

**Principal's Report for the School Board
Week 4, Term 1, 2020**

Welcome back to all members, both new and established for 2020. You are an integral component of our school community and our decision making processes to drive continuous a school improvement. We are very appreciative of your support and positive endorsement of our school.

Enrolment Numbers

This year on day one, we opened with 1068 students, which is 48 students less than 2019. Last year we had reached our capacity for enrolment and as forecasted, our numbers will slowly decline now over the coming years, as Honeywood Primary School and the surrounding area continues to develop. We had planned for this reduction in student numbers as this year, we commenced 105 Kindy students, whereas at the commencement of 2019, we started with 140 students. We also did have 36 students across the school leaving at the conclusion of 2019 and the start of 2020; however, we also had 34 students commence over the past three weeks. This has left us with one free transportable building at the current time, which will be developed into a teacher professional learning space and parent teacher conference room, over the course of this year.

New Teaching Staff

This year, after running a teacher recruitment process in late 2019; as many of our fixed term teachers we acting in positions for permanent staff on leave, we able to offer most teachers a new fixed term contract for 2020. Late into Term 4, 2019, we did have two teachers pick up permanent positions at newly established schools, which then did allow for us to recruit new fixed term staff. We have welcomed to Aubin Grove for 2020:

- Sam Irwin, Year 1
- Ben Durant, Year 2
- Megan Summerfield, Year 3
- Peta Bartlett, Year 5/6
- Bojana Petrovich, Year 6

We welcome our new staff to our school and have a very comprehensive induction process to support them and their individual needs as they transition into their new school and classrooms for 2020.

The school community has fed back to the administration team over the past three weeks that most members have experienced a very smooth transition for their children back into the new school year. Although it is inevitable for some students to exhibit various signs of anxiety as they become familiar with their new classes, teachers, classmates and routines, this has been significantly reduced in 2020. Using a new class creator program to design new classes, in addition to more comprehensive transition and support for some students could be attributed to this positive improvement for most students.

Buildings and Infrastructure

Throughout Week 1, we have installed nine new Prowise Presenter interactive boards into some of the older transportable classrooms, in addition to the purpose-built rooms, to replace our aging Smartboards and projectors, which are losing their effectiveness after nine years of operation. There is planning in place to complete this replacement of the purpose-built classroom boards throughout 2020, where feasible.

At the conclusion of 2019, all public schools received an individually calculated building upgrade allocation to fund any priority works that need to be improved in the school. Signage of this government initiative will be sent to the school in the coming week and will be displayed on our fence line until the end of June. With our allocation, we have been able to treat and repaint the rusted metal roof beams in LC3 and in the annexe that covers the spider man playground. With the final amount to be acquitted, we are looking to fund and repair the pavers that have sunken over the last 10 years across the school site, due to the trip hazard that they pose to our students and community.

School Culture and School Development Day

At the commencement of 2020, we have placed priority on reviewing our school cultural elements and how our beliefs and understandings as staff members, translate into classroom practice for our students. The FISH Philosophy, LEAF Principles and Learner Qualities are those elements that we hold in the highest regard at Aubin Grove PS, as this way of “being” towards each other creates a positive and supportive environment for all.

The teaching staff has explicitly taught the FISH Philosophy, LEAF Principles and Learner Qualities as part of their transition program to build the positive culture of their classrooms. The outcomes of this focus are visible to all in our classrooms and across the school on notice boards and in the library. It is used in the language when speaking to each other and also in the comments in the assembly merit awards. It is especially important that with the changes that come with a new school year, in addition to the commencement of new staff that these important elements of our school do not become lost, or of less focus.

With this in mind, our School Development Day at the commencement of the term commenced with a ‘Survivor’ styled team building day for the whole school staff at Woodman Point. With over 140 staff members, it is very difficult to find the opportunities for staff to get to know each other outside of their teaching teams. On this day, all of the 6 survivor teams were a mix of staff from across the school and they competed against the other teams in a variety of survivor challenges to find the ultimate Aubin Grove survivors. The staff often found themselves well out of their comfort zones, as they undertook mountain bike riding, swimming, raft building, and flying fox; however, through applying our cultural elements of FISH and LEAF, they were able to support each other in a positive way to complete the challenges. Many of the staff provided me with the feedback that this has been the best team building SDD and has supported the staff to commence the school’s tenth year as a cohesive and positive team, one of which I am extremely proud of, especially when some of the challenges were extremely confronting for some staff members.

Day Two back at school re focused the staff back to our 2020 priorities and plans for the final year of our school business plan. All staff completed a session, presented by the Maths Committee on addressing our new whole school approach to problem solving and reasoning and how to apply this into our current Maths Block format. In the second half of the day, the Early Childhood team completed the Letters and Sounds PL presented by the Fremantle Language Development Centre team, who we will be working closely with again this year. The Years 3-6 teaching teams were guided by Lynna Matthews and Donna Jones in understanding the Department of Education’s new Student Information and Achievement dashboard in system level data presentation and how to use this as an analysis tool to support student progress.

Review and Upgrade of Behaviour Management Processes and Introduction of Good Standing

As an integral part of Aubin Grove Primary School's continuous drive for school improvement and to align ourselves with government initiatives, this year we have introduced '*good standing*' for all of our students.

Last year, the Minister for Education released a ten-point action plan to address the growing concerns in regards to violence in schools across Western Australia; a plan which has been now mandated in all primary and secondary schools. Action 6 of this plan is to add '*good standing*' requirements to the behaviour policies in each school. From 2020, all of our students commence the year with their good standing and will continue to retain this if they follow the key principles that are unique to our school; the FISH Philosophy, LEAF Principles and Learner Qualities. At the conclusion of each term, those students who have their good standing will receive a small reward, for example, an extra-long lunch play or an icy pole from the canteen. Those students who have their good standing at the end of Term 4, will be invited to participate in a surprise, fun event, funded by our P and C.

If a student loses their good standing, this will mean that the student will lose their school privileges for a period of time, which will be negotiated between the classroom teacher, deputy principal and parents. Such privileges could be attending a school excursion, class event or inter school carnival. The important thing to remember is that all students can earn their good standing back by making amends and behaving well.

Last week, all students in their year levels, spent some time with me in the undercover area; exploring what makes Aubin Grove so special (FISH, LEAF and Learner Qualities), the behavioural expectations for our Aubin Grove students, what the behaviour management processes are in each classroom, specialist classroom and the playground and how good standing can be gained and lost. This was presented at a developmental level for the phase of learning and allowed plenty of time for student questions and clarification. Teachers have also provided extra time and support from a classroom perspective to consolidate our student’s understandings of good standing and our behaviour management processes.

Students in Years One to Six now know that attending their buddy classroom five times in five weeks, being sent to the office for negative behaviour twice in five weeks, or being suspended will result in the loss of their good standing for a period of time. The behaviour escalation process of how a child may find themselves in this situation will be communicated to all parents and carers attending their child's Parent Information Evening over the next two weeks. As I clearly outlined to all of our students in the past week attending my presentation about good standing and expected behaviour, the priority for all of our students when they attend Aubin Grove, is that they feel safe and happy. The updated whole school behaviour processes, in addition to good standing for students, will support this priority.

If you need any further information or clarification about good standing or the behaviour processes at AGPS, please do not hesitate to contact your child's classroom teacher, deputy principal, or myself at mesha.steel@education.wa.edu.au. To further explore the Department of Education's plan to address violence in schools, click on the link <https://www.education.wa.edu.au/violence>

Data Hub

At the commencement of this year, we engaged a company, Best Performance, to present some information to the admin team on their highly regarded software for schools looking to store longitudinal student assessment data in a systematic way. It was identified in our school review last year that as a rapidly growing school, we have not coped successfully in finding a method to store our student assessment information in a sustainable way. Data Hub has a very strong reputation, based on feedback received by other participating schools and we have negotiated an initial two-year contract, with the intention for this system to be in the school for a significant time. Timing for this implementation has been crucial as our teachers have begun their first round of student assessment for 2020 and we will be storing this first collection of data on the new system. The system effectively rolls students and their assessment information into their new classes at the conclusion of the year, which will make it very easy for new teachers to research what might be the needs for the next year's class.