



Aubin Grove
PRIMARY SCHOOL



ANNUAL
REPORT 2018

learn • enjoy • aspire • focus

Introduction

The 2018 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 new 2018-2020 Business Plan. 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: successful students, high quality teaching, highly effective leaders and safe and inclusive learning environment.

As an Independent Public School, Aubin Grove is committed to implementing and achieving all the requirements of our 2018-2020 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.

Our Vision

We have a very clear, shared vision in which all students and staff exhibit, and are committed to, our four "LEAF" principles of:

- Learn
- Enjoy
- Aspire
- Focus

Our purpose is to ensure that we operate in a climate of excellence in which, every student is a successful learner and every educator is an outstanding teacher. Central to this, is our goal to ensure that all students can demonstrate the Aubin Grove Learner Qualities. Our clear intention is to support all our students to be active learners who are driven to be self-regulating and assessment capable.

From the Principal

My name is Mesha Steel and I am proud to be your current acting Principal whilst Frank Pansini has taken up the system wide challenge of leadership reform at the Professional Leadership Institute for 2019. I have been humbled to be offered this opportunity to continue the leadership of this outstanding community; one, which I do not take lightly, and I accept the challenges that lay ahead in 2019. This school is a true learning and connected community, where student needs are placed at the forefront of every decision made. Our driving force is that every student is a successful learner and every teacher is given opportunities to develop into an outstanding educator. Leading such an exceptional community as your Principal is a unique and special opportunity. I look forward to continuing the successful path, forged by our school's founding leaders, as we continue our trajectory of whole school excellence through our commitment to our students, caring and inclusive learning environments and ultimately, being a school of innovation that others aspire to.

There is no doubt that in our eighth year, our school is experiencing an exciting time of change; one that we embrace as a school community. With the commencement our new school business plan this year, in addition to changes within our administration team and continual steady growth of our student numbers, a feeling of invigoration is in the air at Aubin Grove. Whilst we continue to openly accept the challenges that come with preparing our students to be 21st century learners who are keen collaborators, thinkers and problem solvers, we also place priority to ensure that children are positive citizens, who are kind hearted, inclusive to all and positively contribute for the betterment of our society. And although we are experiencing change, it is these key principles that have always been embedded into our school culture since its inception that we teach our children every day. The teaching of the LEAF principles of Learn, Enjoy, Aspire and Focus, in addition to our way of "being" with each other; the FISH Philosophy principles of Being There, Choosing our Attitude, Play and Make their Day are what drives and defines us. Ultimately, Aubin Grove just wouldn't be Aubin Grove without these cultural elements. They are what make our school to continue to stand apart from the rest.



It is with great pleasure that I present the 2018 Annual School Report. I know that through reading this document, you will gain an insight into the close working relationship that exists within our whole school community, in particular the School Board and P and C. The dedication of our staff, students and families to sustain our success, in addition to the desire to continually improve ensures that we will continue to be a highly effective school well into the future.



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 2018 our student enrolments numbered 1049. During this time we have successfully maintained the high quality and innovative

teaching and learning environment, the positive tone, a high-level student behavioural standard 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 The Arts – Music & Visual Arts, Physical Education and Japanese. Our students 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.

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.

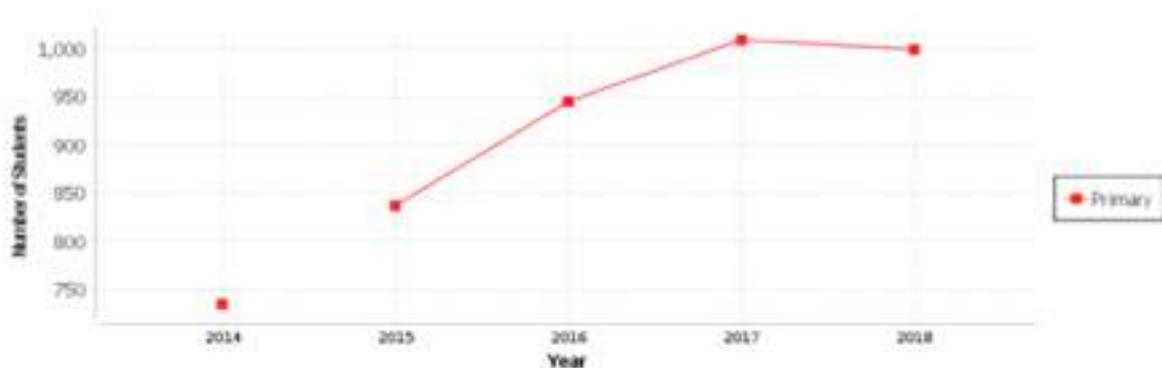
Student Numbers

In 2018, as anticipated Aubin Grove PS experienced a slight decline in student enrolments. from a total of 1156 students at the end of 2017 to 1049 students at the end of 2018. This was due to the opening of Honeywood PS, south of Aubin Grove PS as a K-6 school and also due to our inability to accommodate all Kindy students in our local intake area who applied to attend in 2017 for the 2018 school year.

Kinder-garten	Pre-primary	Yr 1	Yr 2	Yr 3	Yr 4	Yr v5	Yr 6	Total
84	144	138	159	133	146	132	147	1049

In 2018, working with the Department of Education, we were able to facilitate the space for two new transportable classrooms. This has enabled us to accommodate for all Kindy enrolments that were received for students living within the local intake area for 2019. We also look forward to welcoming new students into Pre-primary who live within the local intake area and weren't able to enrol for Kindy in 2018.

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.

As anticipated, we saw our first decline in enrolments in 2018 as result of Honeywood PS becoming a K-Year 6 school and the subsequent enrolments that attracted.

Attendance

Year	Aubin Grove PS	Like Schools	All WA Public Schools
2016	94.6%	94.2%	92.6%
2017	95.6%	94.7%	92.7%
2018	95.5%	94.2%	92.6%

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.

In 2018, we have significantly improved our authorised attendance rate from 50% to 62%. The strategies put in place in 2018 to target this, including a new SMS system during the year, have all had a positive impact. The school has also included this as a target for the 2018-2020 Business Plan.

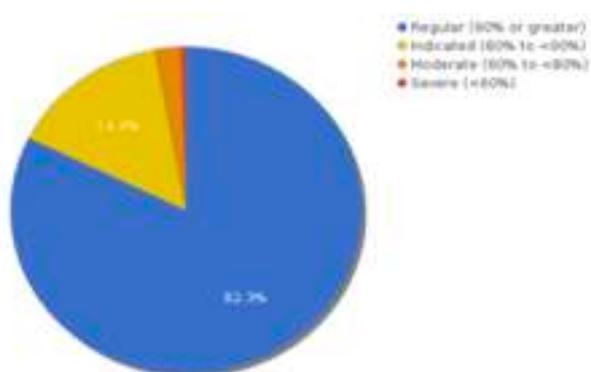
A focus in 2019 will be:

Continue to use and further promote the SMS system that sends an automated request for an explanation to a nominated parent’s phone when a child is absent.

Teacher vigilance in following up with parents when a student is absent

Reminding parents 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 are 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
2016	84.4%	12.0%	3.3%	0.1%
2017	89.2%	9.4%	1.2%	0.2%
2018	87.8%	10.8%	1.3%	0.1%
Like Schools 2018	83.1%	12.9%	3.3%	0.7%
WA Public Schools 2018	77.0%	15.0%	6.0%	2.0%

Destination High Schools

Students who graduated from Year 6 in 2018 enrolled in 27 different high schools in 2019.

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

One hundred and forty seven students graduated from Aubin Grove in 2018.

Destination High Schools	Total Students
Atwell College	53
Emmanuel College	21
John Curtin COTA	3
Carey Baptist College (Forrestdale and Harrisdale)	20
Darling Range Sports College	1
Divine Mercy College	1
Fremantle College	2
Fremantle Christian College	1
Byford Secondary College	1
Harrisdale SHS	2
Leeming SHS	1
Lynwood Senior High School	1
Applecross SHS	1
Kent Street Senior High School	1
Corpus Christi College	1
Gilmore College	1
Kennedy Baptist College	11
Melville SHS	2
Perth Modern School	3
Kelmascott Senior High School	1
Narrogin Senior High School	1
Rossmoyne SHS	3
Santa Maria College	1
Seton Catholic College	1
Rehoboth Christian School	1
St George's Anglican Grammar School	1
Willetton SHS	5

School performance against the targets in the 2018 - 2020 business plan

Our Business Plan Targets are based on measuring progress over the three-year period of the Business Plan. 2018 was the beginning of our new self-assessment and reflection cycle when we gathered our baseline data.

In 2019, we will gather 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 2020.

In 2020, final judgments will be made on the extent to which we have achieved the targets.

Target 1 ATTENDANCE

By the end of 2020 our authorised attendance rate will be 75% or greater.

	Semester One	Semester Two
Attendance Rate	95.5%	93.6%*
Regular Attendance	88.0%	78.9%*
Authorised Absence	54.7%	62.1%*
Unauthorised Absence	45.3%	37.9%*

Findings

Target not met in 2018

Authorised attendance rate in Semester Two at 62.1%

Significant improvement in our authorised attendance rate from 54.7% to 62.1% between Semester One and Two.

The strategies put in place in 2018 to target this, including a new SMS system for more effective communication to parents (Message You) during the year have all had a positive impact.

Recommendations

Continue to use and further promote the SMS system that sends multiple automated requests for an explanation to a nominated parent's phone when a child is absent.

Teacher vigilance in following up with parents when a student is absent

Providing opportunities for professional support in attendance software for all teachers.

Streamline more efficient whole school procedures for confirming attendance and written follow up for unauthorised absences.

Analysis of quarterly attendance reports by administration team to monitor progress towards target and subsequent follow up if required.

Reminding parents 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.

Target 2 PRE-PRIMARY - YEAR 3

90% of students identified as being at educational risk in reading in literacy Pre-primary on-entry assessment (i.e. achieving at or below 0.4 progression point) achieve above the NAPLAN National Minimum standard for reading in Year 3.

Findings

In 2015, 52 students in the Pre-primary cohort achieved 0.4 or below in Reading

Of those 53 students, in 2018 in Year 3, 62% achieved above the NAPLAN National Minimum Standard, 25% achieved at the standard and 13% achieved below.

Target not met in 2018.

Recommendations

In 2019, appoint a Literacy Specialist specifically to target the development of Reading in the Early Years.

Extend the Letters and Sounds synthetic phonics program beyond Pre-primary into Year 1 until students have the full phonic code.

Review current reading assessment tool in PP-2.

Introduce the 'Cracking the Code' Phonological Awareness program in Kindergarten and for SAER in Pre-Primary.

Target 3 YEARS 3 and 5

By 2020:

3A. Our numeracy performance will exceed that of like schools in year 3 and 5.

Average Numeracy Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2014	426	411	508	500
2015	413	411	497	508
2016	424	411	520	505
2017	417	424	509	505
2018	415	421	507	508

Findings

In Year 3 and 5 Numeracy Performance was just below that of like schools.

Recommendations

Ensure recruitment of staff in the school leadership team across all phases of learning have strength in Numeracy practices. Part of this role will be to review current practice of our Mathematics Block and teacher monitoring and assessment strategies currently being used.

Mathematics committee to work with other schools in the Cockburn Central Education Network to compare whole school approaches and further build teacher capacity.

Administration team and Mathematics committee to review and audit current numeracy practices, including whole school structures and assessment tools.

3B Our Reading performance will be equal to or exceed that of like schools in year 3.

3C Our Reading Performance will exceed that of like schools in year 5.

Average Reading Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2014	433	427	506	511
2015	428	438	493	511
2016	426	433	518	510
2017	429	441	512	517
2018	415	447	514	523

Findings

In Year 3, the target has not been achieved yet. Our reading performance is not equal to or exceeding like schools.

In Year 5, the target has not been achieved yet. Our reading performance is not exceeding that of like schools.

Recommendations

Continue with full time Literacy Coach in 2019 to support Teachers from Year 2 - 6.

In 2019, appoint a Literacy Specialist specifically to target the development of Reading in the Early Years

Extend the Letters and Sounds synthetic phonics program beyond Pre-primary into Year 1 until students have the full phonic code.

Review the current reading assessment tool in PP-2

Introduce the 'Cracking the Code' Phonological Awareness program in Kindergarten and for SAER in Pre-primary.

Administration and teachers from the English Committee to review and investigate upper primary reading assessment and monitoring alternatives.

Revisit and review our shared and guided reading strategies within the English block to ensure consistency across all classrooms and year groups.

Ensuring that all students are adequately prepared to sit the NAPLAN reading assessment in an electronic format for the first time in 2019.

3D Our writing performance will equal to or above that of like schools that of like schools in year 3.

Average Writing Score

Year	Y03	
	School	Like Schools
2014	423	419
2015	435	429
2016	426	426
2017	425	430
2018	420	423

Findings

Our Year 3 writing performance in 2018 (average score) indicates that we are close to being equal to our like schools.

Recommendations

Introduce Brightpath as a continuous assessment tool to ensure a more consistent approach to assessing writing across the school.

Use information gained from the Brightpath assessment to plan next steps in student learning.

In 2019, appoint a Literacy Specialist specifically to target the development of Writing in the Early Years.

3e. Our grammar and punctuation performance will equal to or above that of like schools in year 3.

Average Grammar & Punctuation Score

Year	Y03	
	School	Like Schools
2014	442	438
2015	433	457
2016	448	448
2017	443	453
2018	450	455

Findings

Although our average score for Year 3 Grammar and Punctuation is not yet equal to or above like schools, we have been improving in this area in recent years.

Recommendations

Continue to reflect and refine on the Visible Learning English block structure in the area of Grammar and Punctuation.

Utilise the expertise of the Literacy Coach in classrooms to model best practice in the explicit teaching of Grammar and Punctuation skills.

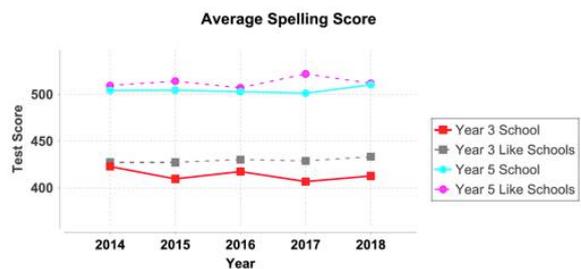
Target 4

4a. our spelling performance will display an upward trajectory in year 5.

4b. our spelling performance will be equal to or exceed that of like schools in year 3.

Average Spelling Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2014	423	427	504	510
2015	410	427	505	514
2016	417	430	503	507
2017	407	429	501	522
2018	413	433	510	512



Finding

Our spelling performance in Year 5 has displayed an upward trajectory from 2017 to 2018. Pleasingly our performance is just under that of like schools in Year 5.

Our spelling performance in 2018 is not equal to or exceeded that of like schools but has improved from 2017.

Recommendations

Review K-2 Practices with LDC to ensure an appropriate skill progression and to ensure that our practice is aligned with current research.

In 2019 we will continue letters and sounds program beyond Pre-primary until the student has full phonics code and then progress to WTW spelling program.

Introduce individual student tracking booklet for Letters and Sounds commencing in Kindergarten.

In Kindergarten, introduce the ‘Cracking the Code’ program teachers run cracking the code program for all students.

Up skill teachers in Letters and Sounds .

Continue classroom English support through Literacy Coach with an emphasis on the WTW component of the English Block in Year 3-6.

Target 5 Former year 6s

When compared to WA public schools at least 25% of our students will be placed in the top 20% grouping for:

- Numeracy
- Spelling
- Reading

WA Public Schools	Former Year 6 Numeracy		
	School		
	2016	2017	2018
Top 20%	37%	21%	31%
Middle 60%	56%	60%	61%
Bottom 20%	7%	19%	8%

WA Public Schools	Former Year 6 Spelling		
	School		
	2016	2017	2018
Top 20%	24%	20%	25%
Middle 60%	56%	76%	65%
Bottom 20%	20%	3%	10%

WA Public Schools	Former Year 6 Reading		
	School		
	2016	2017	2018
Top 20%	24%	26%	25%
Middle 60%	61%	64%	71%
Bottom 20%	15%	10%	4%

Findings

In Numeracy, Spelling and Reading we met or exceeded the target set

Recommendations

Although this target has been achieved we will continue to identify target students from Year 5 NAPLAN data who have the potential to move from the middle 60% to the top 20% through a case management approach.

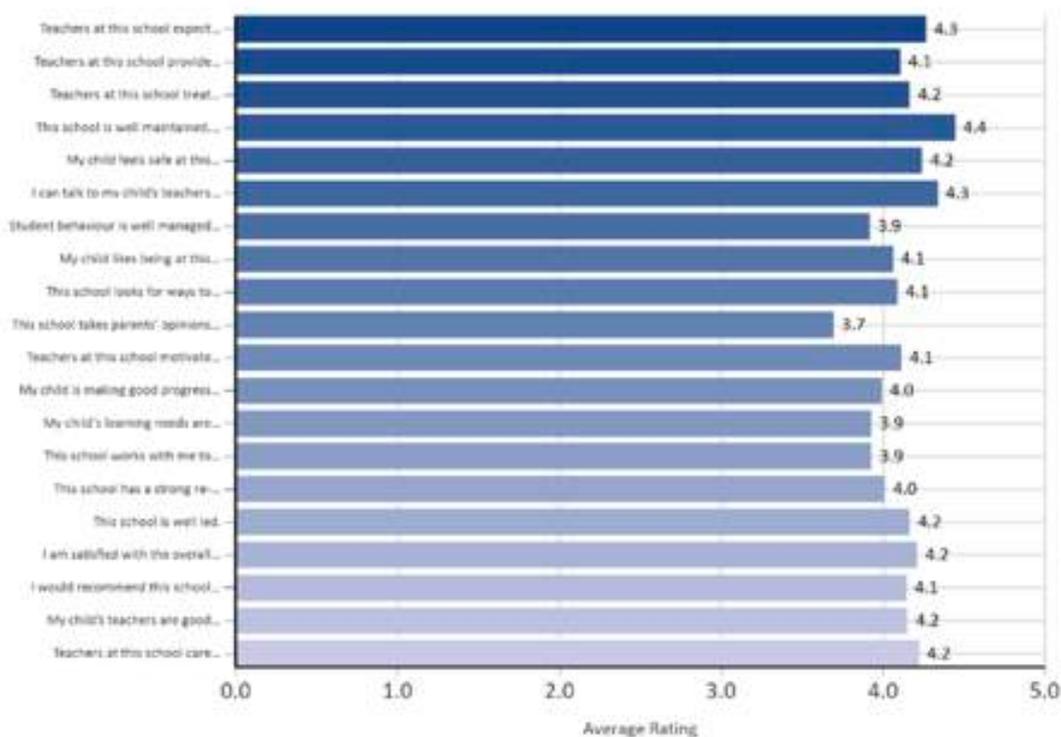
Target 6

The National School Opinion Survey results are positive for Community, Staff and Students (i.e. each item has a ranking of at least 4.0) (Target Met for Staff but not Students and Community)

In the National School Opinion Survey (Staff), the item related to staff receiving useful feedback about their work at this school is rated 4.0 or above (Target Met)

The National School Opinion Survey is conducted every two years. The purpose of the survey is to measure the extent of satisfaction among families, students and teachers on a range of key aspects of our school’s performance and operations.

Community results

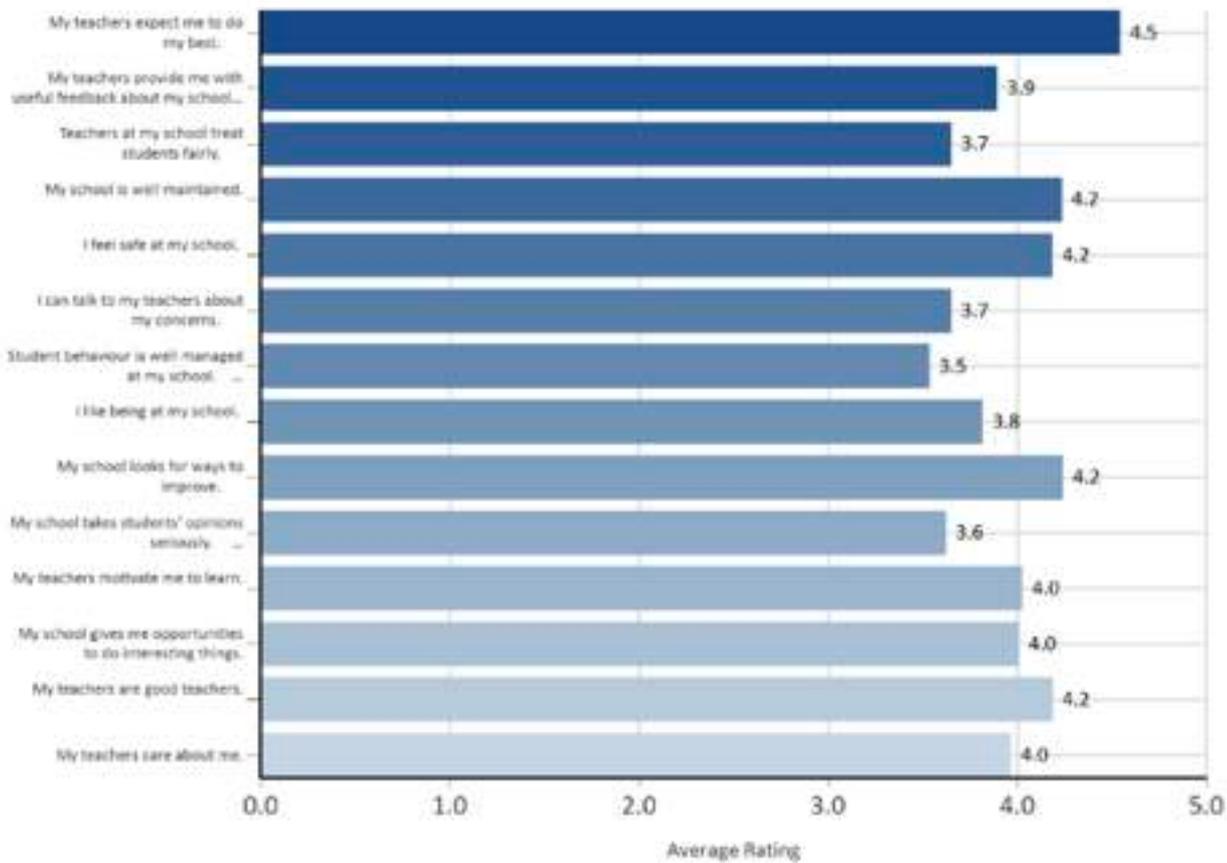


Findings

There were 157 survey responses from the parent community in 2018. This was down from 2016 (348 responses)

Target not met for Community Survey. Although the average results in the 2018 survey are positive, four items out of twenty fall just below 4.0.

Although there was a slight decline in some items, these are still falling into the agree or strongly agree category. Student Results



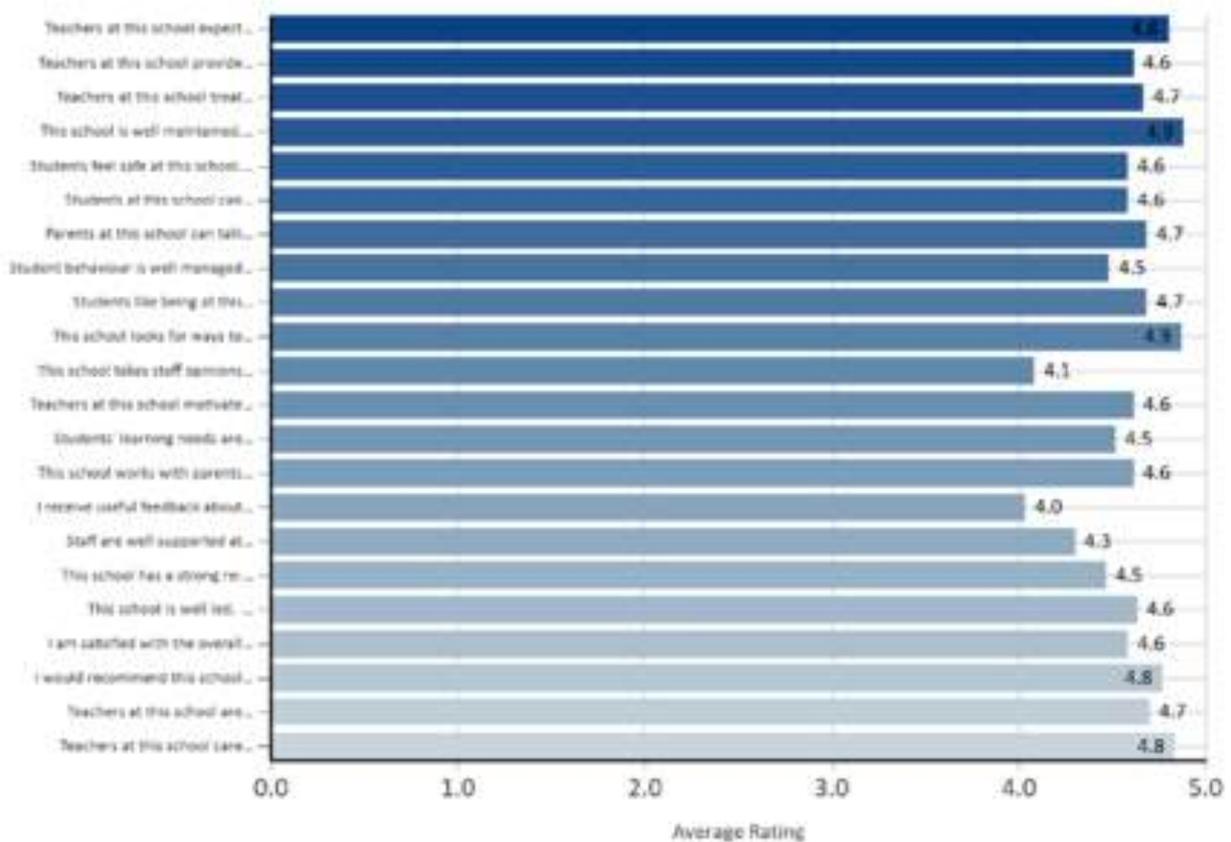
Findings

There were 226 survey responses collected from students in 2018 (Year 5 and 6 students were surveyed).

Target not met for Student Survey. Although the average results in the 2018 survey are positive, with none falling below 3.5, six items out of 14 fall just below 4.0.

Although there was a slight decline in some items, these are still falling into the, agree or strongly agree category.

Staff results



Findings

There were 60 survey responses collected from staff in 2018

Target met for Staff Survey in both areas (Each item has a ranking of at least 4.0 and specifically the item related to “I receive useful feedback about my work” is at least 4.0 or higher).

There was an increase in items from 2016 to 2018 in relation to staff receiving feedback, staff being well supported in their role, staff giving students feedback about their work and the school working with parents to support students’ learning.

Many items remained the same with very high rankings above 4.5

Slight decline (-1, -2) in a small number of items, but still remaining very high above 4.5.

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:

Justine McGillvray (Chair)

Frank Pansini (Principal)

Roslyn Foote (Staff)

Melanie Osborne (Staff)

Lynna Matthews (staff)

Stacey Colyer (parent)

Jay Vaughn-Davies (parent)

Simon Lalor (Parent)

Mike Van Dongan (Parent)

Joan Weston (Community)

Therese Turner (Executive Officer)

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 2018 the Board oversaw the implementation of the following decisions that made a significant positive impact to the school. These were:

- Moving of year 6 graduation offsite to best cater for the community.
- Monitored the review of the Home Learning policy to commence in 2019
- Reviewed and endorsed the key components of the Terms of Reference; the document which guides the members of the board in their roles and responsibilities.
- Sought feedback from the parent community in regards to the reconfiguration of the school timetable for 2019
- Created a subcommittee to oversee the transparent process to determine the student recipient of the Macbook scholarship.

In 2018, the Board was also responsible for:

- Reviewing and monitoring the School Budget
- Reviewing and endorsing the 2017 Annual Report
- Reviewing and endorsing the amount of the Voluntary Contributions for 2019.
- Endorse of the 2019 Summary of Annual Contributions and Charges
- Reviewing progress towards achievement of the 2018-2020 Business Plan.
- Review and endorse the DPA and Financial Funding Agreement

School Chaplain

In 2018, our full time school Chaplain Amberlie Evans, provided support across the school for students in Kindergarten to Year 6. She also coordinated many successful school and community events throughout the year.

At the beginning of the 2018 school year, a group of resilient staff members took on the challenge of swimming to Rottnest. Although they were faced with really rough conditions, an abandoned event and just a 'splash' of seasickness, our Aubin Grove community raised over \$3,500 toward the local charity called Assisting Your Life to Achieve, better known as AYLA. This was an outstanding result and with this money our Year 6 students were able to help pack 458 senior citizen packs and 148 homeless packs for the homeless sleeping in Perth. We were also able to help put together AYLA's fresh produce garden, which will provide a consistent supply of fruit and vegetables for those in need.

Along with fundraising for AYLA this year, we also donated \$391.60 to the Aussie Framers Foundation toward the New South Wales drought appeal. An amazing effort was made by all those who fundraised and contributed.

A highlight of 2018 for the school community was having 98.5 Sonshine FM come to treat us all to an exciting and fun-filled morning of games, live radio and free coffee. There was a vibrant atmosphere, and a great opportunity to hear from some of our staff and students throughout the morning.

This year our Health and Wellbeing committee have also put on some amazing community events for staff, students and parents to enjoy. This included the highly successful R U OK? Day, which was a whole school approach to bringing awareness regarding mental health. Another wonderful Harmony Day celebration was also held, providing the opportunity for us all to celebrate the diversity of our school community.

Along with all of these community events, we have had some great social and emotional programs being run at the school, which have been of great benefit to many students this year. Some of these programs include Seasons for Growth, for grief, loss and change and In Real Life for girls in Year 4-6 to learn about friendships and conflict resolution.

This Christmas season we again partnered with the Salvation Army Christmas Food Appeal. Thank you to our school community for your generosity and kindness to those in need.

Parents and Citizens Association (P&C)

The following is a report on the activity of the school P&C for 2018 by President Kelly Schrader.

2018 was a very successful year for the Aubin Grove Primary School P&C. Thank you to the school community who have given so generously of their time and money in supporting the work of the P&C this year and, indeed, over the last eight years.

Some of the events and services the P&C has been involved in and coordinated in 2018 have been:

- The canteen have kept student's and staff's tummies full and happy
- We have coordinated the sale of Entertainment Books, schoolbags, library bags.
- The banking committee have coordinated the school banking program
- The fundraising and year 6 committees have organised, kindy and pre-primary play dates, Mother's and Father's Day stalls, dress up and crazy hair days, a Colour fun run, the Easter raffle and a sausage sizzle and cake stall at the State Election
- And we have hosted both Kindy morning teas

It is with great pleasure that I inform the school community that in 2018, we have managed to raise a net profit of \$41,221.44. These funds will be used in the following manner:

- We will be purchasing hand sanitiser for each class room,
- Donated the end of year LEAF and Excellence awards,
- Subsidised the cost of the year 6 Big Week Out and Graduation events,
- A Kiss and Drop Shelter on Lyon Road will be installed
- The purchase of new Faction Marquee's for the sporting department
- Educational Game Kits will be placed in the library for borrowing use for classrooms
- \$10,000 will be donated to the setting up of the IT Department
- And a \$5000.00 donation towards the instalment of outdoor speakers around the school.

A very special thanks to our school community for making all of the above possible. Every small contribution goes a long way in supporting the education of our children.

Music

In 2018, the school's Specialist Music program once again included all students from Pre-primary to Year 6. Students take part in weekly musical lessons with one of our two specialist music teachers. Students learn and are assessed on their development and application of Music in Making and Responding.

In 2018, 37 students took part in Instrumental Music School Service (IMSS) having a choice of flute, clarinet, brass or guitar. The IMSS students had several opportunities to perform at a variety of venues including Regent Gardens Aged Care Facility and the annual open night. 7 students also participated in the Atwell Area band, rehearsing every Thursday morning before school. The band toured the CCEN network schools in November. At Aubin Grove, a new Year 6 Instrumental Ensemble was formed to allow the Year 6 IMSS students to play for another purpose. They enjoyed performance opportunities at the annual Open Night & the Year 6 Graduation Ceremony.

All Junior and Senior students had the opportunity to nominate to perform at our Lunchtime Concerts. One concert for each age group is held each term and parents, staff and students gather to enjoy the performances with a fun and relaxed atmosphere.

Our Senior Choir is comprised of students in Years 4-6 and in 2018 had approximately 50 students. This dedicated group rehearsed weekly each Tuesday before school. 2018 performance highlights included:

- Honeywood Harmony Day festival
- Various performances at Aubin Grove PS, including ANZAC service, Open Night & End of year concert
- Massed Choir Festival
- Cockburn Choral Festival

In 2018, the Junior Choir had approximately 50 students from Year 3. They rehearsed weekly every Wednesday after school. Performance highlights included:

- Honeywood Harmony Day festival,
- Regent Gardens
- One Big Voice festival
- Aubin Grove PS Open Night, end of year concert
- Fiona Stanley Hospital

Big Little Voices, a choir established for Year 1 and 2 students continued in 2018 after being established late in 2017. An enthusiastic group of students rehearsed once a week during their lunch break and enjoyed performing for the Kindergarten and Pre-primary students in Semester Two.

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.

The AGPS Rock Band continued in 2018 with students rehearsing weekly on but held only one on drums, electric guitar, bass guitar, keys, percussion and voice. They held a very memorable performance during the year. The 'Funky Junk' Band was formed in 2018 as a support group for students with social-emotional difficulties. It was extremely popular among the junior students and supported by our school chaplain. Another new initiative in the Music program was a strings instrumental ensemble, tutored by an AGPS parent. A small but dedicated group of students joined and participated in a pop-up Friday morning performance as well as a performance for the early childhood students.

All PP - Year 6 students participated in the End of Year Concert to songs from the theme "Hits of 2019". The staff danced and rapped to "Big Love" with lyrics rewritten for the live performance. At the end of the year, an informal concert was held for the Kindy and Pre-primary students. The IMSS students, the Little Big Voices Choir, the Strictly Strings Ensemble and Tyler Wu (piano) performed.

Physical Education

After initially commencing in 2017, in 2018 the Sporting Schools program was again a huge success. Nearly 500 students participated throughout the year. These students were provided coaching in sports they may never have otherwise had the chance to play (Union, Golf, Lacrosse, Hockey, Orienteering, Cricket, Athletics, Netball, Touch).

In order to continue to build our connection with the local sporting community, we held two sporting 'gala' days which saw many local sporting clubs from across the region attend AGPS to offer experiences and registration options to families and students. Both events were a major success in promoting an active lifestyle and raising awareness of the sporting opportunities available to our students within the wider community.

In 2018, our students enjoyed visits from many popular Australian athletes. These included visits from:

- WACA
- Western Force players
- Netball Australia
- Current Hockeyroos players
- Perth Scorchers players
- International sporting stars
- PGA professionals

In 2018, Aubin Grove once again achieved great success at the various interschool carnivals throughout the Cockburn Education Network. Highlights included:

- Summer Carnival: 1st place A Division Cricket, 1st place B Division Volleyball. Overall 3rd Place.
- Winter Carnival: 3rd place overall
- Interschool Cross Country an extremely close 2nd place, winner of the Year 4 trophy.
- Interschool Athletics Carnival: 3rd place overall.
- Girls football - Runner-up in Southern District qualifying
- Girls football - Made it to quarter-finals

- Girls football - high number of girl participation
- Boys football - Open div A and B teams made it to Qualifying finals, losing in semis
- Football - new uniforms donated by CUBE Ports
- Inter-school Football both teams awarded as 'runner up'

In response to an identified need at the end of 2017, to increase the participation of our female students in a wider range of sports in 2018, we were successful in sending both all male and all female teams to inter-school competitions. This saw an increase in the participation of female students in a wider range of team sports.

A key focus in 2018, was the further expansion in the use of Information Technology in the Physical Education classroom and on the sporting field, facilitating higher levels of coaching, feedback and assessment.

Visual Arts

In 2018, Mrs Zangari and Mrs Borlase continued to lead an exceptional Visual Art program, teaching students from Year PP – Year 6.

The annual Atwell College Zone Art Exhibition was again highlight for the year. Our students worked hard to produce artworks with a focus on the exhibition theme of “Art Now”. with a focus on contemporary artists.

The Nature Playground Area in Kindy and Pre-primary had new art installations in the form of flowers and fish to enhance the environment.

The annual school Open Night in Term 3 was a valuable opportunity to showcase student artwork. In addition to individual pieces of artwork, each class produced a collaborative art piece that was sold via a silent auction to a member of the school community on Open night.

In 2018, several local artists enhanced the visual art program. Duncan Moon taught all students from PP to Year 6 about how Maths is found in nature and how he uses these elements in his artwork. Artist, Ashley Hay worked closely with the Year 6 students to demonstrate how she uses recycled materials in her artwork. The Year students then used Powertex and recycled materials to create their own artwork that sent a message about their feelings towards the environmental issue of plastic in the ocean.

The focus for 2019 in the Visual Art department will be on continuing to link Art with the learning areas of Science, Mathematics and Technology, building STEAM as a focus. This will provide student students with the opportunity 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.

2018 saw the implementation of the new Languages Curriculum beginning with Year 3. Our students were well prepared in all areas of foundation language skills such as listening, responding and speaking. Students at Aubin Grove begin learning Japanese in Pre-primary. The focus on learning Japanese in the early years is connecting to the language and culture of the country. Students progressively learn listening, responding and speaking skills based on common everyday Japanese vocabulary and sentence structures.

In 2018 all students continued to participate in Japanese cultural experiences to enrich the language aspect of the program. This included, after school sushi making classes and collaboration between the Visual Art Specialist program and the Languages program. This collaboration saw an amazing Art display of "Koinobori" (Koi Fish) around the Library for Children's week in May. Works were displayed from Pre Primary to Year 6. In addition to this, another highlight was the annual school Open Night where there was a fabulous display Japanese work throughout the school.

As part of a cultural exchange program, 10 Japanese students spent a week with our families experiencing Australian Life. The Japanese students loved their experiences and many are still in contact with their Aubin Grove families. In 2019 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.

A new concept was introduced in 2018 called the Hiragana Karate Belt Challenge. Students used the Aubin Grove Learner Qualities to drive their own learning and support their peers, to "master" the recognition and writing of the Japanese alphabet. 17 students from Year 5 & 6 were successful at doing so and were rewarded for their hard work with a sushi-making experience.

Our Year 3 and 4 students who were studying Japanese food participated in a Kyaraben (cute character lunchbox) making challenge. The creations that were entered into the challenge were amazing and it was a difficult challenge to actually pick the winners who attended a lunch with the Sensei's.