4)

A highlight of the 2016 Sporting Calendar was the success of the Aubin Grove Soccer Teams. In particular the Girls tournament in Term 2. The Aubin Grove team earned a place in the finals after being runners up in the regional tournament. After knocking out several schools, the girls played in an exciting grand final and eventually won the State Championship title in a penalty shoot out. The school also experienced success in Term 3 when the Open Team made it to the finals for the Open Glory Cup Soccer Championships.

Involvement in these tournaments has led to a great increase in the number of students, particularly girls, playing soccer and an increase in the number of students earning entry to John Curtin College of the Arts in the specialist Soccer Program.

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As in previous years, all students who represented the school for Physical Education were acknowledged for their great skills and for their admirable sporting attitudes and behaviours towards their teammates and competitors from other schools. This has been a feature of the behaviour of our interschool representatives from our inception and an emphasis of the Physical Education program across the entire school.

JAPANESE (LANGUAGES OTHER THAN ENGLISH or LOTE)

The Japanese program begins in Pre-primary at Aubin Grove and contains a balance of cultural and language emphases throughout the years.

In the early years up until Year 2, the focus of learning and assessment is on *Listening and Responding and Speaking*. Students are introduced to what the Japanese language is and where Japan is in relation to Australia. There is also an emphasis on understanding simple customs and social behaviours. The language focus is on greetings, numbers, colours and family names.

In Years 3 and 4 the students compare Japanese and Australian housing and home styles. They learn the use of familiar and unfamiliar verbs and nouns in both animate and inanimate contexts.

In Years 5 and 6 students are still taught and assessed on Listening and Responding and Speaking but are also introduced to Viewing, Reading and Responding. They engage in invitational conversations including the use of formal and non-formal language. Students compare and contrast Japanese and Australian social activities such as leisure pursuits and learn the significance of the cherry blossom season in Japan.

In 2016 all students had the opportunity to participate in Japanese cultural experiences to enrich the language aspect of the program. This included, after school sushi making classes and an interactive story telling experience 'Omusubi Kororin' meaning "The Rolling Rice Ball". A visit to the Japanese classroom at the annual school Open Night was also a highlight for many students and families.

The Japanese program continued to utilise the technology rich environment at Aubin Grove in 2016, to enhance the language and cultural program taught in classrooms. This was achieved through the use of iPads, interactive smart board and the 1:1 Macbook program in Year 4-6 classes.

MUSIC

The school's Specialist Music program includes all students from Pre-primary to Year 6 who take part in weekly musical lessons with one of our three specialist music teachers. Students learn and are assessed on their development and application of Arts Ideas and Arts Skills and Processes in the context of music.

Students can also nominate to participate in Junior and Senior Choir and the Instrumental Music School Services. In 2016, 37 students took part in the SIM program studying a choice of flute, clarinet, brass or guitar.

Students can also nominate to perform at our Junior and Senior Lunchtime Concerts. One concert for each age group is held each term and parents, staff and students gather to enjoy the performances.

Our Senior Choir is comprised of students in Years 4-6 and rehearses every Wednesday before school. In 2016 the choir performed at the WA Government Schools Massed Choir Festival in Winthrop Hall at the University of Western Australia, the school's ANZAC Service, the Year 6 Graduation Ceremony, Lakeland Senior High School, Cockburn Schools Music Spectacular, Cockburn Choral Festival and the End of Year Concert.

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The Junior Choir is made up of students from Year 3. They rehearse after school on Wednesdays and in 2016 they performed at the Regents Garden Residential Care facility and at the End of Year Concert.

The instrumental students gave a number of performances at venues including Regents Garden Residential Care facility, the School Open Night and End of Year Concert. Three instrumental students were selected to become members of the Atwell Band.

The inaugural Cockburn Choral Festival, established by the Music Teachers throughout the Cockburn Central Education Network, was an exciting part of the 2016 Music Calendar. Both the Aubin Grove Junior and Senior Choir performed at this festival. The Choirs performed a number of massed choir songs with other schools in addition to performing as individual choirs representing Aubin Grove PS.

The formation of Aubin Grove's first Rock Band occurred in 2016. Students from Year 5 and 6 auditioned and were selected for guitar, bass, keyboard and drums. The band performed at the school open night in Term 3 and at lunchtime concerts. Students rehearsed weekly at lunch time.

All students from Kindy to Year 6 took part in our Annual End of Year Concert, singing and dancing to songs from the theme "At the Movies".

VISUAL ART

In 2016, our Visual Arts team expanded to include three teachers, teaching Art to students from Years PP- Year 6.

All three teachers collaborated closely to deliver similar art experiences to students completing 1 hour per week in either of the two art rooms with much sharing of ideas, problem solving and great results achieved by the students.

An annual highlight for the Art Calendar each year has been the Atwell College Zone Art Exhibition and 2016 was no exception. Our students worked hard to produce artworks with a focus on the exhibition theme of Sustainability. The artwork that Aubin Grove showcased included cityscapes made from up cycled materials, loose parts robots, clay faces using natural materials and paintings inspired by Uno's Garden. Many materials for the artworks produced for the exhibition were sourced from Remeda and from family donations. The exhibition was extremely well received by all parents and students who attended.

The annual school open night in Term 3 was also an opportunity for students to exhibit their art. Parents and students loved the giant koi fish murals produced by our youngest artists from pre-primary.

Assessment was to continue to focus on the skills and knowledge of techniques that our children continue to build on and on further developing their ability to communicate ideas, helping them to grow their competence, confidence and love of art making.

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School Performance Against the Targets in the 2015-2017 Business Plan

Our Business Plan Targets are based on measuring progress over the three-year period of the Business Plan. 2015 was the starting point for our assessment when we gathered our baseline data. This explains why most of the boxes in 2015 are marked Not Applicable (NA).

In 2016, we gathered data to enable us to measure the extent to which we were making progress in the achievement of the targets. This is indicative data that helps us to see whether we are on track to achieve the targets at the end of 2017.

In 2017, final judgments will be made on the extent to which we have achieved the targets.

In the table below, the extent to which targets have been achieved or not are indicates follows:



Target Achieved



Target Mostly Achieved



Target Not Achieved

A detailed analysis of our 2016 progress against the targets is outlined on the following page.



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2015-2017 Business Plan Targets		2015	2016	2017
1	From 2015-2017: Arrest the downward trend in Spelling in Years 3 and 5.	NA	?	
	Perform at or above like schools in NAPLAN Numeracy, Reading, Writing and Grammar & Punctuation:		Year 5 ?	
			Year 3 ?	
2	The progress of our stable cohort continues to outperform the stable cohort of like schools in all NAPLAN areas.	NA	Except Writing ?	
3	Year 3: at least 40% of our students achieve between Proficiency Bands 5-10		?	
4	Year 5: At least 30% of our students achieve between Proficiency Bands 7-10		?	
5	From 2015-2017, there is a positive trend in the percentage of Year 2 students achieving PM Benchmark Level 20.	NA	?	
6	From 2015-2017, there is a positive trend in the number of Standards within the National Quality Framework met in Kindergarten and Pre-primary.	NA	?	
7	The National School Opinion Survey results are positive for Community, Staff and Students (ie each item has a ranking of at least 3.5).	NA	?	
8	School Board survey of the effectiveness of the Board is positive.	NA	?	
9	All teachers take part in the school's classroom observation and feedback strategy as part of their performance management process.	?	?	
10	The school achieves either a "Good" or "Excellent" rating in every category in the next school audit.	NA	NA	

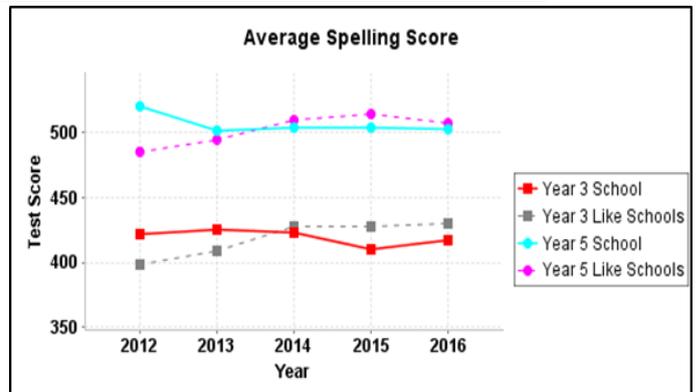
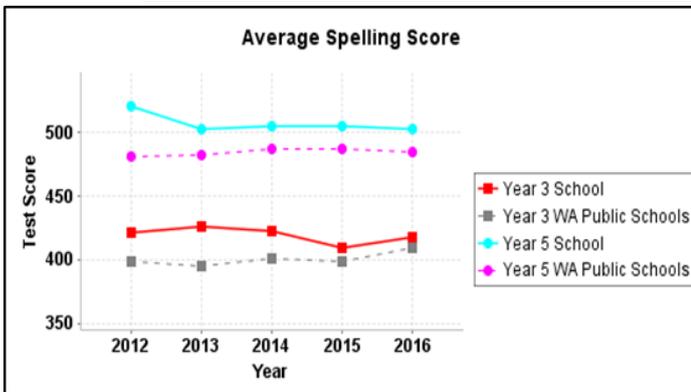
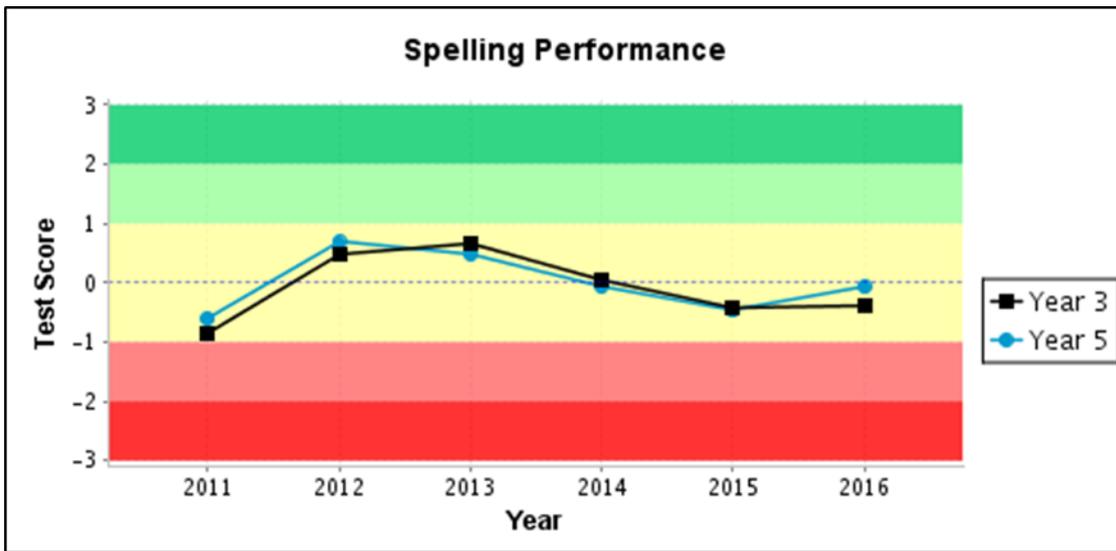
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Target 1a

From 2015-2017 we will arrest the downward trend in Spelling in Years 3 and 5



FINDINGS

- Results are within the “expected” range (yellow shaded area). Year 3 and Year 5 results have increased for the first time since 2013. This improvement was more significant in Year 5.
- Our performance continues to exceed that of all WA schools.
- Our performance is still below the performance of our “like school” comparison but in both Year 3 and 5 the gap is closing.



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RECOMMENDATIONS

After a downward trend was evident across 2013 – 2015 adjustments were put in place to arrest this decline. Particularly in Year 5, the impact of these adjustments appears to have had a positive impact in 2016. The following will be of focus in 2017:

Review scope and sequence documents in Spelling PP-2.

- Review scope and sequence documents in Spelling PP-2.
- Ensure Phonological Awareness (PA) skills continue to be explicitly taught in Year 1 and Year 2 with an emphasis on phoneme manipulation and segmentation.
- While explicit teaching of Spelling is evident across PP – 2, teaching practice with an emphasis on differentiation needs to be a focus in 2017.
- Continue to implement “Words Their Way” as our whole school approach to teaching Spelling.
- Spelling will follow the Modelled-Guided-Independent structure and must include elements such as contrast, over learning, and identifying the patterns to lead to automaticity.
- Support and professional development provided in the assessment and analysis of Words Their Way.
- Teachers review how effectively WTW is being utilised in classrooms by using the inventory to track progress from Term 1 to 3.
- Teachers develop an agreed student work book structure to support the teaching of spelling, word study and vocab in year levels.

Target 1b

From 2015-2017 we will perform at or above like schools in NAPLAN Numeracy, Reading, Writing and Grammar and Punctuation.

WA Public Schools	Year 3 Numeracy					
	School			Like School		
	2014	2015	2016	2014	2015	2016
Top 20%	31%	31%	37%	27%	30%	28%
Middle 60%	62%	64%	56%	64%	62%	60%
Bottom 20%	7%	6%	7%	9%	8%	12%



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WA Public Schools	Year 5 Numeracy					
	School			Like School		
	2014	2015	2016	2014	2015	2016
Top 20%	32%	21%	32%	29%	31%	28%
Middle 60%	60%	69%	60%	64%	62%	62%
Bottom 20%	8%	9%	7%	7%	7%	10%

WA Public Schools	Year 3 Reading					
	School			Like School		
	2014	2015	2016	2014	2015	2016
Top 20%	39%	30%	24%	31%	33%	28%
Middle 60%	51%	60%	66%	60%	57%	62%
Bottom 20%	10%	10%	10%	8%	10%	10%

WA Public Schools	Year 5 Reading					
	School			Like School		
	2014	2015	2016	2014	2015	2016
Top 20%	29%	23%	29%	30%	32%	28%
Middle 60%	64%	66%	66%	63%	59%	63%
Bottom 20%	8%	10%	5%	7%	8%	9%

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WA Public Schools	Year 3 Writing					
	School			Like School		
	2014	2015	2016	2014	2015	2016
Top 20%	45%	37%	29%	36%	34%	33%
Middle 60%	44%	56%	59%	56%	57%	57%
Bottom 20%	10%	8%	13%	8%	8%	10%

WA Public Schools	Year 5 Writing					
	School			Like School		
	2014	2015	2016	2014	2015	2016
Top 20%	37%	29%	38%	33%	29%	32%
Middle 60%	59%	71%	58%	59%	65%	59%
Bottom 20%	5%	0%	4%	9%	6%	9%

WA Public Schools	Year 3 Grammar & Punctuation					
	School			Like School		
	2014	2015	2016	2014	2015	2016
Top 20%	32%	20%	30%	33%	32%	30%
Middle 60%	61%	70%	59%	57%	61%	59%
Bottom 20%	7%	10%	11%	10%	7%	11%

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WA Public Schools	Year 5 Grammar & Punctuation					
	School			Like School		
	2014	2015	2016	2014	2015	2016
Top 20%	30%	38%	31%	31%	37%	27%
Middle 60%	62%	55%	64%	62%	54%	64%
Bottom 20%	8%	7%	5%	7%	10%	8%

FINDINGS

- Our Year 5 results compared slightly more favorably than our results in Year 3.
- Year 3 results indicate that whilst we are not achieving the same Top 20% results, we have more students in the Middle 60% range. This indicates that we are not extending our students sufficiently to achieve in the Top 20% range.
- With the exception of Year 3 Writing, we continue to have less students in the Bottom 20% range in Years 3 and 5 than our like schools indicating that we are enabling students in this range to achieve above expected results.
- Writing continues to be a strength in Year 5; however, the Year 3 results indicate a decline in performance that needs further investigation

RECOMMENDATIONS

- Interrogate the Literacy Block structure to ensure that all elements, particularly Writing in the early years (PP-3) is well understood and effective teaching and learning experiences are embedded.
- Review the Writing assessment profiles in PP-2. Ensure the emphasis is on basic students mastering structure and conventions so that basic skills are the teaching and learning emphasis.
- Teachers model and provide opportunities for all students to extend their writing through the development of personal voice. Encourage risk taking beyond the agreed text type structures.
- Teachers use Guided Writing to meet the needs of groups of students.
- Continue to embed and refine whole school approach to teaching spelling. This includes the implementation of Words Their Way and the explicit teaching of Phonological Awareness skills and Phonics in the early years.
- Data is collected at a whole school level from new School based assessment PP-6 twice a year.
- Learning Intentions and Success Criteria are made visible throughout the English and Mathematics Block.

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Target 2

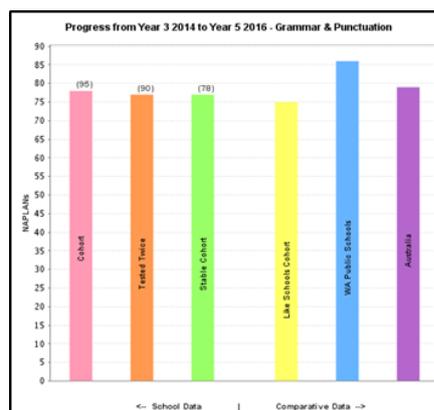
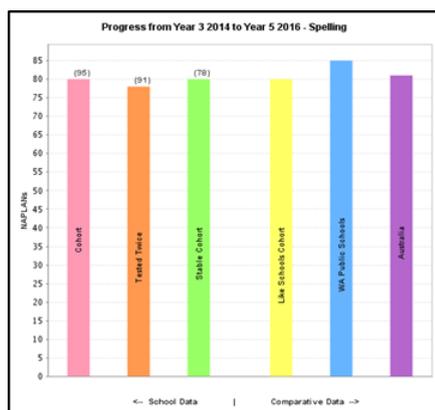
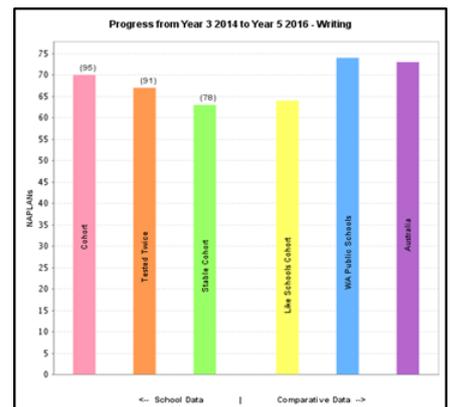
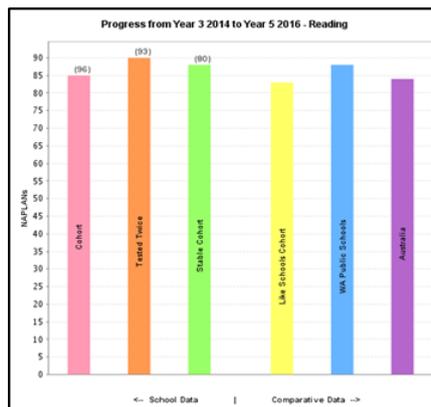
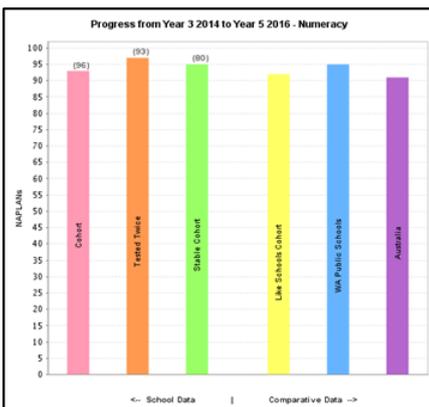
The progress of our stable cohort continues to outperform the performance of like schools in all NAPLAN area.

In these graphs, the focus is on the green lines (Aubin Grove) and the yellow lines (like schools). We are targeting “progress.” That is, we are seeking to progress better than the rate at which our “like schools” are progressing.

In this case progress is measured by the improvement in results made by students in their NAPLAN testing from their Year 3 results and their Year 5 results.

Stable cohort refers to those students who were at Aubin Grove for both those tests.

Twice tested (orange line) refers to those students who did NAPLAN at another school in Year 3 and at Aubin Grove in Year 5.



FINDINGS

The intention of this target is to measure the progress our students make in the 2015-2017 period of our current Business Plan, compared to those in like schools.

- In all areas with the exception of Writing, the progress of the students in our stable cohort have made similar or more progress than those students in like schools.



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Target 3

Year 3: At least 40% of our students achieve between Proficiency Bands 5-10.

Target 4

Year 5: At least 30% of our students achieve between Proficiency Bands 7-10.

Band	Numeracy							
	Year 3				Year 5			
	2015		2016		2015		2016	
	School	Like School	School	Like School	School	Like School	School	Like School
10								
9								
8					14%	14%	21%	15%
7					11%	22%	17%	18%
6	17%	20%	24%	20%	29%	29%	27%	28%
5	24%	22%	24%	20%	35%	22%	28%	26%
4	27%	26%	23%	26%	11%	12%	6%	10%
3	24%	20%	21%	23%	0%	2%	1%	3%
2	6%	10%	4%	10%				
1	1%	3%	2%	2%				

- **Aubin Grove Year 3 – 48% in Band 5 & 6** ✓
Like Schools Year 3 – 40% in Band 5 & 6
- **Aubin Grove Year 5 – 38% in Band 7 & 8** ✓
Like Schools Year 5 – 32% in Band 7 & 8

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Band	Reading							
	Year 3				Year 5			
	2015		2016		2015		2016	
	School	Like School	School	Like School	School	Like School	School	Like School
10								
9								
8					8%	17%	20%	15%
7					28%	24%	23%	26%
6	30%	33%	24%	28%	26%	25%	28%	26%
5	17%	22%	29%	26%	17%	19%	19%	18%
4	26%	20%	21%	20%	19%	12%	6%	11%
3	19%	16%	16%	16%	2%	3%	4%	4%
2	4%	5%	7%	8%				
1	3%	3%	4%	2%				

- **Aubin Grove Year 3 – 53% in Band 5 & 6** ✓
Like Schools Year 3 – 54% in Band 5 & 6
- **Aubin Grove Year 5 – 43% in Band 7 & 8** ✓
Like Schools Year 5 – 41% in Band 7 & 8



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Band	Writing							
	Year 3				Year 5			
	2015		2016		2015		2016	
	School	Like School	School	Like School	School	Like School	School	Like School
10								
9								
8					5%	6%	3%	4%
7					16%	18%	21%	15%
6	17%	17%	13%	15%	46%	37%	42%	35%
5	44%	41%	47%	41%	31%	31%	26%	34%
4	25%	25%	26%	30%	2%	5%	4%	10%
3	11%	13%	10%	10%	0%	3%	3%	3%
2	3%	2%	5%	3%				
1	0%	2%	1%	1%				

- **Aubin Grove Year 3 – 60% in Band 5 & 6** ✓
Like Schools Year 3 – 56% in Band 5 & 6
- **Aubin Grove Year 5 – 24% in Band 7 & 8** ✗
Like Schools Year 5 – 19% in Band 7 & 8



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Band	Spelling							
	Year 3				Year 5			
	2015		2016		2015		2016	
	School	Like School	School	Like School	School	Like School	School	Like School
10								
9					▲	▲	▲	▲
8					6%	13%	14%	14%
7	▲	▲	▲	▲	28%	31%	19%	19%
6	21%	29%	21%	25%	29%	27%	31%	35%
5	22%	24%	24%	31%	31%	20%	28%	22%
4	20%	22%	30%	21%	6%	8%	5%	7%
3	23%	14%	13%	12%	0%	2%	3%	3%
2	13%	9%	10%	9%	▼	▼	▼	▼
1	1%	2%	1%	2%				

- **Aubin Grove Year 3 – 45% in Band 5 & 6** ✓
Like Schools Year 3 – 56% in Band 5 & 6
- **Aubin Grove Year 5 – 33% in Band 7 & 8** ✓
Like Schools Year 5 – 33% in Band 7 & 8



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Band	Grammar & Punctuation							
	Year 3				Year 5			
	2015		2016		2015		2016	
	School	Like School	School	Like School	School	Like School	School	Like School
10								
9					▲	▲	▲	▲
8					21%	22%	21%	22%
7	▲	▲	▲	▲	21%	23%	24%	20%
6	27%	41%	32%	37%	21%	22%	23%	24%
5	21%	20%	24%	20%	25%	21%	22%	21%
4	28%	22%	21%	18%	12%	8%	8%	10%
3	14%	10%	16%	18%	0%	5%	1%	3%
2	8%	5%	3%	4%	▼	▼	▼	▼
1	2%	3%	4%	4%				

- **Aubin Grove Year 3 – 56% in Band 5 & 6** ✓
Like Schools Year 3 – 57% in Band 5 & 6
- **Aubin Grove Year 5 – 45% in Band 7 & 8** ✓
Like Schools Year 5 – 42% in Band 7 & 8

FINDINGS

- Both Target 3 and 4 has been achieved, with the exception of Year 5 Writing. Although the percentage of Year 5 students in Band 7 & 8 exceeds that of like schools it does not meet the target of 30% (24%).
- We continue to have a high proportion of students in Band 5 in Writing.

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RECOMMENDATIONS

- Continue to provide targeted support to new and existing staff on agreed whole school approaches in English and Mathematics through the range of support strategies available in 2016 (Learning Walks, Impact Coaches and Peer Observation & Feedback Process)
- Teachers model and provide opportunities for the more capable students to extend their writing through the development of personal voice. Encourage risk taking beyond the agreed text type structures.
- Explicitly teach students how to use vocabulary effectively to enhance their writing. They will be taught figurative language devices appropriate to their year level (starting late Year Two).

Target 5

From 2015-2017, there is a positive trend in the percentage of Year 2 students achieving PM Benchmark Level 22.

Level 22 is considered to be age appropriate for a successful transition to the requirements of the Year 3 curriculum. PM (Progress and Meaning) Benchmarking is an comprehensive reading assessment resource where students reading abilities, both independent and instructional, are levelled, using unseen, meaningful texts.

Year	Number of students in Year 2	Students Achieving Level 22 or Above
2015	139	62%
2016	157	62%

FINDINGS

- 98 students out of the 157 (62%) assessed have achieved a reading and comprehension PM level of 22 or above.
- This is the same percentage as the 2015 cohort exiting Year 2 on level 22 or above.
- Feedback from Year 3 Teaching staff indicates that some students move slightly move back in ability when transferring over from the PM to the Year 3 PROBE assessment.

RECOMMENDATIONS

- All teachers are provided the opportunity to moderate their PM benchmark processes as a group before the commencement of the assessment period in February. This can include a sample of anonymous case studies to prompt the conversation around the assessment structure and outcomes.
- Those students who obtain a Level 30 in Term 1, Year 2 need to be extended in their reading assessment through the opportunity to complete the PROBE Reading and Comprehension assessment to ascertain an accurate reading age and comprehension ability.



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- Continue to analyse the comprehension abilities of students after the second PM assessment in Term 3 to target specific deficits in comprehension strategies in Year 2, Term 4 and entry into Year 3.
- Audit our whole school guided reading approach to ensure a more consistent approach to this practice across all year levels. Ensure that Visible Learning practices are embedded in Guided Reading.

Target 6

From 2015-2017, there is a positive trend in the number of Standards within the National Quality Framework met in Kindergarten and Pre-primary.

The National Quality Standard (NQS) forms part of the National Quality Framework and sets a national benchmark for quality education that all schools strive to meet from Kindergarten to Year 2 in WA. The approach taken towards the NQS is focused on continuous self-improvement and embedding a reflective and educative process for staff across our early years phase of schooling.

Our staff began familiarizing themselves with the NQS at the end of 2014. Throughout 2015 and 2016 school staff have used the NQS to reflect on the quality of our K-2 program and identified priorities for improvement. Our 2016 NQS internal audit demonstrates a positive trend in the number of standards within the National Quality Framework met in Kindergarten and pre-primary.

At the end of 2016 the school sought a verification of it's own findings against the NQS. Very pleasingly, the verification officers from the Office of Early Childhood and Development found that the school was meeting all standards within the NQS

Provided below, is a summary of the key strengths and some of the focus areas for improvement in 2016. Data presented is based on the Pre-primary and Kindergarten years.

Overall Quality Area Recording 2015—2017		2015	2016	2016 OECDL
		W-Working towards National Quality Standard M-Meeting Quality Standard		
QA1	Educational program and practice	W	M	M
QA2	Children's health and safety	W	W	M
QA3	Physical environment	W	W	M
QA4	Staffing arrangements	W	W	M
QA5	Relationships with children	W	W	M
QA6	Collaborative partnerships with families and communities	M	M	M
QA7	Leadership and service management	W	W	M

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Standards

Within the Seven *Quality Areas* are *standards* that are further broken down into *elements*. In order to be 'meeting' the National Quality Standard each element within each of the standards needs to be met.

In 2015, the number of standards met in the National Quality Framework was 7/18.

In 2016, the number of standards met in the National Quality Framework was 11/18

FINDINGS

- In 2016 the school identified four standards that the school was 'meeting' that had not been previously met in the 2015 internal audit. In addition to this, improvements in several standards in Quality Area of Educational Program and Practice resulted in Quality Area One being met.
- Representatives from the Early Childhood Committee continued to drive the implementation of the NQS in 2016 and the improvements identified as priorities throughout the year.
- A continued strong focus on the Physical Environment throughout the K-2 area of the school in 2016 resulted in vibrant, challenging and engaging spaces to support children's exploration, creativity and learning.
- Staff members have continued to work closely in collegiate teams that encourage collaborative practices and the sharing of skills and expertise. The google environment that was established in 2016 has created an effective platform for staff collaboration

Target met ✓

RECOMMENDATIONS

- The Early Childhood Committee and K-1 Deputy will continue to lead the implementation of the NQS across K-2.
- Year Groups will continue to regularly review the NQS documents as a set agenda items routinely in team meetings and/or at point of need.
- Provide professional learning for new K-2 staff in the NQS
- Continue to implement self improvement plans finalised in 2016
- Although verifiers acknowledged the strong partnerships that exist with families, based on feedback to the school board a focus for 2017 will be further streamlining whole school communication processes with the community to enable easier access for parents to classroom blogs and whole school information.

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Target 7

The National School Opinion Survey results are positive for Community, Staff and Students (ie each item has a ranking of at least 3.5/5) Target Met ✓

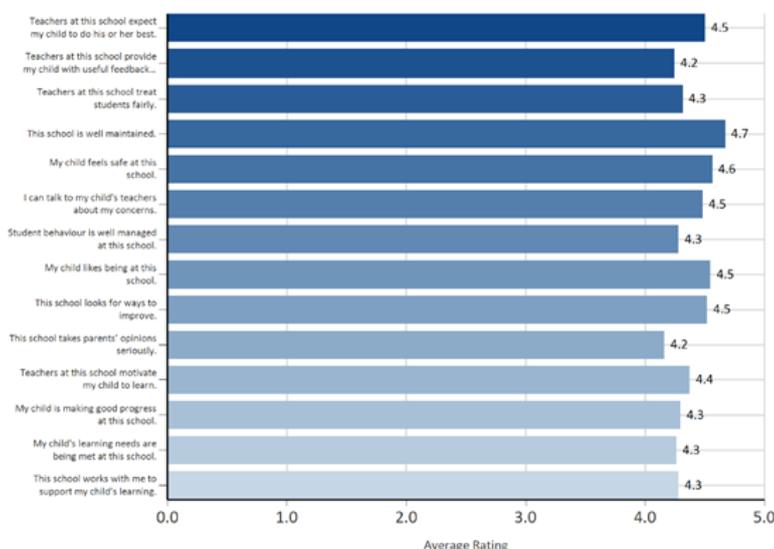
The Aubin Grove School Board surveys the school community every two years so consequently no survey was conducted in 2015. The next survey is scheduled for 2016. The results used for reporting purposes in this Annual Report are the results from the 2014 National Opinion Survey.

The purpose of the survey is to measure the extent of satisfaction among families on a range of key aspects of our school's performance and operations. The information is analysed by parent representatives on the School Board and the results and their recommendations are presented to the rest of the Board for discussion and possible action. Following this, the results are published for the entire school community to read.

Statements were rated according to the following scale:

- 5 Strongly Agree
- 4 Agree
- 3 Neither Agree or Disagree
- 2 Disagree
- 1 Strongly Disagree

Community



FINDINGS

Target met in Community Survey. Overall, the average results in the 2016 survey are positive with no items scoring below 4 out of 5. The number of survey responses from the parent community was 348 (out of a possible 740).

Four items have remained consistent between the two collection cycles, with parent responses indicating that teachers expect children to do their best, teachers providing children with effective feedback, student behaviour is well managed at the school and the school supports their child's learning.

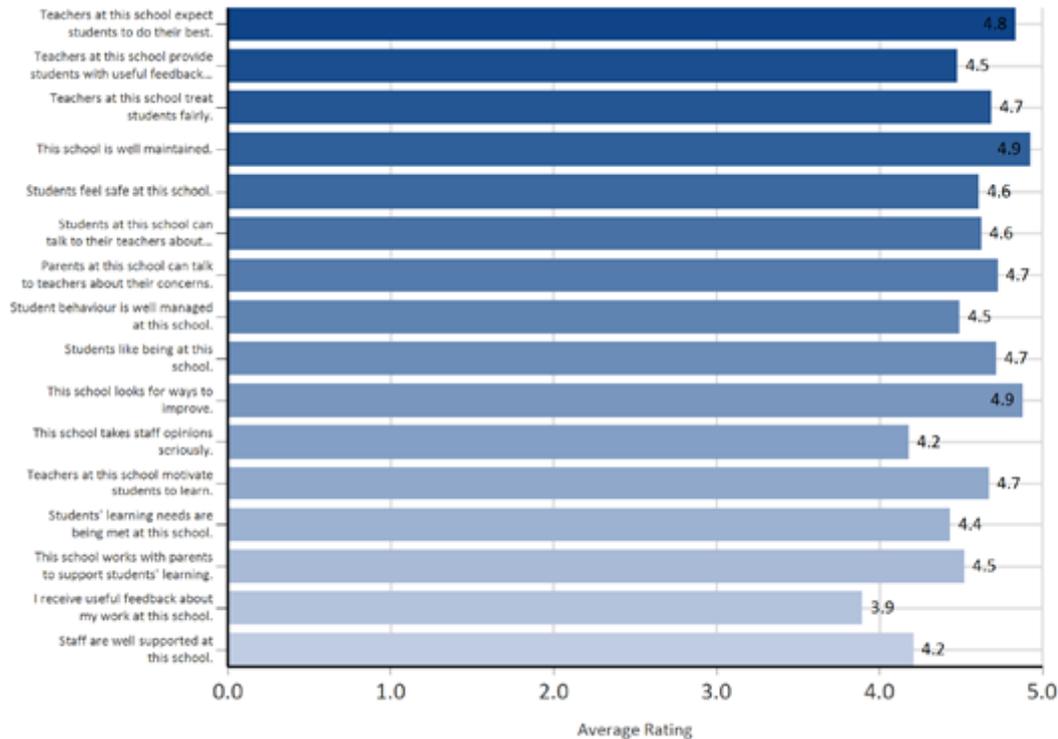
- Although there was a slight decline in two items (my child likes being at this school and I can talk to my child's teacher about my concerns), these still remain in the Agree – Strongly Agree category of 4 and above.



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Staff



FINDINGS

Target met in Staff Survey. Overall, 67 staff members responded to the survey. Very positive results were evident across the board with all survey items increasing or staying the same in their rating by staff from 2014-2016.

Pleasingly, significant improvements were evident in three items:

- *This school takes staff opinions seriously*
- *Staff are well supported at this school*
- *This school is well led*

There were strong results in two new items included in the 2016 survey:

- *Teachers at this school are good teachers*
- *Teachers at this school care about their students*

Although still above the target of 3.5, the lowest scoring item at 3.9 indicated that there wasn't a strong belief from teachers that they received useful feedback about their work in the school.

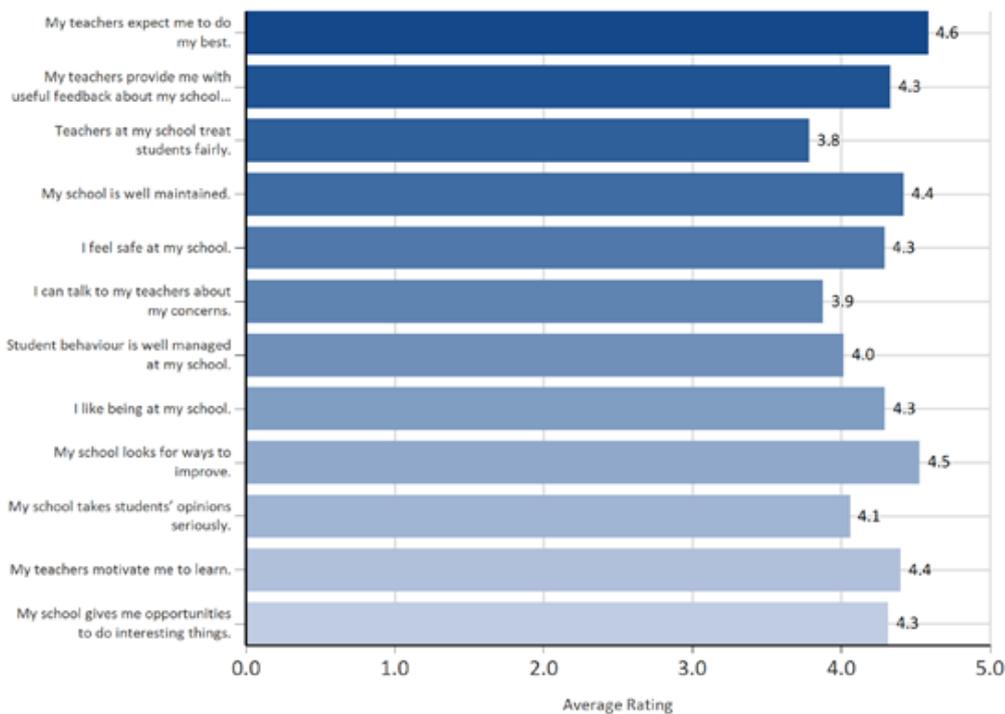
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Students – 173 responses



FINDINGS

Target met in Student Survey.

Overall, the results are very positive with no 2016 items falling below an average of 3.8 out of 5.

Two items that are below the majority of items are: *Teachers at my school treat students fairly* & *I can talk to my teachers about my concerns*. Both of these items are still averaging 3.8/3.9

- Significant improvements have occurred with two items: *My teachers provide me with useful feedback about my schoolwork* & *My school takes students' opinions seriously*
- A fantastic result is that 97% of our students agree that: *My teachers expect me to do my best*.
- Very strong results with the two new items about teachers being good and caring – 4.5 & 4.4 average.
- There is an interesting disparity between items: *I feel safe at my school* (81%) & *I am bullied at school* (66% disagree)



RECOMMENDATIONS

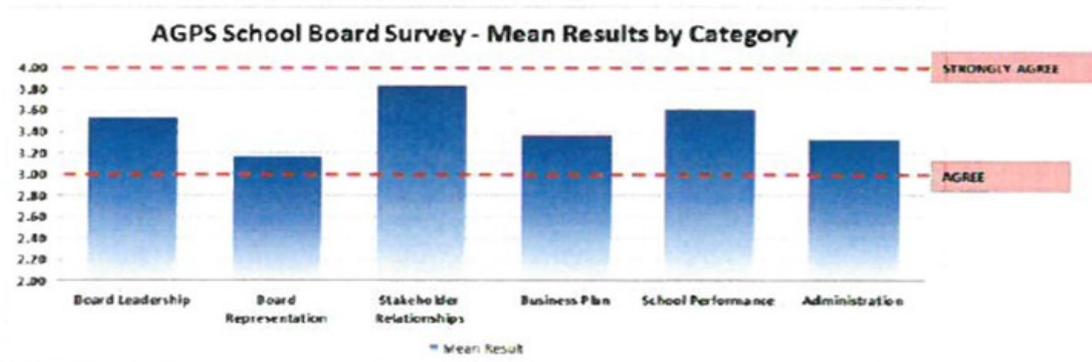
- Discuss Community, Staff and Student results with the CLT, School Board and then all staff.
- Further investigation in 2017 into specific survey items as required (e.g. results in student survey indicate that female students feel they are being targeted by male students).
- Line Managers provide more feedback to staff on their work performance both formally and informally.
- Conduct another National School Opinion Survey in 2018.

Target 8

School Board survey of the effectiveness of the Board is positive.

Target Met ✓

The School Board conducted a survey of all board members in Term 2, 2016. Nine Board members responded to a range of 25 questions to ascertain the effectiveness of the Board.



FINDINGS

Favourable results evident across all categories, notably:

- Stakeholder Relationships – indicative that internal and external relationships are both positive and effective.
- School Performance – suggests a high level of confidence in the overall performance and direction of AGPS.
- Board Leadership – the board has confidence in the current Principal and Chair.

RECOMMENDATIONS

Opportunities for improvement were identified from the 2016 survey data in the categories of Board Leadership, Board Representation, Board Administration and School Business Plan.

- Review induction processes for board members
- Ensuring the composition of the board is representative of the school community
- Fixed agenda item to review business plan performance indicators (Milestones and Targets).

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Target 9

All teachers take part in in the school's classroom observation and feedback strategy as part of their performance management process.

Target Partially Met ✓

In 2015, in response to the 2014 External Review Team's question, "How do you plan to maintain and sustain the high standards your schools has achieved in its first four years?" our school undertook to put in place strategies that emphasized support for teachers to carry out their role and enhance their performance. The intention was to maintain and then raise performance whilst simultaneously ensuring consistency of quality among teachers. This emphasis is aligned to the Department's system commitment described in which aims to "increase consistency of practices among teachers through collaboration, agreed curriculum scope and sequences, and classroom observation."

During 2016, our school continued to build upon the classroom observation and feedback strategy commenced in 2015. While teachers continued to reflect against the Aubin Grove "Pedagogical Framework" using GoPro Camera Technology to observe themselves teaching, teacher leaders and members of the school administration took part in Growth Coaching Professional Learning. Throughout the year, this focus group refined their observation and feedback skills and provided insight into future directions for this initiative moving into 2017.

In Semester Two, 2016 the observation and feedback strategy was further enhanced by the appointment of two staff members into an 'Impact Coach' role. While the work of the Impact Coach also linked closely to the school focus on Visible Learning, central to the role was also the development of the 'GROVE' coaching cycle. The Impact Coaches also set about collecting comprehensive baseline data for the 'Evidence into Action' phase of the Visible Learning initiative.

In Summary:

- 32 teachers accessed their survey results, met with Impact Coaches and development goals based on their data.
- 14 teachers participated in a full GROVE coaching cycle with an Impact Coach
- 10 teachers received in class observations based on feedback received from surveys conducted with students

The Impact Coach role will continue in 2017. In addition to this, all staff will take part in the GROWTH Coaching Professional Learning opportunity with the ultimate goal that all staff will "coach and be coached" as part of our commitment to be a true professional learning community firmly focused on continuous self-improvement.

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Target 10

The school achieves either a “Good” or “Excellent” rating in every category in the next school external audit.

The school requested an audit for the 2016 school year. However, due to scheduling constraints this request was not able to be met by the auditing branch. The school has been informed that an audit will be scheduled for the 2017/2018 school year.

The report from the most recent audit conducted in March 2015 is included below.

SYSTEM / CONTROL AREA	ASSESSMENT
Receipting and banking system	Excellent
Purchasing and payment System	Good
Governance and Accountability System	Good
Asset Management System	Satisfactory
Human Resources and Management Information System	Inadequate
OVERALL ASSESSMENT	
In Audit’s opinion based on the testing of internal controls the school’s assessment is:	Good

Recommendations for improvement were identified and committed to by the school in the Audit Action Plan. These have since been addressed and endorsed by Audit Branch. The improvements are now well embedded in our practice.

NAPLAN PERFORMANCE

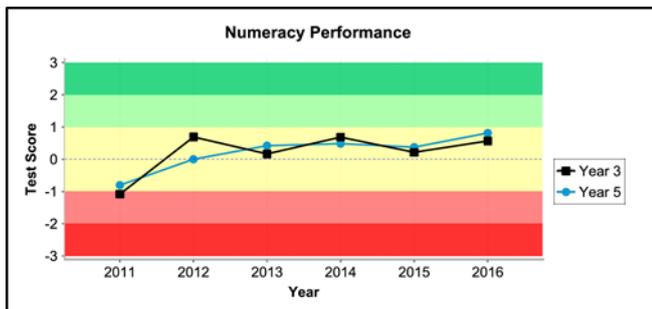
Each year, all students in Year 3 and 5, in our school, along with students of the same age in all other schools across Australia, are assessed as part of the National Assessment Program Literacy and Numeracy. The assessments cover Numeracy, Reading, Writing, Spelling and Grammar & Punctuation.

NAPLAN results form part of a suite of system and school-based assessments that our school uses to evaluate the progress and achievement of our students and our teaching programs. The information is used to make decisions on instructional programs for individual student and for small group as well as for whole school intervention strategies for improvement.



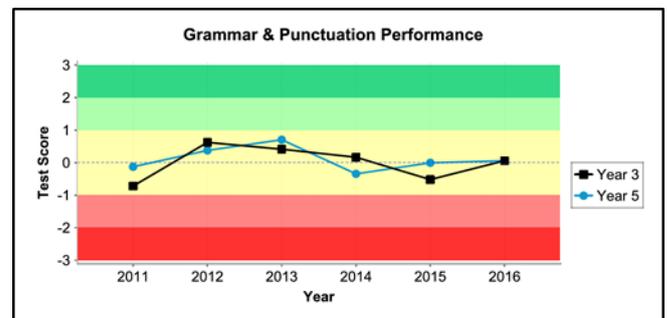
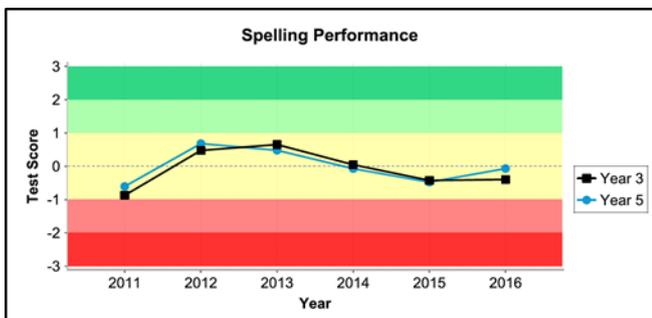
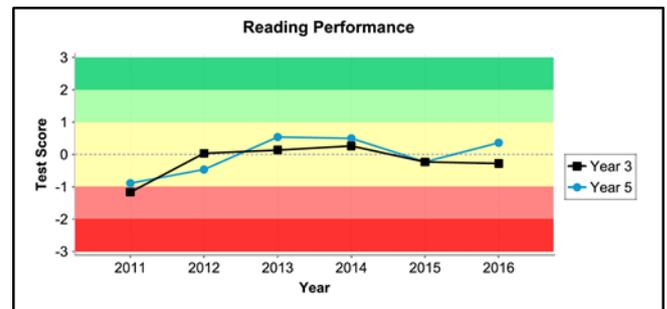
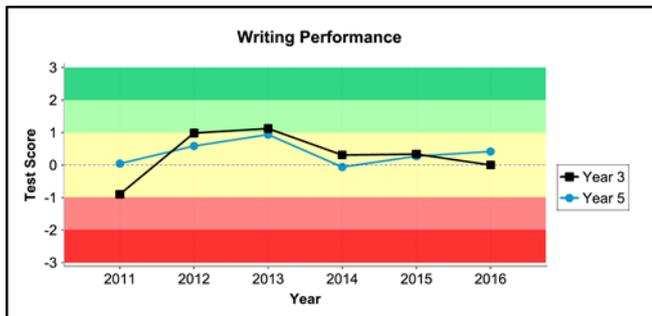
The results should be looked at as trends over time. Individual year results, whilst interesting, may not represent the need for whole school adjustments and may only need to be considered in the context of that particular cohort of students. Trends, however, require closer examination and help us to make informed decisions about the approaches to adopt across our school...not just in the NAPLAN years of 3 and 5.

The following graphs show the performance of our school in the NAPLAN areas over the past six years. Particular attention should be given to year groups across a two year spread. For example, follow the performance of Year 3s in 2014 and their performance as Year 5s in 2016.



The yellow sections on the graph display expected performance. The middle line is the mean score of like schools in the group.

Each section represents one standard deviation from the mean. Green sections represent above expected performance and red, below expected.



FINDINGS

- Our school continues to perform within the range of expected performance in all areas. This has been the case every year of our school's five year existence except in Year 3 Writing 2011, our very first year. This was corrected when this cohort of students achieved above expected performance two years later as Year 5s in 2013.

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- The teaching and learning of Writing has previously been the area of greatest strength in our school; however, a trend of declining results from 2013-2016 is cause for concern and will be investigated.
- Spelling performance has been a concern in previous years. However, this year saw an end to the decline in performance seen in the previous two years.
- Year 3 Grammar & Punctuation has improved after declining between 2012-2015.
- Numeracy (mathematics) results continue to be very comparable with like schools. Since 2012, our performance has been at or above the mean of like schools and that trend continued in 2016.
- Our school is performing well within all areas however, the gradual decline in Spelling, Year 3 Writing and Grammar & Punctuation and Year 5 Reading has been noted and strategies for improvement planned.

RECOMMENDATIONS

The responses to these findings are the same as for our response to the need to address Findings in Business Plan Targets 1a and 1b. They are:

- Review English Block structure across the school with a particular focus on K-2 as Year 3 results in Reading, Writing and Spelling are of concern.
- While explicit teaching of Spelling is common practice across PP – 2, teaching practice with an emphasis on differentiation needs to be a focus in 2016.
- Continue appointment of 'Impact Coaches' in 2017 to maintain the focus on Visible Learning practices across the school.
- Every teacher to focus on the essential elements of Visible Learning and work with the Impact Coaches to seek support with implementation.
- Learning Intentions and Success Criteria visible for every lesson
- Negotiating, and regularly monitoring, the learning goals for every student
- Providing timely and educative feedback on student progress against the success criteria and learning goals are features of every classroom in the school
- Teaching the students to use the language and strategies of visible learning to support them to become independent, reflective and active learners.

ON-ENTRY ASSESSMENT

The On-Entry assessment is conducted at the beginning of the Pre-Primary year. The purpose of the program is to provide teachers with an opportunity, early in the year, to collect information on the essential literacy and numeracy skills and understandings of each child in their class. Using the information gathered, teachers develop targeted teaching and learning programs that cater for groups of students and also support the needs of individual students.

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Student results are represented by Progression Points allocated for Literacy and Numeracy. In the Pre-primary year, the end of year Progression Point for Literacy and Numeracy is 1.

Literacy 2015				
149	Below 0.3	0.3-0.4	0.5-0.6	0.7 or above
Total	30	56	42	21
%	20%	38%	28%	14%
State	37%	27%	19%	17%

Literacy 2016				
166	Below 0.3	0.3-0.4	0.5-0.6	0.7 or above
Total	29	59	50	28
%	17%	36%	30%	18%
State	30%	26%	25%	18%

Numeracy 2015				
149	Below 0.3	0.3-0.4	0.5-0.6	0.7 or above
Total	1	8	11	128
%	0.7%	5%	7%	86%
State	4%	6%	9%	81%

Numeracy 2016				
166	Below 0.3	0.3-0.4	0.5-0.6	0.7 or above
Total	0	4	13	149
%	0%	3%	8%	91%
State	4%	6%	9%	85%

FINDINGS

Comparative analysis of the 2015-2016 On Entry student data shows that a significant number of students are beginning the Pre-primary year with strong pre-requisite skills in Literacy and Numeracy. In particular, students have well-developed early reading and writing skills, reflecting the emphasis placed in Kindergarten on Concepts of Print and Phonological Awareness development.

In Numeracy, the student data demonstrates the majority of students have some basic numeracy skills and understandings across the areas of Number, Measurement and Geometry. Particular areas of strength across the cohort included student's abilities to use number names to count in sequence and using the principles of counting to count collections.

A significantly higher percentage of students in 2016 were at progression point 0.3 or below in speaking and listening. On reflection, school staff do not feel that this is a completely accurate representation of the cohort. Possible explanations for this include:

- Staff consistency in moderation when assessing this area is more difficult to achieve (Higher proportion of students from 1-2 particular classes)
- Higher numbers of students beginning PP were new to Aubin Grove in 2016 than in previous years.
- Timing of judgements (beginning or end of the assessment period, particularly relevant for new students).

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RECOMMENDATIONS

- Continue the successful Kindergarten Home Reading program that supports the development of pre-literacy skills and enjoyment of reading.
- Continue the relationship with “Kids are Kids” in providing Speech Pathology and Occupational Therapy services on site on a user pay basis.
- Continue to review and refine teaching and assessment cycle of Phonological Awareness and Alphabet Knowledge in Kindergarten and Pre-Primary based on recommendations from the Fremantle Language Development Centre.
- In Numeracy continue the emphasis on developing student understanding of the Principles of Counting in the Kindergarten year .

COMMUNITY MATTERS SURVEY

The Academic Extension Course for Year 5 and 6 students in Semester Two 2016 challenged students to investigate the multicultural features of the Aubin Grove PS Community. The students created, conducted and analysed a survey with an overwhelming positive return rate of 664 surveys out of 740 for each family in the school. After analysing the survey results, student representatives from the academic extension group presented a report to the School Board and the Kids Matter Committee. As part of this report presented the students put forward two recommendations for initiatives that are outlined below.

FINDINGS

The findings of the survey indicated the extent of the multicultural diversity of our school community. Specifically, survey analysis indicated:

- Parents believe that they should be actively involved in their children’s education, but due to time and work commitments, it is difficult to be actively involved.
- The data shows a higher number of families believe that the school does not adequately celebrate the diversity of the cultures at Aubin Grove Primary.
- 90% of families think that their children are receiving a high quality education and are known and understood as an individual, regardless of their background at our school.
- 12% of the families at our school indicated that a lack of confidence, probably due to language or cultural background, was a barrier to them being actively involved at school.
- There are more parents born overseas (52%) than in Australia (48%).
- Of the adults born overseas, more than a quarter of them are in their first five years. This may be the cause of some of the lack of confidence.

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- A majority of families have a strong cultural connection with European countries.
- 18% of the families of the school community do not use English as their main language at home.

RECOMMENDATIONS

Student Initiative 1: Design and construct a low wall around the garden bed at the front of the school with an art design of the word 'Welcome' written in all of the languages of the countries our families are from. The students have engaged a Perth artist to work with them on this project.

Student Initiative 2: Place another flagpole out the front of the school next to the one where the Australian flag is flown. Obtain flags from the countries representing the families at Aubin Grove and then fly a different flag, beside the Australian flag, every few days. We will first write to the Education Department asking for another flagpole. If this is successful, we will write to all the embassies to request for the donation of the flags.

STUDENT ATTENDANCE

Our overall student attendance rate continued to be comparatively high in 2016. Our overall attendance rate exceeds the average attendance of our Like Schools and all the schools in the state. However, the 2016 attendance rate has fallen below the percentages in the previous two years. Case management of students in the Moderate and Severe At Risk categories will continue as will regular and consistent follow up to absences.

In 2017, an emphasis on reducing the rate of Unauthorized Absences will be a priority.

Our attendance rate compares very favourably to WA Public Schools in all of the attendance categories but shows a decline on our 2015 result. Families who take unauthorized vacations during school terms contribute considerably to this.

The school's Attendance Policy is strong on unauthorized absences and follow up is timely and supportive when students miss school or absence trends emerge.

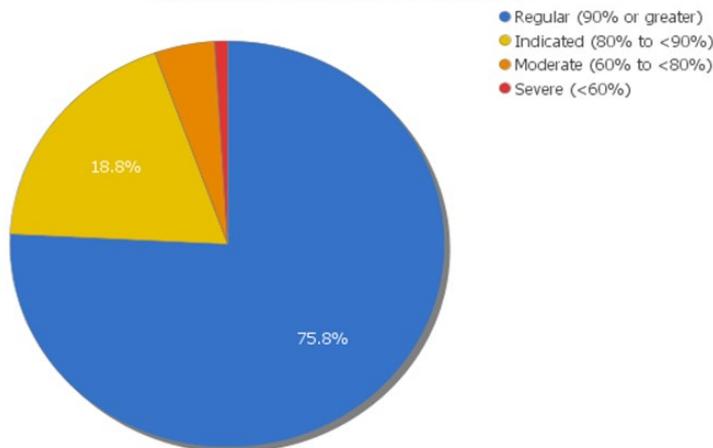
	Total		
	Aubin Grove PS	Like Schools	WA Public Schools
2014	94.7%	93.8%	92.1%
2015	95.2%	94.4%	92.7%
2016	94.6%	94.2%	92.6%



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	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2014	87.5%	11.4%	0.9%	0.1%
2015	88.7%	9.3%	1.9%	0.0%
2016	84.4%	12.0%	3.3%	0.1%
Like Schools 2016	83.0%	13.4%	2.9%	0.5%
WA Public Schools	77.0%	15.0%	6.0%	2.0%

Attendance Profile 2016 Semester 2



TRANSITION TO HIGH SCHOOL

Aubin Grove students choose a variety of high school destinations once they graduate from Aubin Grove.

The majority of our Year 6s choose to attend our local public high school, Atwell College. A positive trend of students enrolling at Atwell College has become established over the past three years. In 2016, 42% of graduating students enrolled at Atwell College. During this time, Aubin Grove has established strong links with the College. This has been a strategic approach, conducted in partnership with other local government primary schools, to enable parents to see all that the College has to offer their children.

This approach includes student attendance at after school academic extension courses at the College as part of the Atwell Academic Extension Program (AEP), shared coordination of the Atwell Art Exhibition where students from all local government primary schools exhibit their art at a gala exhibition each year, guided tours of the college by senior College staff, partnership with the College in staff professional sharing as part of our common membership of the Cockburn Central Education Network and College students and staff supporting our students in local sporting carnivals held at the College.

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Further to the 42% attending Atwell College, an additional 23% of students enrolled at other government high schools making a total of 65% of our students who are choosing to attend a government high school after leaving Aubin Grove. These students either go to high schools other than Atwell because they live closer to their high school of choice or they have won placements in Gifted and Talented Education(GATE) programs or scholarships at the school.

Graduating Year 6 students at Aubin Grove in 2016 won scholarships and GATE placements at Rossmoyne SHS (Academic), Applecross SHS (Art), Willetton SHS, John Curtin (Soccer, Music and Performing Arts) and Melville (Academic and Music).

Destination Schools	Male	Female	Total
Atwell College	22	16	38
Emmanuel Catholic College	9	11	21
Carey Baptist College	5		5
Kennedy Baptist College	1		1
Rossmoyne Senior High School	1		1
Aquinas College	1		1
Applecross Senior High School	1		1
Byford Secondary College	1	1	2
John Curtin College of the Arts	3	6	9
Leeming Senior High School	2		2
Melville Senior High School		1	1
Safety Bay Senior High School	1		1
Corpus Christi College	1		1
Dalyellup College		1	1
Baldivis Secondary College		1	1
Harrisdale Senior High School		1	1
Lakeland Senior High School		1	1
Thornlie Christian College	1		1
Willetton Senior High School	1		1



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SCHOOL BOARD

The role of the Aubin Grove School Board is one of governance, to set the long term future of the school and maintaining oversight, not management, of the school's operations. The Board supports the Principal by providing additional expertise and advice to help the school to achieve the best possible outcomes for the students.

The Aubin Grove Board meets twice per term and is comprised of five parent representatives (one of which must be the Chairperson of the Board) three staff representatives, up to three community representatives, a P&C representative and the Principal.

Its key functions include:

- Setting the long-term future for the school and maintaining oversight of the implementation of the school Business Plan by providing additional expertise to help the school achieve the best outcomes for students;
- Interrogation of school performance data including student performance, attendance rates, survey results etc
- Endorse and review the annual budget;
- Assist with the formulation of school Codes of Conduct;
- Participate in a review of the performance of the school;
- Create interest, within and across the community, about the school;
- Approve fees and charges and the annual voluntary contributions
- Approve arrangements for sponsorship or advertising;
- Liaise with other committees within the school e.g. the P&C.

In 2016 the Board oversaw the implementation of the following decisions that made a significant positive impact to the school. These were:

- The formation of a School Board subcommittee to improve the school communication strategy. The formation of this communication subcommittee was the result of parent feedback received from board members in relation to classroom blogs, the LEAF Newsletter and an upgrade to the school website.
- The structure of the Kindergarten five-day fortnight model of attendance to be trialed in 2017. This decision was the result of community feedback, a formal survey and feedback from school early childhood staff.
- Seeking parent feedback and subsequent improvements on the school Homework Policy.
- Allocation of key funds for the Library refit (commencing in 2017), school LED signage and playground equipment.

In 2016, the Board was also responsible for:

- Reviewing, endorsing and monitoring the School Budget
- Reviewing and endorsing the 2015 Annual Report
- Approving and endorsing the 2017 schedule of fees and contributions.

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- Reviewing the amount of the Voluntary Contributions for 2016.
- Approval of the 2017 Summary of Annual Contributions and Charges
- Allocating the dates for the School Development Days for 2017
- Providing input and reviewing progress towards achievement of the 2015-2017 Business Plan.
- Monitoring the school's plan for managing the growth in student enrolments in future years
- Coordinating, analyzing and reporting on the biennial Parent/Community survey

PARENTS AND CITIZENS ASSOCIATION (P&C)

Aubin Grove is fortunate to have such dedicated and hard working parents and families who support the school. This is particularly evident in the number of parents who combine to form our school's Parents and Citizens Association (P&C).

The role of the P&C is threefold: fundraising, parent information and education, and family support.

The P&C is active in many activities within the school. Highlights for the 2016 year included:

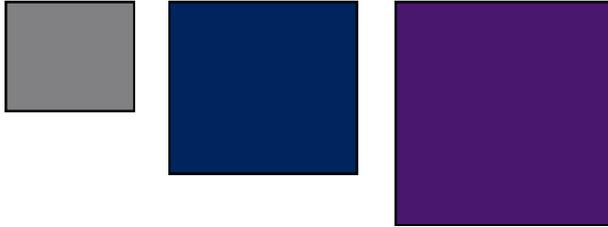
- Managing the school canteen, "The Snack Shack". The Snack Shack is open four days during the school week, Tuesday to Friday.
- Coordinated the highly successful School Banking Program.
- Organised and ran stalls for Mothers and Fathers Day.
- Ran the Easter Raffle, student discos, the '5c Challenge' and the Christmas Raffle.
- Coordinated the sale and supply of Entertainment Books.
- Sold and supplied school bags, library bags, swimming bags and secondhand uniforms.
- Running the Kindergarten Parents Orientation Morning.
- Coordinating the Parent Education speakers program.

Like previous years, class representatives were also established for each class in the school as a way to provide improved channels of communication between families and the P&C and to provide social support where needed.

The P&C was also instrumental in initiating and assisting the school to coordinate a number of significant events in 2016 that provided information to parents. The highlight was the visit by Paul Litherland. A retired Police Officer, Paul is the owner and creator of Surf Online Safe. Paul addressed the parents on the dangers of the online world and internet safety.

During the course of the year, the P&C, and in particular the fundraising committee raised, \$34,513. This significant financial contribution has been allocated for various projects around the school such as the additional shade sail structures and urban table tennis equipment. In addition to these funds raised, financial contributions were also given to the school for the purchase of all annual LEAF Award Book Prizes and Graduation Awards. The P&C also assisted with collections and payments for other various fundraisers including the school mini fete, Year 6 Big Week Out and TOM.

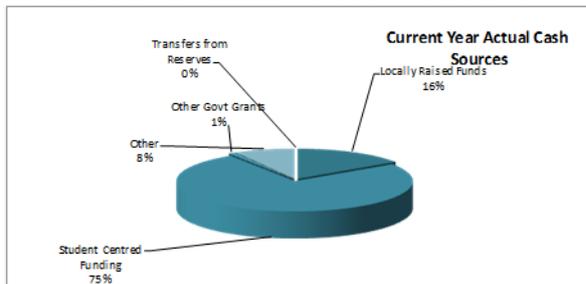
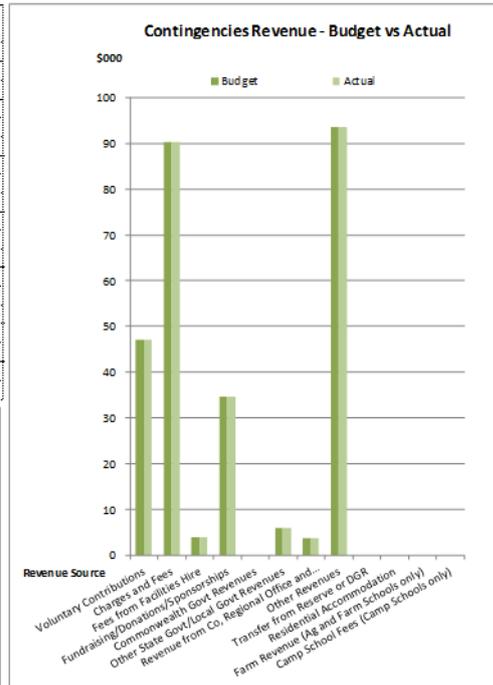
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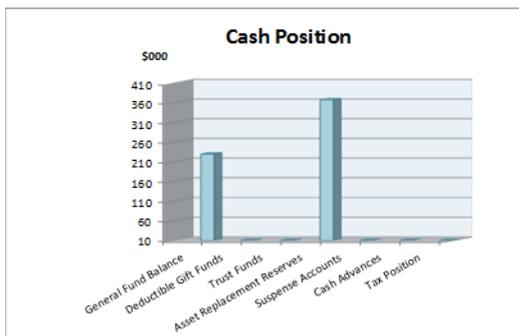
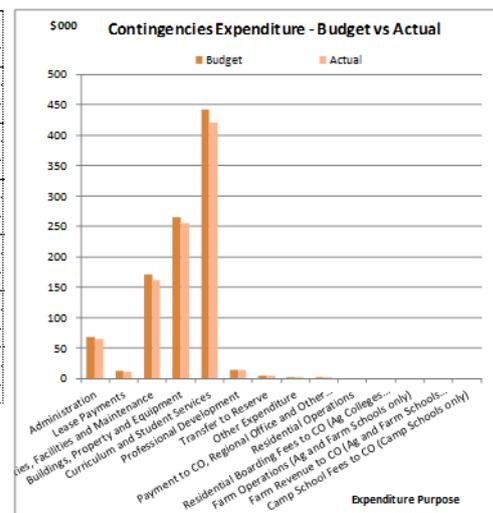
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Aubin Grove PS
Financial Summary as at
24 March 2017

Revenue - Cash	Budget	Actual
1 Voluntary Contributions	\$ 47,073.00	\$ 47,009.00
2 Charges and Fees	\$ 90,244.00	\$ 90,245.20
3 Fees from Facilities Hire	\$ 3,930.00	\$ 3,929.98
4 Fundraising/Donations/Sponsorships	\$ 34,662.00	\$ 34,661.50
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 5,950.00	\$ 5,950.00
7 Revenue from Co, Regional Office and Other Schools	\$ 3,810.00	\$ 3,810.26
8 Other Revenues	\$ 93,652.00	\$ 93,653.13
9 Transfer from Reserve or DGR	\$ -	\$ -
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 279,321.00	\$ 279,259.07
Opening Balance	\$ 29,717.00	\$ 29,716.52
Student Centred Funding	\$ 854,292.00	\$ 854,292.32
Total Cash Funds Available	\$ 1,163,330.00	\$ 1,163,267.91
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 1,163,330.00	\$ 1,163,267.91



Expenditure	Budget	Actual
1 Administration	\$ 67,095.00	\$ 64,808.59
2 Lease Payments	\$ 13,000.00	\$ 11,429.66
3 Utilities, Facilities and Maintenance	\$ 170,439.00	\$ 161,130.86
4 Buildings, Property and Equipment	\$ 263,850.00	\$ 255,849.06
5 Curriculum and Student Services	\$ 442,195.00	\$ 419,594.87
6 Professional Development	\$ 13,545.00	\$ 14,044.90
7 Transfer to Reserve	\$ 5,000.00	\$ 5,000.00
8 Other Expenditure	\$ 841.00	\$ 840.21
9 Payment to CO, Regional Office and Other Schools	\$ 875.00	\$ 875.00
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 976,780.00	\$ 933,573.15
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 976,780.00	\$ 933,573.15
Cash Budget Variance	\$ 186,550.00	\$ -



Cash Position as at:	
Bank Balance	\$ 583,856.26
Made up of:	\$ -
1 General Fund Balance	\$ 229,694.76
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 367,478.00
5 Suspense Accounts	\$ 124.50
6 Cash Advances	\$ -
7 Tax Position	\$ 13,441.00
Total Bank Balance	\$ 583,856.26