



ANNUAL  
REPORT

2017

AUBIN GROVE PRIMARY SCHOOL

## THE ANNUAL REPORT

The 2017 Annual Report provides a summary of our school's performance over the previous twelve months.

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.

## FROM THE PRINCIPAL



In 2017, a year after being awarded the 2016 WA Primary School of the Year, our school continued to strive for further improvement and to seek enhanced ways to ensure we achieved our stated purpose of ensuring that every student is a successful learner and every teacher and education assistant is an excellent teacher.

As an Independent Public School since 2012, we have worked in close partnership with our governing body, our School Board, to fulfil the requirements of our Delivery and Performance Agreement (DPA),

ensuring we maintain a clear focus on providing a safe, happy and stimulating learning environment, characterised by high expectations for students and staff.

2017 marked the end of our 2015-2017 Business Plan. During this period we have achieved all of our major objectives ensuring that Aubin Grove has progressed from being a new school to a well established, highly effective and well resourced school that successfully meets the needs of its students and the expectations of its community.

In this time, we also reflected regularly on our effectiveness in key academic and non-academic areas, using data gathered from a range of sources. This process enabled us to identify the initiatives and strategies we believe are required to enable us to maintain the continuous improvement to which we are deeply committed. This has formed the basis of our planning for the next three years and is represented in the 2018-2020 Business Plan.

It is with great pleasure that I present the 2017 Annual Report. I hope that by reading it you gain an appreciation of the hard work and deep commitment that is characteristic of the staff, students and families of Aubin Grove and the success we have achieved by working together to

### OUR VISION

At Aubin Grove, staff, families and community work in partnership to establish a clear, shared vision for our school. Our vision describes what we want our school to be, our purpose for what we do and the shared values that guide us.

**Our vision** is for a school in which all students and staff of Aubin Grove Primary School exhibit, and are committed to our four ideals of Learn, Enjoy, Aspire, Focus.

**Our clear and stated purpose** is to ensure that every student is a successful learner and that every teacher is an excellent teacher.

All the decisions we make are made with the well being of our students, and the realisation of our vision, first and foremost in mind.

At Aubin Grove we are deeply committed to providing a safe, happy and stimulating learning environment for all.

Aubin Grove is a professional learning community, committed to achieving excellence in teaching and learning. We strive to build a love of learning in our students and a commitment to life long learning. As educators we apply this to ourselves and model this commitment through our quest for continuous improvement and professional learning.



### OUR VALUES

Our shared values provide the solid foundation upon which our approaches to teaching and learning are built. They form the bedrock upon which we support our families to develop the

**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.

### CONTEXT

Aubin Grove Primary School first opened in 2011, as a Kindergarten–Year 6 start-of-the-art government primary and in 2012 achieved Independent Public School (IPS) status. 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 315 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 characterised 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 information and communication technology (ICT) to facilitate student learning including interactive whiteboards, MacBooks (Years 3-6) and iPads (K-2), providing them with unprecedented access to information and contemporary models of learning in a safe digital environment. Our parent funded 1:1 MacBook program, enables students in Years 4-6 to be supported in their learning supported by having immediate access, at home and school to their own device.

We provide a strong foundation in English, Mathematics, Science and HASS (History and the Social Sciences). Our children engage in a well-rounded curriculum experience based on the 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 learn Japanese and are eligible to learn a musical instrument and participate in the junior and senior choirs, as well as playing inter-school sport and taking part in various arts activities, exhibitions and competitions.

### CONTEXT CONT...

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.

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.



### 2017 HIGHLIGHTS

2016 has been another year of great 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.



Our Senior Choir performing at UWA as part of the WA Massed Choir Festival



Senior Choir performing at the Music Spectacular

### HIGHLIGHTS CONT...

- We successfully introduced the consecutive Kindergarten days model.
- We conducted our first Kindergarten Christmas concert, separate from the whole school Christmas Concert.
- Our Early Childhood staff showcased our Visible Learning practice at the WA Early Years in Education (EYES) Conference.
- All teaching staff completed GROWTH coaching professional learning and participated in peer coaching, involving observation and feedback.
- We hosted staff from the WA Office of Early Childhood and visiting early childhood Singapore Dignitaries showcasing: outdoor play, transition to Kindy and partnerships with families.
- Developed our partnership with Murdoch University leading to the appointment of our first practicum student who went on to teach at our school. In 2018 we have arranged for another two interns to undertake their practicum at our school.
- We fully developed and began to implement our Visible Learning English Block across the school
- All our Year Level Leaders took part in Leading School improvement for Middle Leaders professional learning.
- We introduced spare parts play pop up zones to provide alternative play options for our students
- The cubby project (Tiny Town) was completed with our year 6 students working with our K and PP kids to design cubby houses which we then had built and painted by parent volunteers.
- We appointed an English as an Additional Language and/or Dialect (EALD) teacher to support families and students.
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Tournament of Minds



Junior Choir entertaining the residents at Regents Gardens



Our Junior Choir joined with a cast of thousands at the Perth Arena for the One Big Voice concert



Book Week was another smash hit. Everyone loves a dress up!



Everyone got into the spirit of the P&C Lap-a-thon. We raised money and did some exercise!



Our ANZAC Ceremony was a fitting tribute to our service personnel, past and present.



Our whole school starred on the Channel 9 Morning Show. We were guests as the current WA Primary School of the year.

**MORE HIGHLIGHTS!**

Our sporting teams represented our school with distinction. We won more than our fair share of events but most importantly our students played with fairness and in the right spirit.



Our winning Inter-school Cross country team.



Pro Football Cup. Our girls team won again!



Our inaugural after school team sporting expo attracted interest from many sporting organisations.



Our boys Pro Football Cup soccer team represented the school with distinction.



Japanese Toku Drum visit and after school Sushi classes were popular among students



## AUBIN GROVE PS

### NEW FACILITIES AND BUILDINGS

We were busy building new facilities for the direct benefit of students in 2017.

Several major additions were constructed in our school in 2017. The money we received as the 2016 WA Primary School of the Year went toward the construction of the new Welcome Wall and LED sign at the front entrance to our school. We also upgraded our library to make it more functional, accessible and aesthetically appealing to our students. With the help of parent volunteers we built our new Tiny Town cubby houses in the Naturescape play area and added lots of spare parts play items throughout the rest of the school.

We upgraded our communication systems with the introduction of the LED sign and the construction of our website.

To help accommodate our increased enrolments, we improved our toilet facilities by adding new urinals and chilled water fountains throughout the school.

Finally, we built a second sports shed, a new sandpit and a spare parts play area for our Year 3 students. We also built an all weather shelter at our Student Drop Off and Pick-up Point in the Camden Rd car park.

Tiny Town takes shape in our early childhood precinct. Thanks to the efforts of all our parent helpers and volunteers!



Our Welcome Wall was built and now stands as a proud reminder of our school's diverse and highly valued multi-cultural identity.



Our new LED sign keeps everyone informed of upcoming events and achievements.

Giant pencils and sculptures spread throughout the school remind us all of the LEAF Principles and the FISH Philosophy that are so important to the culture of our school.



**LEARN • ENJOY • ASPIRE • FOCUS**



### **Mrs Smith Retires.**

At the end of the year, our beloved Deputy Principal, Ms Nola Smith retired. Mrs Smith was one of our Foundation Deputy Principals and had made an enormous contribution to our school.

## **STUDENT NUMBERS**

In 2017 Aubin Grove continued to experience significant growth in student enrolments. Since we first opened in 2011, with a foundation enrolment of 315 students, our student population has grown quickly and steadily to a total of 1156 students by the end of the 2017 school year.

This makes us the largest government primary school in Western Australia.

The opening of Honeywood PS, south of Aubin Grove, as a K/PP school for 2017, eased enrolment pressure in Kindergarten and Pre-primary at our school. Despite this, our overall population continued to grow from the end of year total for 2016 of 1104.

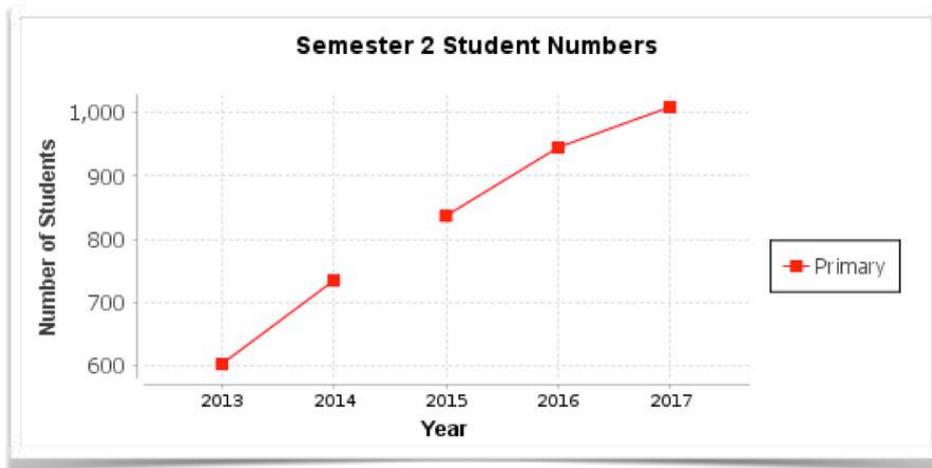
Kinder-garten	Pre-primary	Yr 1	Yr 2	Yr 3	Yr 4	Yr v5	Yr 6	Total
147	143	174	149	162	140	145	96	1156

The continued rise in student numbers has led to difficult decisions having to be made for 2018.

No room exists to add to the 26 transportable classrooms that are currently on site. Consequently, we will have no choice but to limit the number of Kindergarten enrolments we accept. On current estimates, we will only be able to accommodate 80 students (that is, four groups accommodated in two classrooms) meaning that up to 80 others, all of whom reside within the Aubin Grove local intake area, will have to enrol in other kindergarten programs at nearby schools. All these students will be guaranteed enrolment at Aubin Grove in Pre-primary as this is the first compulsory year of schooling.

Our 2019 overall student numbers will dictate whether we will have to restrict our kindergarten enrolments again in 2018. We anticipate that as Honeywood PS becomes a K-Year 6 school in 2018, additional enrolment pressure will be taken off our school, enabling more room in Kindergarten for Aubin Grove to accommodate Kindergarten age students from our local intake area.

**ENROLMENT TREND**



This graph indicates the number of full time students (Pre-primary – Year 6) enrolled in the school in each of our first four 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’s inception in 2011.

Its anticipated that we will see our first decline in enrolments in 2018 as result of Honeywood PS becoming a K-Year 6 school and the subsequent enrolments that will attract.

**ATTENDANCE**

Year	Aubin Grove PS	Like Schools	All WA Public Schools
2015	95.2%	94.4%	92.7%
2016	94.6%	94.2%	92.6%
2017	95.6%	94.7%	92.7%

Our overall student attendance rate continues to be high when compared to statistically similar schools (ie Like Schools) and has actually increased quite significantly from 2016.

**ATTENDANCE CONT...**

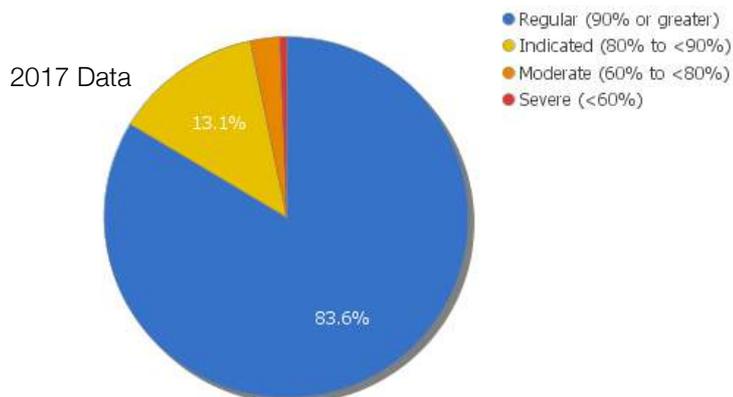
In 2017, our rate of Authorised Attendance was a very high 50% The like school rate is only 26%. Our rate is brought about by a number of factors:

- Parents are not notifying teachers when their child is absent
- Teachers are not being sufficiently vigilant in following up with parents when a student is absent
- A large proportion of absences are for reasons that are not authorised, such as holidays/vacations during term.

A focus in 2018 will be to ensure that teachers follow up on unexplained absences more vigilantly and that the school introduces an SMS system which sends an automated request for an explanation to a nominated parent's phone when the child is absent.

Parents will also be reminded of the disadvantages to their child's learning when they take them on holidays during term. A strict policy of "no work packages" for students on vacation during term time will be maintained.

**ATTENDANCE CATEGORIES**



The percentages for the categories on these two graphs is slightly different owing to the slightly different times of the year when the figures were retrieved. The trend is very similar though.

	Regular	At Risk: Indicated	At Risk: Moderate	At Risk: Severe
2015	88.7%	9.3%	1.9%	0.0%
2016	84.4%	12.0%	3.3%	0.1%
2017	89.2%	9.4%	1.2%	0.2%
Like Schools 2017	84.9%	12.2%	2.5%	0.4%
WA Public Schools 2017	77.0%	15.0%	6.0%	2.0%

**DESTINATION HIGH SCHOOLS**

Students students who graduated from Year 6 in 2017 enrolled in 21 different high schools in 2018.

The majority enrolled in government high schools with most attending Atwell College. A significant number enrolled at John Curtin College of the Arts in specialist Soccer and Theatre Arts programs.

Two students gained entry to Perth Modern and several more gained entry to Gifted and Talented Education (GATE) programs at Willeton, Rossmoyne, Leeming, Melville and Applecross Senior High Schools.

Destination High Schools	Male	Female	Total
Atwell College	22	16	38
Emmanuel College	8	11	19
John Curtin COTA	3	6	9
Carey Baptist College	5		5
Byford Secondary College	1	2	3
Harrisdale SHS	1	1	2
Lakeland SHS		2	2
Leeming SHS	2		2
Applecross SHS	1		1
Aquinas College	3		3
Autralind SHS		1	1
Baldivis Secondary College		1	1
Corpus Christi College	1		1
Dalyellup College		1	1
Kennedy Baptist College	1		1
Melville SHS		1	1
Perth Modern School	2		2
Rossmoyne SHS	1		1
Seton Catholic College		1	1
Thornlie Christian College	1		1
Willeton SHS	1		1

**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 have been made on the extent to which we have achieved the targets.



**TARGET ACHIEVED**



**TARGET MOSTLY ACHIEVED**

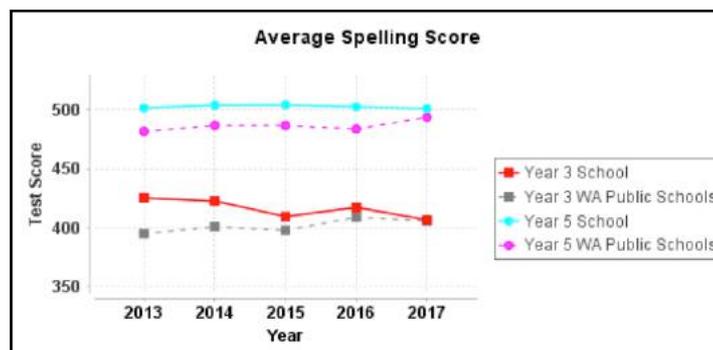
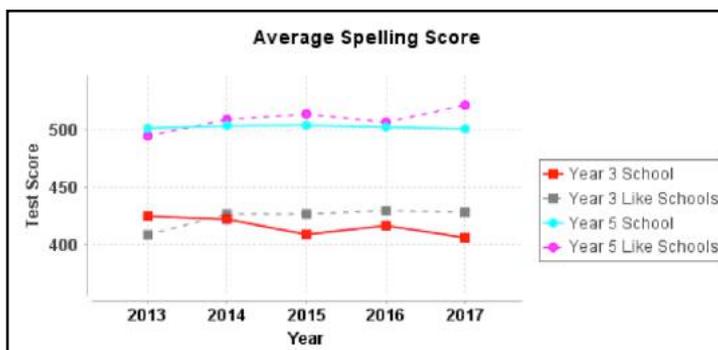
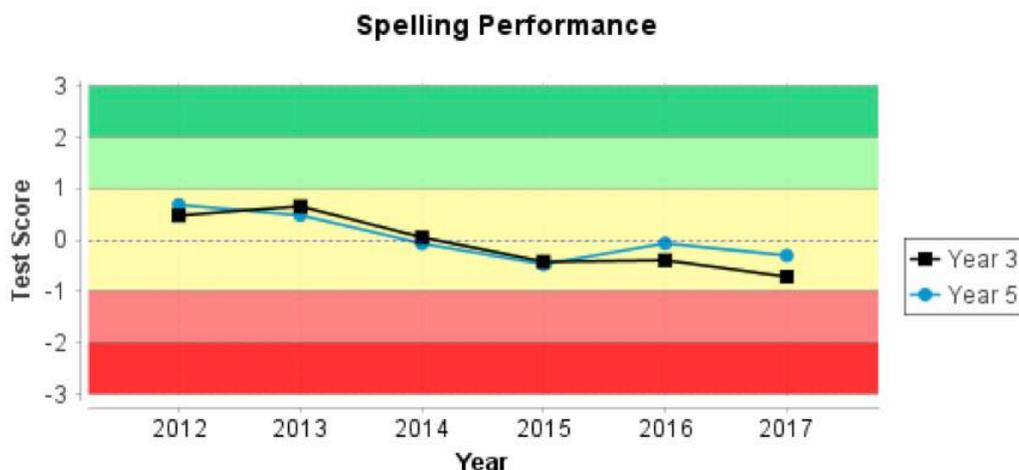


**TARGET NOT ACHIEVED**

2015-2017 Business Plan Targets	2016	2017
1a. From 2015-17: Arrest the Downward trend in Spelling in Years 3 and 5.		Year 3
1b. 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.		
3. In Year 3, at least 40% of our students achieve between Proficiency Bands 5-6.		
4. In Year 5, at least 30% of our students achieve between Proficiency Bands 7-8.		
5. from 2015-17, there is a positive trend in the percentage of Year 2 students achieving PM Benchmark Level 20.		
6. From 2015-17, There is a positive trend in the number of Standards met within within the National Quality Standard in Kindergarten and Pre-primary.		
7. The national School Opinion Survey results are positive for Community, Staff and Students (ie every item has a rating of at least 3.5/5)		
8. The School Board's survey of the Board effectiveness is positive.		
9. All teachers take part in classroom and observation as part of their performance management process.		
10. The school achieves either a "Good" or "Excellent" rating in the next school financial audit.	NA	

**TARGET 1A**

**FROM 2015-2017 WE WILL ARREST THE DOWNWARD TREND IN SPELLING IN YEARS 3 AND 5.**



**FINDINGS**

- Although results are within the “expected” range (yellow shaded area), we have failed to arrest the decline.
- Our results continue to be below like schools.

**RECOMMENDATIONS**

As result of the downward trend in Year 3 Spelling results, evident from 2014 – 2016 adjustments were put in place to arrest this decline and as a result the following will be implemented in 2018:

- Appoint a full time literacy support teacher to support teachers in the teaching of literacy and the implementation of agreed whole school approaches, including Spelling.
- Ensure Phonological Awareness skills continue to be explicitly taught in Year 1 and Year 2 with an emphasis on phoneme manipulation and segmentation.
- Continue to implement “Words Their Way” as our whole school approach to teaching Spelling in Years 3-6 and Letters and Sounds in Years PP- Year 2.
- The Literacy Support Teacher will provide shoulder-to-shoulder support and formal professional development in the teaching of spelling, including assessment and analysis of Words Their Way and Letters and Sounds.
- Teachers adopt an agreed student work book structure to support the teaching of spelling. word study and vocabulary 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.

### YEAR 3 NUMERACY

WA Public Schools	Aubin Grove PS			Like Schools		
	2015	2016	2017	2015	2016	2017
<b>Top 20%</b>	31%	37%	29%	30%	28%	30%
<b>Middle 60%</b>	64%	56%	60%	62%	60%	61%
<b>Bottom 20%</b>	6%	7%	11%	8%	12%	8%

### YEAR 3 READING

WA Public Schools	Aubin Grove PS			Like Schools		
	2015	2016	2017	2015	2016	2017
<b>Top 20%</b>	30%	24%	23%	33%	28	30%
<b>Middle 60%</b>	60%	66%	61%	57%	62%	59%
<b>Bottom 20%</b>	10%	10%	16%	10%	10%	11%

### YEAR 3 WRITING

WA Public Schools	Aubin Grove PS			Like Schools		
	2015	2016	2017	2015	2016	2017
<b>Top 20%</b>	37%	29%	32%	34%	33%	35%
<b>Middle 60%</b>	56%	59%	58%	57%	57%	57%
<b>Bottom 20%</b>	8%	13%	11%	8%	10%	8%

## AUBIN GROVE PS

### YEAR 3 GRAMMAR & PUNCTUATION

WA Public Schools	Aubin Grove PS			Like Schools		
	2015	2016	2017	2015	2016	2017
<b>Top 20%</b>	20%	30%	29%	32%	31%	28%
<b>Middle 60%</b>	70%	59%	57%	61%	59%	62%
<b>Bottom 20%</b>	10%	11%	14%	7%	11%	11%

### YEAR 5 NUMERACY

WA Public Schools	Aubin Grove PS			Like Schools		
	2015	2016	2017	2015	2016	2017
<b>Top 20%</b>	21%	32%	33%	31%	28%	28%
<b>Middle 60%</b>	69%	60%	57%	62%	62%	62%
<b>Bottom 20%</b>	9%	7%	11%	7%	10%	11%

### YEAR 5 READING

WA Public Schools	Aubin Grove PS			Like Schools		
	2015	2016	2017	2015	2016	2017
<b>Top 20%</b>	23%	29%	29%	32%	28%	29%
<b>Middle 60%</b>	66%	66%	65%	59%	63%	61%
<b>Bottom 20%</b>	10%	5%	16%	8%	9%	10%

**YEAR 5 WRITING**

WA Public Schools	Aubin Grove PS			Like Schools		
	2015	2016	2017	2015	2016	2017
<b>Top 20%</b>	29%	38%	39%	29%	32%	32%
<b>Middle 60%</b>	71%	58%	55%	65%	59%	60%
<b>Bottom 20%</b>	0%	4%	6%	6%	9%	8%

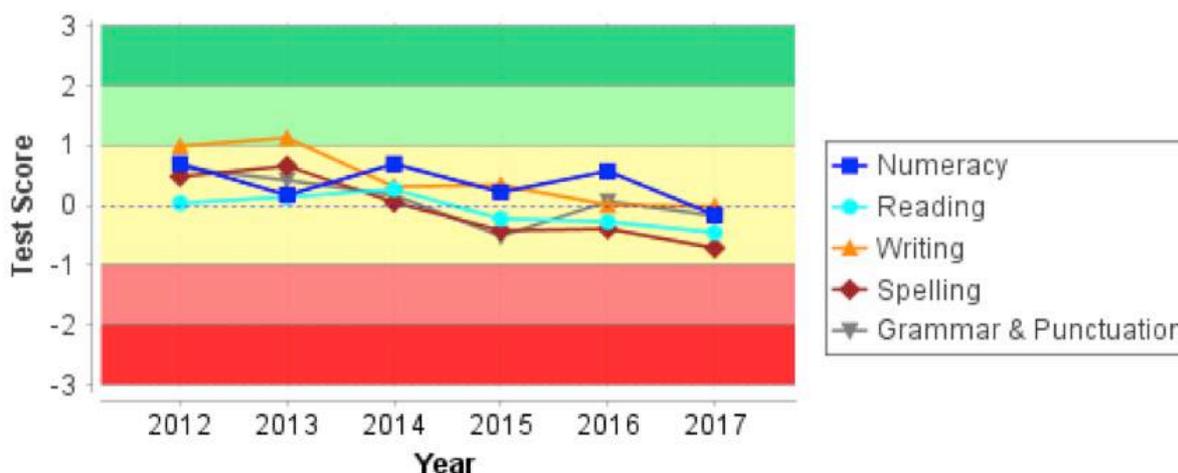
**YEAR 5 GRAMMAR & PUNCTUATION**

WA Public Schools	Aubin Grove PS			Like Schools		
	2015	2016	2017	2015	2016	2017
<b>Top 20%</b>	38%	31%	38%	37%	27%	33%
<b>Middle 60%</b>	55%	64%	54%	54%	64%	60%
<b>Bottom 20%</b>	7%	15%	8%	10%	8%	7%

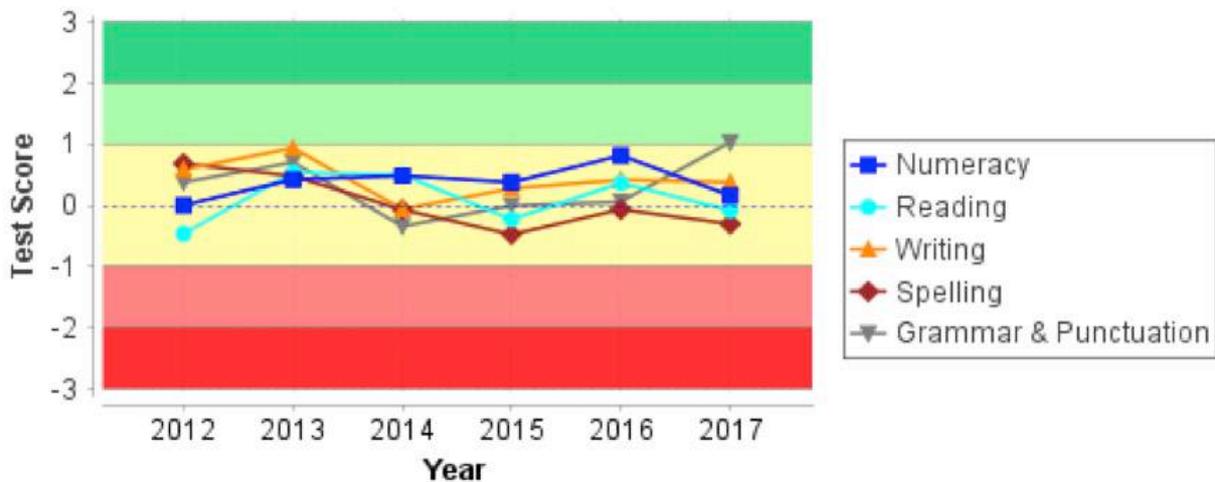
**FINDINGS**

- Our Year 5 results were very pleasing, achieving our targets in all NAPLAN areas.
- Year 3 results in 2017 are not exceeding that of like schools in Writing and Reading but we are well within the expected range of performance. See the graph below in which the yellow area is considered to be “performing as expected”, based on the Community Socio-Economic Advantage (ICSEA). We are seeking to perform above expectations
- Writing continues to be a strength in Year 5; however, the Year 3 results indicate a decline in performance that needs further investigation.

**Year 3 Performance**



### Year 5 Performance



### RECOMMENDATIONS

- Review the structure of our Literacy Block to ensure that all elements, particularly Writing in the early years (PP-3) is well understood and implemented.
- Appoint a literacy support teacher to work with staff by modelling and demonstrating, observing and providing feedback on the teachers’ teaching of writing.
- 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 at their point of need.
- Support teachers to understand and apply First Steps Reading and Writing resources in their instructional programmes
- Learning Intentions and Success Criteria are made explicit and visible to students throughout the English Block.

### TARGET 2

#### THE PROGRESS OF OUR STABLE COHORT CONTINUES TO OUTPERFORM THE PERFORMANCE OF LIKE SCHOOLS IN ALL NAPLAN AREAS.

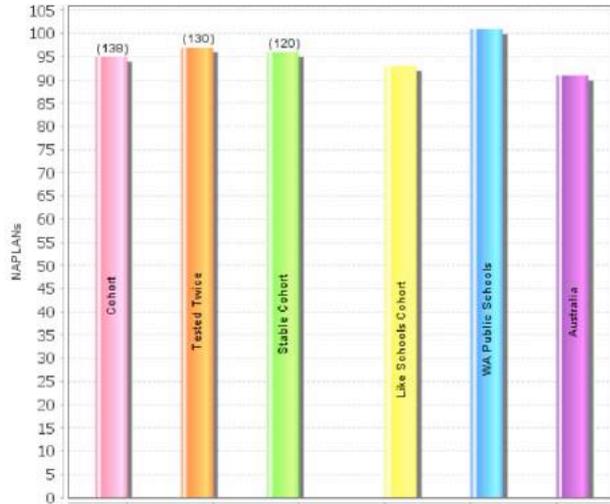
In following graphs, the focus is on the green lines (Aubin Grove) and the yellow lines (our statistical similar, or like schools). We are targeting “progress”. That is, we are seeking to progress better than the rate at which our “like schools” are progressing.

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.

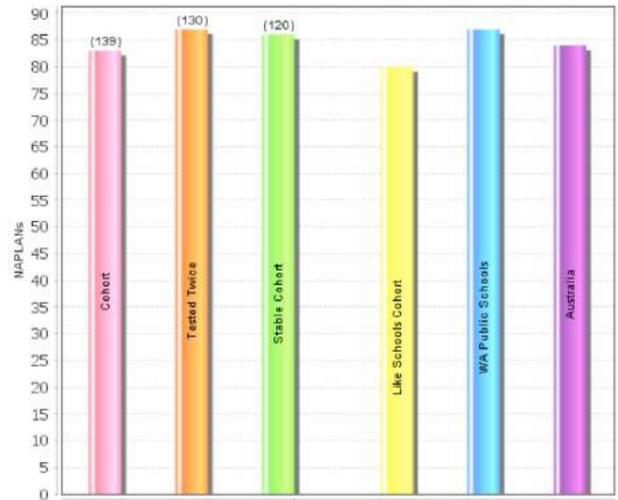
Twice tested (orange line) refers to those students who did NAPLAN at another school in Year 3 and at Aubin Grove in Year 5.

Progress from Year 3 2015 to Year 5 2017 - Numeracy



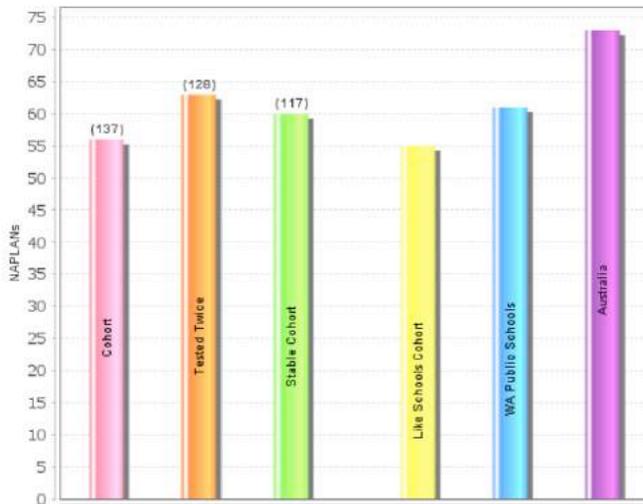
← School Data | Comparative Data →

Progress from Year 3 2015 to Year 5 2017 - Reading



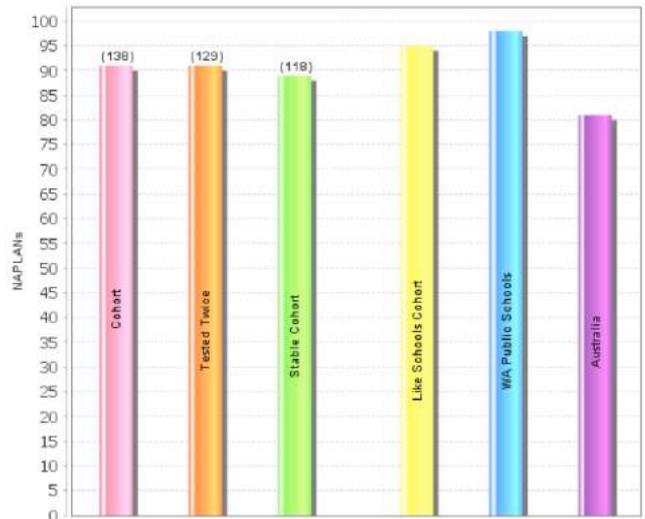
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Progress from Year 3 2015 to Year 5 2017 - Writing



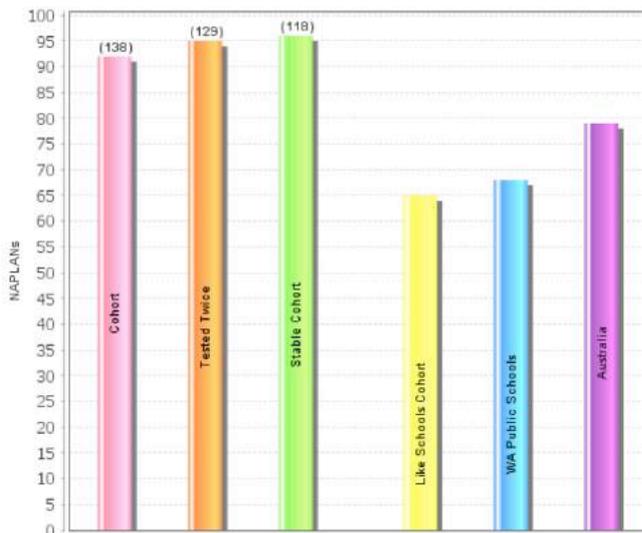
← School Data | Comparative Data →

Progress from Year 3 2015 to Year 5 2017 - Spelling



← School Data | Comparative Data →

Progress from Year 3 2015 to Year 5 2017 - Grammar & Punctuation



← School Data | Comparative Data →

**FINDINGS**

THE INTENTION OF THIS TARGET IS TO MEASURE THE PROGRESS OUR STUDENTS MADE 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.

Our Year 3 students performed well in Writing in 2015 compared to our Like Schools making it difficult for us to show more progress than them.

**TARGET 3**

**YEAR 3: AT LEAST 40% OF OUR STUDENTS ACHIEVE BETWEEN PROFICIENCY BANDS 5-6 AND/OR GREATER.**

**TARGET 4**

**YEAR 5: AT LEAST 30% OF OUR STUDENTS ACHIEVE BETWEEN PROFICIENCY BANDS 7-8 AND/OR GREATER.**



Band	Numeracy							
	Year 3				Year 5			
	2016		2017		2016		2017	
	AGPS	Like Sch	AGPS	Like Sch	AGPS	Like Sch	AGPS	Like Sch
10								
9								
8					21%	15%	16%	13%
7					17%	18%	22%	20%
6	24%	20%	24%	23%	27%	28%	30%	37%
5	24%	20%	17%	26%	28%	26%	22%	19%
4	23%	26%	35%	28%	6%	10%	10%	9%
3	21%	23%	14%	15%	1%	3%	1%	2%
2	4%	10%	9%	7%				
1	2%	2%	2%	2%				

**AGPS YEAR 3: 41% IN BANDS 5&6 ✓**  
**AGPS YEAR 5: 38% IN BANDS 7&8 ✓**

Band	Reading							
	Year 3				Year 5			
	2016		2017		2016		2017	
	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10								
9								
8					20%	15%	16%	19%
7					23%	26%	19%	25%
6	24%	28%	23%	30%	28%	26%	29%	27%
5	29%	26%	26%	25%	19%	18%	25%	17%
4	21%	20%	23%	22%	6%	11%	8%	9%
3	16%	16%	17%	15%	4%	4%	2%	2%
2	7%	8%	8%	6%				
1	4%	2%	4%	2%				

**AGPS YEAR 3: 49% IN BANDS 5&6 ✓**  
**AGPS YEAR 5: 35% IN BANDS 7&8 ✓**

Band	Writing							
	Year 3				Year 5			
	2016		2017		2016		2017	
	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10								
9								
8					3%	4%	6%	5%
7					21%	15%	18%	13%
6	13%	15%	14%	16%	42%	35%	33%	33%
5	47%	41%	39%	42%	26%	34%	33%	39%
4	26%	30%	28%	24%	4%	10%	8%	7%
3	10%	10%	14%	15%	3%	3%	2%	4%
2	5%	3%	4%	3%				
1	1%	1%	1%	1%				

**AGPS YEAR 3: 53% IN BANDS 5&6 ✓**  
**AGPS YEAR 5: 24% IN BANDS 7&8 ✗**

Band	Spelling							
	Year 3				Year 5			
	2016		2017		2016		2017	
	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10								
9								
8					14%	14%	17%	20%
7					19%	19%	16%	24%
6	21%	25%	20%	27%	31%	35%	31%	29%
5	24%	31%	22%	27%	28%	22%	22%	19%
4	30%	21%	25%	23%	5%	7%	9%	5%
3	13%	12%	14%	14%	3%	3%	5%	2%
2	10%	9%	12%	7%				
1	1%	2%	6%	2%				

**AGPS YEAR 3: 42% IN BANDS 5&6 ✓**  
**AGPS YEAR 5: 33% IN BANDS 7&8 ✓**

TARGETS 3 AND 4 CONTINUED...

Band	Grammar & Punctuation							
	Year 3				Year 5			
	2016		2017		2016		2017	
	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10								
9					▲	▲	▲	▲
8					21%	22%	30%	23%
7	▲	▲	▲	▲	24%	20%	18%	21%
6	32%	37%	35%	40%	23%	24%	22%	24%
5	24%	20%	29%	27%	22%	21%	14%	15%
4	21%	18%	13%	13%	8%	10%	11%	13%
3	16%	18%	9%	10%	1%	3%	6%	4%
2	3%	4%	7%	7%				
1	4%	4%	7%	4%				

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%).
- Our overall Writing results continue to be very good but we still seek to improve the performance of our higher achieving students

AGPS YEAR 3: 64% IN BANDS 5&6 ✓

AGPS YEAR 5: 48% IN BANDS 7&8 ✓

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).
- Language Support Teacher to deliver professional support to all teachers and education assistants.



**TARGET 5**

**FROM 2015-2017, THERE IS A POSITIVE TREND IN THE PERCENTAGE OF YEAR 2 STUDENTS ACHIEVING PM BENCHMARK LEVEL 22.**

Year	Number of students in Year 2	Students exiting at Level 22 or above
2015	139	62%
2016	157	62%
2017	147	65%

**FINDINGS**

- 96 out of the 147 students assessed (65%) have achieved an exit Year 2 level of 22 or above on a fiction assessment.
- This percentage is slightly higher than the previous 2 years results.
- Year 2 collegiate meetings focussed on ensuring the testing conditions were consistent across classrooms to ensure that students did not Move backwards when entering Year 3 and completing the PROBE written reading and comprehension assessment.
- The Year 3 PROBE assessment also now accommodates those students who can orally answer comprehension questions correctly, rather than solely relying on a written comprehension assessment. This format aligns more closely to the PM reading assessment, which is completed orally.

**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 assessment structures and outcomes.
- Use the Year 2 Term 3 benchmark comprehension data to inform class planning to target specific deficits in comprehension strategies in Term 4 and on entry into Year 3.
- Continue with a Two Minute Reading Program for Year 2 students in Term 4, who are at level 17 or above, to target decoding and fluency skills, with the purpose of reaching Level 22 by the conclusion of Term 4 2018.
- 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 assessment to ascertain an accurate reading age and comprehension ability.
- Those students who enter Year 3 with a PM benchmark level 15 or below should continue their PM reading and comprehension assessment, to inform teachers accurately of the reading behaviours of these students.

**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 to Year Two.

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. In 2017 we continued to improve on the elements within each Quality Area based on our own self-reflection. Some key areas of focus were:

- 1.1.2 Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program
- 3.2.1 Outdoor and indoor spaces are designed and organized to engage every child quality in quality experiences in both built and natural environments.
- 5.2.1 Children are supported to collaborate, learn from and help each other

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

**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**

**In 2017, the number of standards met in the National Quality Framework was 18/18**

### TARGET 6 CONTINUED...

Some outcomes from this implementation have been:

- Student's interests are incorporated and planned for in the outdoor learning environment.
- Aubin Grove Learner Qualities developed and are incorporated and students have developed their understanding of what makes a good learner.
- A focus on promoting and incorporating students cultural backgrounds, welcome wall, harmony day, EALD coordinator and support for families and providing key documents in relevant home languages at our Kindy parent evenings and events.
- Nature play policy developed and promotion of outdoor learning environments.
- Visible Learning English block implemented allowing a focus on students articulating their learning and being involved in deliberate practice opportunities.
- Streamlined communication with class blogs and updates to families in response to feedback and recommendations of the 2016 and 2017 Annual Reports.



### FINDINGS

- In 2017 the school self audit supported the external verification that was completed in 2016 by the Office of Early Childhood.
  - Representatives from the Early Childhood Committee continued to drive the implementation of the NQS in 2017 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 2017 resulted in vibrant, challenging and engaging spaces to support children's exploration, creativity and learning, which incorporated student interest and voice.
  - 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.
- The whole school implementation of Visible Learning has further developed students to become successful, independent, collaborative learners that can articulate their learning and can develop their Early Childhood Learner Qualities.

### RECOMMENDATIONS

- The Early Childhood Committee and K-PP and 1-2 Deputy will collaborate together to continue to lead the implementation of the NQS across K-2.
- Reflection and self-audit conducted against the updated NQS to be completed in 2018.
- Year Groups will continue to regularly review and implement the NQS improvement plans 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

**TARGET 7:**

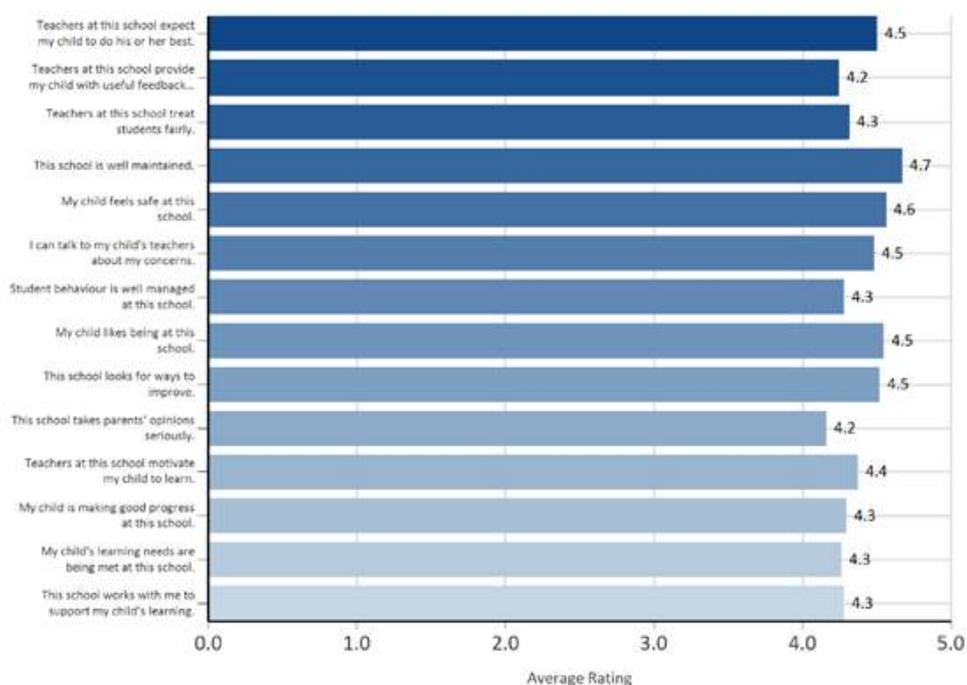
**THE NATIONAL SCHOOL OPINION SURVEY RESULTS ARE POSITIVE FOR:**

- **STUDENTS**
- **COMMUNITY**
- **STUDENTS**

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.

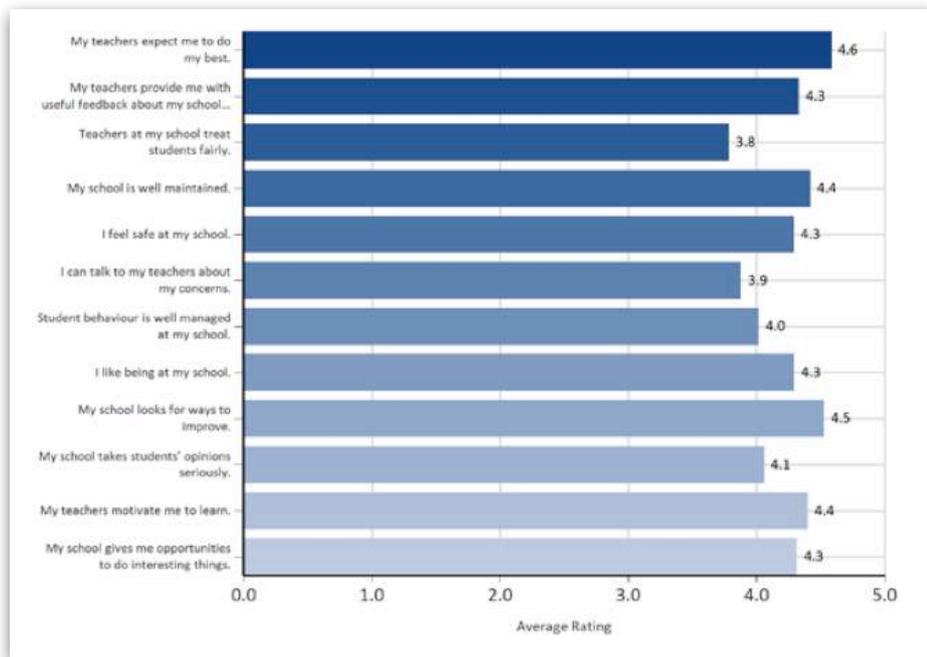
**COMMUNITY RESULTS**



**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.
- 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.

STUDENT RESULTS



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.

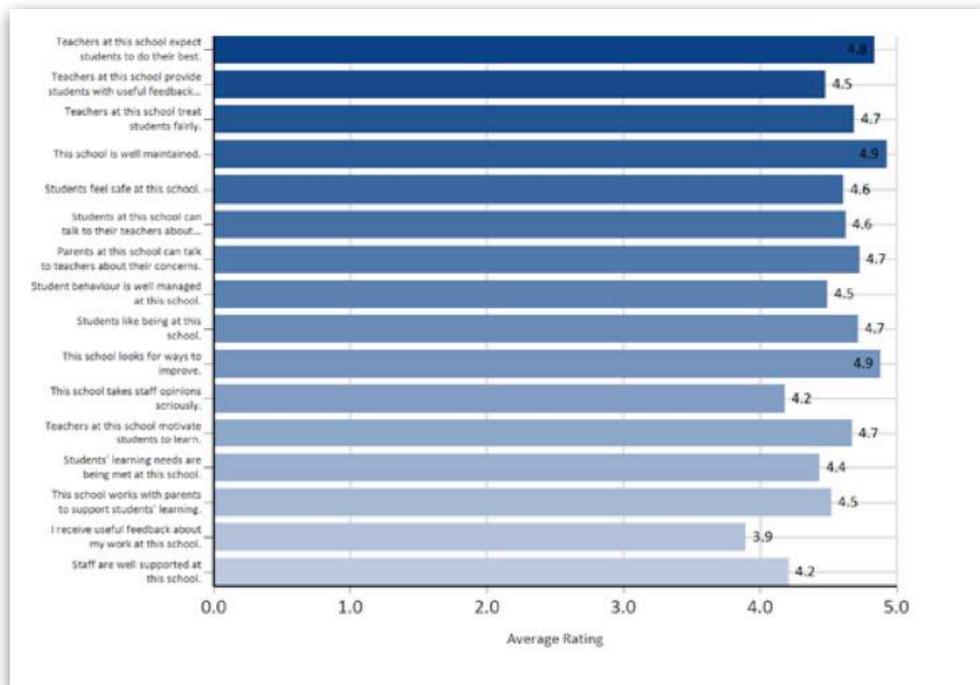
Two items that are below the majority of items are: *Teachers at my school treat students fairly* & *I can talk to my teachers about my concerns*. Both of these items are still averaging 3.8/3.9

- 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



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STAFF RESULTS



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

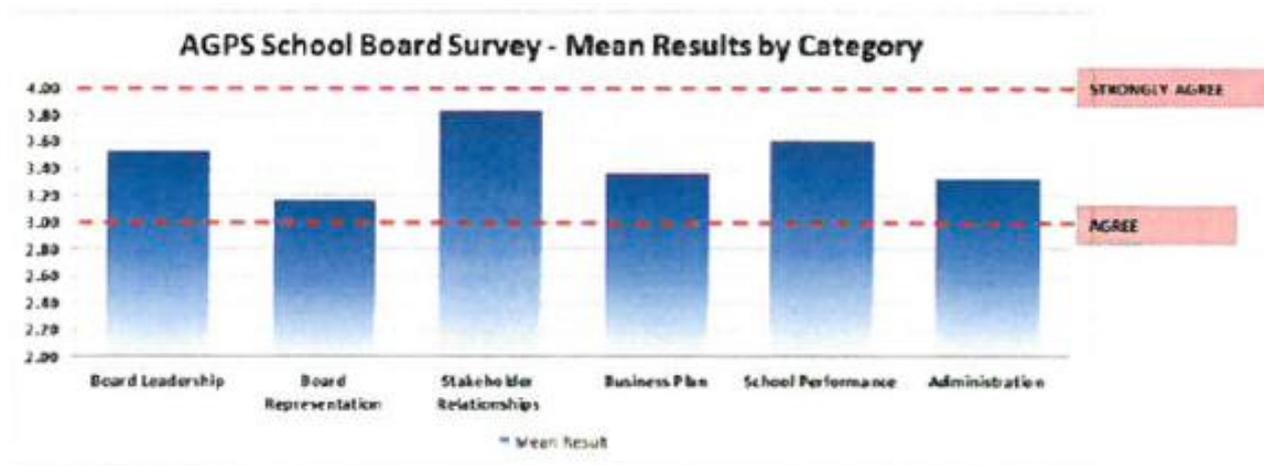
RECOMMENDATIONS

- 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).

**TARGET 8**

**SCHOOL BOARD SURVEY OF THE EFFECTIVENESS OF THE BOARD IS POSITIVE.**

The School Board conducted a survey of all board members in Term 2, 2016. The survey is conducted every two years. 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
- Seek to ensure that the composition of the board is representative of the school community
- Fixed agenda item to review business plan performance indicators.



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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**

During 2016, our school built upon the classroom observation and feedback strategy we commenced in 2015 which involved teachers reflecting against the Aubin Grove “Pedagogical Framework” using GoPro Camera technology to observe themselves teaching. Additionally, 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. The Impact Coach role will continue in 2017.

In 2017, all staff completed GROWTH Coaching Professional Learning and were then allocated “coaching partners” enabling all staff to “coach and be coached” on their instructional practice.

In 2018, coaching, involving and observation and feedback, will continue to be refined and used to improve teacher and school performance.

**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.

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.

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
<b>OVERALL ASSESSMENT</b> In Audit’s opinion, based on testing of internal controls, the school’s assessment is:	Good

### 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 2017 the Board oversaw the implementation of the following decisions that made a significant positive impact to the school. These were:

- The allocation of MacBook scholarships (ie three free MacBooks to families experiencing hardship) to deserving families.
- Approving the appointment of a full time school Chaplain
- Reviewing school in-term swimming lessons and providing feedback to the Cockburn ARC and DET Swimming staff
- Approving the inclusion of a beanie to the school uniform for use in winter.
- Recommending the installation of CCTV cameras at front and rear of schools for improved school security.
- Providing advice on the formulation of the draft 2017-2020 school Business Plan.
- Approving installation of sculptures around the school to promote the school's culture and ethos.
- Initiate a review of the school's use of buses with a view to promoting the use of buses with seatbelts.

In 2017, the Board was also responsible for:

- Reviewing, endorsing and monitoring the School Budget
- Reviewing and endorsing the 2016 Annual Report
- Reviewing the amount of the Voluntary Contributions for 2016.
- Approval of the 2018 Summary of Annual Contributions and Charges
- Allocating the dates for the School Development Days for 2018
- 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, analysing and reporting on the biennial Parent/Community survey

### PARENTS AND CITIZENS ASSOCIATION (P&C)

#### THE FOLLOWING IS A REPORT ON THE ACTIVITY OF THE SCHOOL P&C FOR 2017 BY OUTGOING PRESIDENT MEL SORGIOVANNI.

Last year proved to be a very rewarding year for our P&C and I am thankful to have had the opportunity to contribute in the role of President.

It has been a privilege to volunteer alongside parents/carers, P&C staff, school staff and members of our community whose interest it is to provide the best possible learning environment for our children.

I have been actively involved with the Aubin Grove P&C for the past 6 years and it has been a pleasure to witness the P&Cs achievements and leadership from year to year. In keeping with tradition we have achieved great successes in the last twelve months, some of these are:

- Running the canteen
- The events committee have hosted a number of events.
- Coordinating the sale of Entertainment Books, Rag Tag lost property prevention devices, schoolbags and second hand uniforms
- The banking committee have coordinated the school banking program
- We have arranged food and refreshments at the athletics carnivals
- The fundraising and Year 6 committees have organised discos, kindy and pre-primary play dates, Mother's and Father's Day stalls, dress up and crazy hair days, a lap-a-thon, the Easter raffle and a sausage sizzle and cake stall at the State Election
- And we have hosted both Kindy morning teas

I was thrilled to announce at the end of year concert that we managed to raise a net profit of almost \$39,000! With those funds we have purchased or put funds aside for the following:

- Aquium for each class room,
- The end of year LEAF and Excellence awards,
- Subsidised the cost of the year 6 Big Week Out and Graduation events,
- The sandpit in the loose parts area for the years 3 and 4s,
- The Tiny Town Cubbies that were recently constructed in the Kindy and Pre-Primary area
- We have committed to purchase new sports equipment for the Y4-6's to use at lunch and recess, 15 new Ipads for the years 1 and 2 music program and finally a bank of 24 used Macbooks and trolley for use by the year 3's in preparation for the one to one Macbook program that commences in year 4.

Thank you all for your help in making this possible and I wish this year's P&C continued success.



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### SPECIALIST PROGRAMMES AT AUBIN GROVE

#### PHYSICAL EDUCATION

Students take part in a minimum of two hours of physical activity per week in accordance with the Commonwealth Government's 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 2017 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 2017 Aubin Grove achieved outstanding success in all Interschool Carnivals. Achievements at Interschool Carnivals included:

- 1st Place for the overall shield at the Summer Lightning Carnival (Term 1)
- 4th 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 2017 Sporting Calendar was the success of the Aubin Grove Soccer Teams. The Aubin Grove girls' team became regional champions during Term 1 and then successfully defended their State Championship at the beginning of Term 2 in a hard fought final. The Open Team finished runners up in their regional championship during Term 2 and missed the finals.

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.

For the first time ever at Aubin Grove Primary we embarked on a bold plan to connect our students with the local sporting community. We conducted our very first sporting 'gala day' which was an invitation to as many local sporting clubs to set up a stall on the school oval with an aim to increase access to families and promote a healthy lifestyle. The event was a major success in terms of creating awareness of various outside of school sporting opportunities for our students. We hope to continue this tradition and continue to build upon relationships with local sporting clubs.

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 inter-school representatives from our inception and an emphasis of the Physical Education program across the entire school.

### PHYSICAL EDUCATION CONTINUED

#### RECOMMENDATIONS

Aubin Grove primary has prided itself in keeping up to date with modern trends in education. The Physical Education Department wishes to do the same in keeping with modern trends in sport. Women's sport in particular has certainly gained increased exposure across all sporting codes in recent times. As a school this is an opportunity we feel as though we need to seize.

After an audit of our inter-school selections we noticed trends in which sports girls and boys would select. It showed that girls showed heavy favouritism towards volleyball and netball and therefore neglected choice of the other six sports. To remedy this situation we aim to submit an all boys team as well as an all girls team in each of the eight sports to foster an environment where students feel comfortable to choose whichever sport they like rather than the sport they are perhaps expected to.

#### VISUAL ARTS

In 2017, our Visual Arts team changed with Mrs Zangari and Mrs Borlase appointed as our new Art Specialists, teaching Visual Art to students from Year PP – Year 6.

The teachers collaborated closely to deliver a wide variety of art experiences. To ensure that the students experienced rich and diverse learning, the classes had both teachers for one semester, completing one hour per week. This resulted in excellent artwork being produced by the students.

An annual highlight for the Art Calendar each year has been the Atwell College Zone Art Exhibition and 2017 was no exception. Our students worked hard to produce artworks with a focus on the exhibition theme of "A tale to tell". The artwork Aubin Grove showcased included many literature inspired artworks varying from picture books to mythology. The exhibition was extremely well received by all parents and students who attended.

The annual school Open Night in Term 3 proved to be a very busy one for the art rooms, with one room being transformed into a mini art gallery displaying the students' 3D artwork, and the other becoming a workshop for all of the school community to participate in the creation of the collaborative artwork which was entered in the Rockingham Castaways Recycled Art Exhibition.

2018 will have a STEAM focus which links Art with the learning areas of Science, Mathematics and Technology allowing students to further develop their ability to communicate ideas, problem solve and build on their creativity.

Assessment continues to be a focus on the making and responding components of the Australian Curriculum. Aubin Grove will take part in a major moderation task with fellow network schools to ensure consistency of judgement.



### LANGUAGES: JAPANESE

Our school's Japanese program includes all students from Pre-primary to Year 6 and contains a progressive balance of cultural and language learning throughout the years.

From Pre-Primary to Year 2 the students learn listening, responding and speaking skills based on common everyday Japanese vocabulary and sentence structures. Through the learning of Japanese, the students begin to understand that the exchange of meaning is dependent on, and closely connected to, language and culture. In 2017 the focus of our program was on greetings, classroom instructions and items, body parts, fruit and vegetables, family and animals.

Students in Year 3 continue using the foundation Japanese language skills in listening, responding and speaking. In 2017 the Aubin Grove Primary School Year 3 students were chosen to trial tasks set by the School Curriculum and Assessment Authority, in preparation for the implementation of the new Japanese: Second Language Curriculum which is mandated for Year 3 in 2018. These tasks involved socialising, informing, creating and translating, culminating in each student having the communication capabilities to produce and present their own individual weather report in video format.

Years 4, 5 and 6 students continued to focus on listening, responding and speaking skills and were introduced to viewing, reading and responding. They engaged in invitational conversations including the use of formal and non-formal language. The students began reading and writing about time, places, activities and common verbs, using hiragana and kanji, two of the three Japanese writing systems. Students participated in interesting discussions and activities about the similarities and differences between Japanese culture, Australian culture and their home culture.

In 2017 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 music experience with traditional Japanese musical instruments, including taiko drums. A highlight for many students and families was the annual school Open Night where the display of over 1 000 Japanese projects were on display in the classrooms.

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

In 2018 we intend to once again host Japanese students who will spend a week living with Aubin Grove students and their families whilst participating in the Australian way of life.

### 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 Music in Making and Responding.

Students can also nominate to participate in Junior and Senior Choir and the Instrumental Music School Services. In 2017, 39 students took part in the IMSS 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 in 2017 rehearsed every Wednesday before school. They performed at the Western Australian Massed Choir Festival at Perth Concert Hall, the school's ANZAC Service, the Year 6 Graduation Ceremony, Lakeland Senior High School and Cockburn Schools Music Spectacular, Cockburn Choral Festival and the End of Year Concert.

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, One Big Voice, Honeywood Harmony Day and at the End of Year Concert.

The instrumental students gave a number of performances at venues including Regents Garden Residential Care facility and the School Open Night. 6 instrumental students were selected to become members of the Atwell Band.

The Cockburn Choral Festival, established by the Music Teachers throughout the Cockburn Central Education Network was held for its second year. The Choirs performed a number of massed choir songs with other schools in addition to performing as individual choirs representing Aubin Grove PS.

A new rock band was formed in Term 1 of 2017, featuring students from Year 3 to 6 on drums, electric guitar, bass guitar, keys, percussion and voice. Students rehearsed weekly at lunchtime and performed at a number of school events.

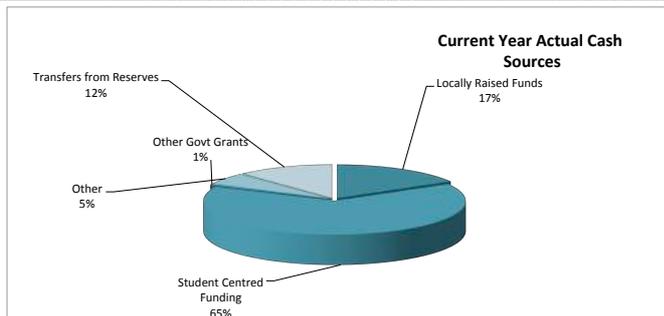
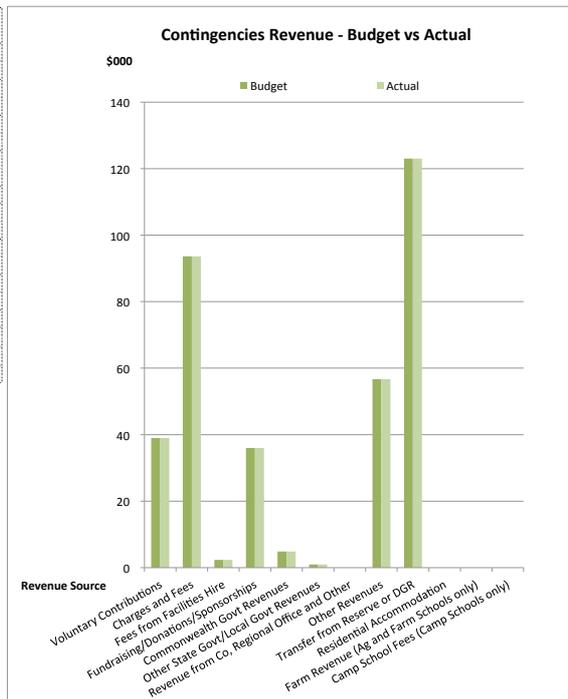
Big Little Voices was established in Term 4 of 2017. The choir was open for all Year 1 and 2 students to join. They rehearsed weekly before school and put on a concert for the Kindergarten and Pre-Primary students at the end of the term.

All students from Kindergarten to Year 6 took part in our Annual End of Year Concert, singing and dancing to songs from the theme "I Feel Good".

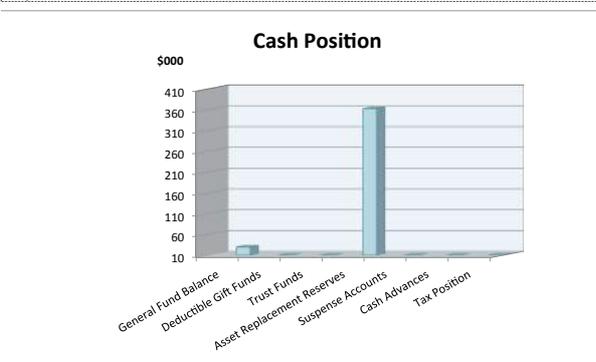
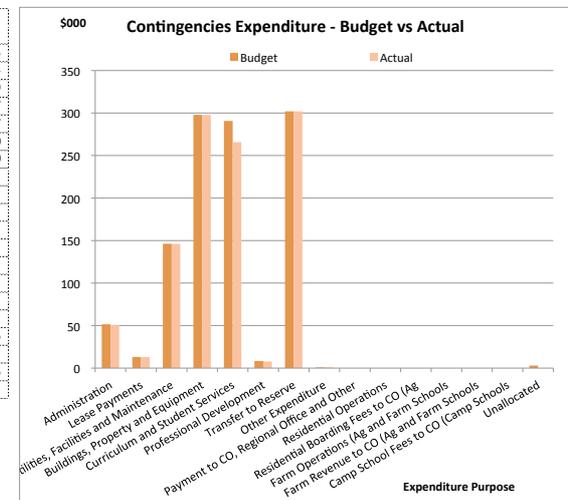


2017 FINANCIAL SUMMARY

Revenue - Cash		Budget	Actual
1	Voluntary Contributions	\$ 38,957.00	\$ 38,957.00
2	Charges and Fees	\$ 93,622.00	\$ 93,623.00
3	Fees from Facilities Hire	\$ 2,336.00	\$ 2,336.36
4	Fundraising/Donations/Sponsorships	\$ 35,988.00	\$ 35,987.98
5	Commonwealth Govt Revenues	\$ 4,860.00	\$ 4,859.92
6	Other State Govt/Local Govt Revenues	\$ 943.00	\$ 942.90
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 56,687.00	\$ 56,687.36
9	Transfer from Reserve or DGR	\$ 123,022.00	\$ 123,022.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>		<b>\$ 356,415.00</b>	<b>\$ 356,416.52</b>
<b>Opening Balance</b>		<b>\$ 91,415.00</b>	<b>\$ 91,414.96</b>
<b>Student Centred Funding</b>		<b>\$ 665,530.00</b>	<b>\$ 665,530.00</b>
<b>Total Cash Funds Available</b>		<b>\$ 1,113,360.00</b>	<b>\$ 1,113,361.48</b>
<b>Total Salary Allocation</b>		<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>		<b>\$ 1,113,360.00</b>	<b>\$ 1,113,361.48</b>



Expenditure		Budget	Actual
1	Administration	\$ 51,479.00	\$ 50,695.76
2	Lease Payments	\$ 13,000.00	\$ 12,808.04
3	Utilities, Facilities and Maintenance	\$ 146,163.00	\$ 146,071.89
4	Buildings, Property and Equipment	\$ 297,745.00	\$ 297,733.07
5	Curriculum and Student Services	\$ 290,603.00	\$ 265,650.87
6	Professional Development	\$ 8,364.00	\$ 7,874.60
7	Transfer to Reserve	\$ 302,000.00	\$ 302,000.00
8	Other Expenditure	\$ 934.00	\$ 810.73
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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)	\$ -	\$ -
15	Unallocated	\$ 3,072.00	\$ -
<b>Total Goods and Services Expenditure</b>		<b>\$ 1,113,360.00</b>	<b>\$ 1,083,644.96</b>
<b>Total Forecast Salary Expenditure</b>		<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>		<b>\$ 1,113,360.00</b>	<b>\$ 1,083,644.96</b>



Cash Position as at:	
<b>Bank Balance</b>	<b>\$ 382,502.66</b>
Made up of:	\$ -
1 General Fund Balance	\$ 29,716.52
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 362,478.00
5 Suspense Accounts	\$ 91.14
6 Cash Advances	\$ -
7 Tax Position	\$ 9,783.00
<b>Total Bank Balance</b>	<b>\$ 382,502.66</b>