



ANNUAL
REPORT 2019

Introduction

The 2019 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 2018-2020 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 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.

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.

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.

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 2019 our



student enrolments numbered 1039. 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.

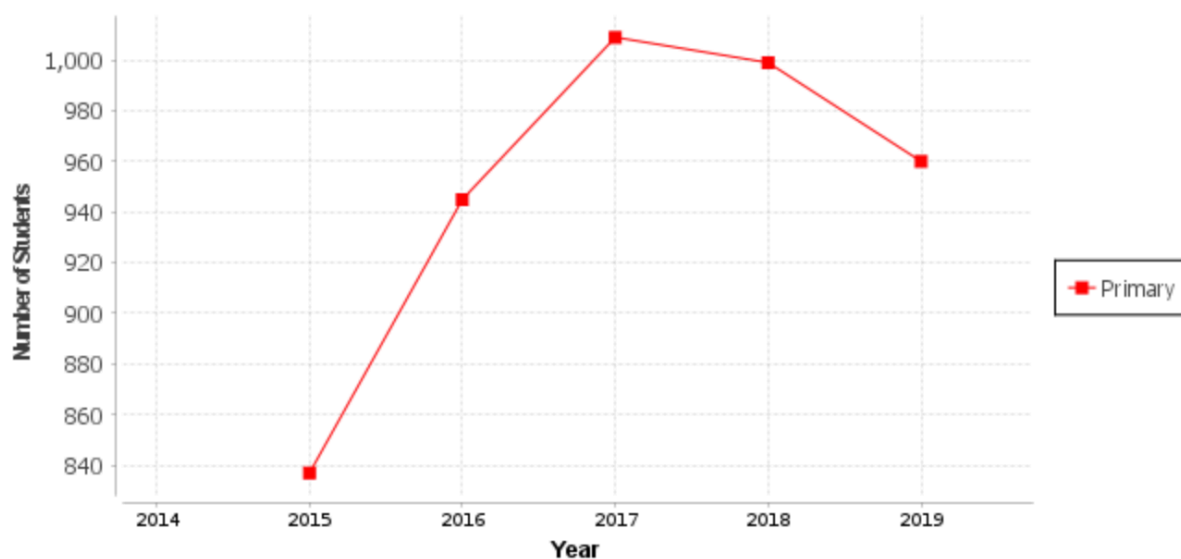
Student Numbers

In 2019, as anticipated Aubin Grove PS has continued to experience 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 5	Yr 6	Total
139	119	141	138	154	135	139	131	1030

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 all Kindy enrolments that were received for students living within the local intake area for 2019. In 2018 we were only able to accept 84 students in Kindy, however, in 2019 we gladly accepted 139 students. We also welcomed new students into Pre-primary who live within the local intake area and weren't able to enrol for Kindy in 2018.

Enrolment Trend



Semester 2	2015	2016	2017	2018	2019
Primary (Excluding Kin)	837	945	1009	999	960

This graph indicates the number of full time students (Pre-primary - Year 6) enrolled in the school in the last 5 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 peaking in 2017.

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%
2019	94.5%		91.6%

Our overall student attendance rate continues to be above when compared to statistically similar schools (ie Like Schools) and WA Public Schools.

In 2019, we have significantly improved our authorised attendance rate to 75% as compared to 62% in 2018. The strategies put in place to target this, including a new SMS system during the year, and protocols for teachers entering attendance in Integris have all had a positive impact. The school has also included this as a target for the 2018-2020 Business Plan.

Some strategies we have implemented this year:

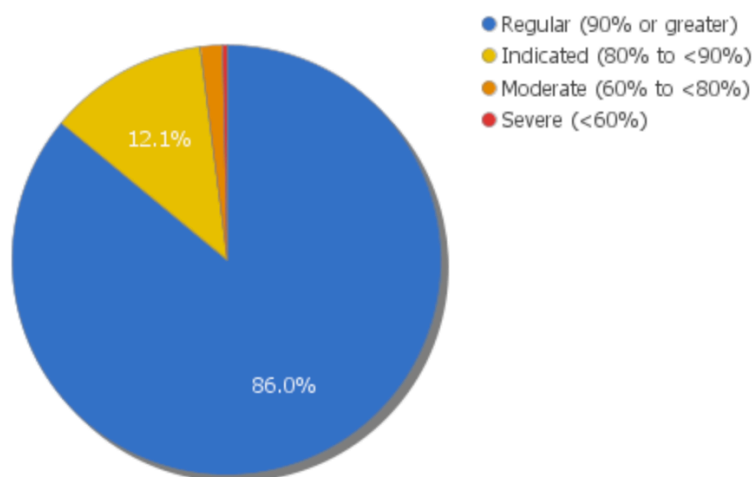
Using and further promoting the SMS system that sends an automated request for an explanation to a nominated parent's phone when a child is absent.

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

Protocols for how teachers do their daily attendance on Integris.

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



	Regular	At Risk: Indicated	At Risk: Moderate	At Risk: Severe
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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%
2019	86%	12%	1.6%	0.3%
Like Schools 2019				
WA Public Schools 2019				

Although our attendance performance is still better in comparison to like schools and WA Public schools we do need to be aware that in 2019 our students classified as 'at risk' has increased compared to past years and we need to be mindful of this and to continue implementing the above strategies listed.

Destination High Schools

Students who graduated from Year 6 in 2019 enrolled in 27 different high schools for 2020.

One student 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 thirty students graduated from Aubin Grove in 2019.

Destination High Schools	Total Students
Atwell College	
Emmanuel College	
John Curtin COTA	
Carey Baptist College (Forrestdale and Harrisdale)	
Darling Range Sports College	
Divine Mercy College	
Fremantle College	
Fremantle Christian College	

Byford Secondary College	
Harrisdale SHS	
Leeming SHS	
Lynwood Senior High School	
Applecross SHS	
Kent Street Senior High School	
Corpus Christi College	
Gilmore College	
Kennedy Baptist College	
Melville SHS	
Perth Modern School	
Kelmascott Senior High School	
Narrogin Senior High School	
Rossmoyne SHS	
Santa Maria College	
Seton Catholic College	
Rehoboth Christian School	
St George's Anglican Grammar School	
Willetton SHS	

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. 2019 is the second year of our self-assessment and reflection cycle.

The data gathered in 2019 has been indicative of how we are travelling to meet the Business Plan targets. In 2020, final judgments will be made on the extent to which we have achieved those targets.

Target 1 ATTENDANCE

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

	2018		2019	
	Semester One	Semester Two	Semester One	Semester Two
Attendance Rate	95.5%	93.6%*	94.5%	94%
Regular Attendance	88.0%	78.9%*	86%	81.5%
Authorised Absence	54.7%	62.1%*	75%	62%
Unauthorised Absence	45.3%	37.9%*	25%	38%

Findings

Target not met in Semester 2; however, we did meet this target in Semester 1 and have shown significant improvement in our authorised attendance rate from Semester One 2018 to Semester One 2019.

The strategies put in place in 2018 & 2019 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 and needs to continue to be a focus for 2020.

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.

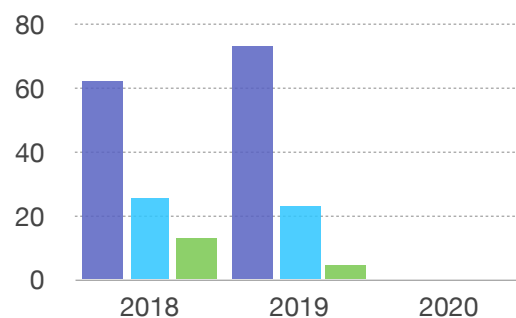
Target 2 PRE-PRIMARY - YEAR 3

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

Business Plan 2018-2020 On Entry Target

DESCRIPTION	2018	2019	2020
Above national minimum standard	62	73	
At national minimum standard	25	23	
Below national minimum standard	13	4	



achieved 0.4 or below in Reading.

Of those 51 students, in 2019 in Year 3, 72% achieved above the NAPLAN National Minimum Standard, 23% achieved at the standard and 4% achieved below.

Target not met in 2019, however substantial progress has been made between 2018 and 2019.

Recommendations

Continue with the employment of Junior literacy coach and literacy EA.

Continue programs:

- Kindy - Cracking the code
- PP - Letters and Sounds
- Year 1 Letters and Sounds

Refine assessment schedule to reflect using assessments according to individual child's needs not year levels.

Investigate strategies for children in year 2 and above who have not achieved the phonic code.

Target 3 YEARS 3 and 5

By 2020:

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

Findings: Year 3

2017- 2018- 7 NAPLAN points below like schools.

2019- closed gap to 3 NAPLAN points below like schools.

In Year 3 Numeracy target was just below that of like schools.

Year 5

2017- 7 NAPLAN points below like schools

2018- 1 NAPLAN point below like schools.

2019- 2 NAPLAN points above like schools.

In Year 5 Numeracy target has exceeded 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.

2015- 2019 results have plateaued at between 428 to 430 NAPLAN points.

2018 -results dropped to 416.

Since 2015 we have continued to perform below like schools.

We have not met the target for year 3.

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

Findings:

2017- 5 NAPLAN points below like schools

2108- 9 NAPLAN points below like schools

2019- 2 NAPLAN points below like schools

We have not met the target for year 5.

Recommendations:

Continue Impact coach at team level to develop consistency in whole school approaches.

Look at whole school guided reading practices Look at whole school cooperative reading practices to refine

Track individual students that don't meet benchmarks in reading

Continue to have strong focus on vocabulary instruction

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

Findings:

2017- Results were 10 NAPLAN points below like schools,

2018- 5 Naplan points below like schools.

2019 - 1 NAPLAN point above like schools.

We have met the target for year 3.

Recommendations:

Explicit instruction of sentences using the Subject, Verb, Object structure.

Explicit instruction of language features

Regular dictation

Parsing of sentence level structures for students to focus on parts of speech.

Target 4

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

Findings:

2017 -2018 -Increased by 8/9 NAPLAN points

2019- Decreased by 5 NAPLAN points

We have met the target for year 5.

Recommendations:

Explicit PL through Words Their Way.

SAER students - need phonics (Letters and Sounds) Extension students -

Require guidance as to what next for students who have completed Blue book as they are left in each class.

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

Findings:

Significant upward trajectory in data.

Recommendations:

Explicit PL through Words Their Way.

SAER students - need phonics (Letters and Sounds)

Explicit PL on Letters and Sounds to ensure all students are catered for.

Target 5 Former year 6s

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

Staff results

Findings

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:

Mike Van Dongen (Chair)

Mesha Steel (Principal)

Roslyn Foote (Staff)

Melanie Osborne (Staff)

Lynna Matthews (staff - until Aug 19)

Ash Bisdee (staff -commenced Aug 19)

Stacey Colyer (parent)

Jay Vaughn-Davies (parent)

Simon Lalor (Parent)


Joan Weston (Community)

Lara Kirkwood (Community)

Therese Turner (Executive Officer)

Its key functions include:

- 1 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;
- 2 Interrogation of school performance data including student performance, attendance rates, survey results etc.

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- 3 Endorse and review the annual budget;
 - 4 Assist with the formulation of school Codes of Conduct;
 - 5 Participate in a review of the performance of the school;
 - 6 Create interest, within and across the community, about the school;
 - 7 Approve fees and charges and the annual voluntary contributions of 30
 - 8 Approve arrangements for sponsorship or advertising;
 - 9 Liaise with other committees within the school e.g. the P&C.

In 2019 the Board undertook a detailed review of its governance practices and implemented a number of new processes to strengthen the Boards performance including:

- 1 Implemented an annual school Board review process for self-assessment
- 2 Establishing a Skills Matrix and conducting a review of current composition to identify skills strengths and weaknesses
- 3 Conducted Board training for entire board, and detailed training for Chair, Principal & Executive Officer
- 4 Reviewed the terms of reference
- 5 Reviewed the Code of Conduct and set group norms for Board meetings
- 6 Strategic appointment of Community member to enhance community engagement

In 2019 the Board oversaw the implementation of the following decisions that made a significant positive impact to the school. These were:

- 1 Appointment of new School Principal as a part of the Departments recruitment process.
- 2 Reconfiguration of the school timetable for 2019
- 3 Addition of Culture Captains to recognised Arts, Music and Japanese
- 4 Encouraged link between Hammond Park Secondary & AGPS. Appointment of AGPS Board member to be a part of Hammond Parks advisory committee.
- 5 Endorsed year 6 graduation to be held offsite to best cater for the community

In 2019, the Board was also responsible for:

- 1 Participating in the Independent School Review carried out in term 1
- 2 Reviewing and monitoring the School Budget

- 3 Reviewing and endorsing the 2018 Annual Report
- 4 Reviewing and endorsing the amount of the Voluntary Contributions for 2019.
- 5 Endorse of the 2020 Summary of Annual Contributions and Charges
- 6 Reviewing progress towards achievement of the 2018-2020 Business Plan, including establishing a set of measures to monitor progress.

In 2019 the board welcomed the appointment of Mesha Steel as Principal.

As 2019 closes the Board would like to thank Mrs Joan Weston for her 10+ years of contributions as a community member on the school Board. Joan's knowledge, guidance and hard work over those years have been integral to AGPS success.

Parents and Communities

2019 was a year of re-establishing the P and C and its foundations. 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.

Some of the events and services the P&C has been involved in and coordinated in 2019 have been:

- The Canteen has done an amazing job this year, coming up with some amazing specials that the children have really enjoyed, Well done to the Canteen Team!!
- We have coordinated the sale of Entertainment Books, schoolbags, library bags.
- School banking has also done very well this year!
- The Fundraising committee has done an amazing job with organising some amazing events such as Easter Eggstrvangza, Mothers Day and Fathers Day Stalls, The Car Park Raffle, Bogan Bingo, Crazy Hair Day, organising the free Yoga sessions along with Louise from Alignment Wellness, wonderful trip the movies to See Frozen 2 and hosting both Kindy Morning Teas. A big thank you to the fundraising team for all their hard work
- It is with great pleasure that I inform the school community that in 2019, we have managed to raise a net profit of \$37,384.86 These funds will be used in the following manner:
 - Free extra circular activities
 - Donated the end of year Excellence awards
 - Subsidised the cost of the year 6 Big day out and the graduation experiences.
 - Good standing program
 - The 10 year anniversary next year

Next year is going to be a big year with the School turning 10! There is some exciting things happening, we need volunteers to assist the various events happening. Every little bit will help in making these events run smoothly. We cannot wait to see what 2020 has in-store for the P and C

School Chaplain

In 2019, our full time school Chaplain Amberlie Congiusta, provided support across the school for students in Kindergarten to Year 6. She also coordinated many successful school and community events throughout the year.

Social Issues:


Amberlie ran two successful programs for selected students throughout the year. The Seasons for Growth program is for students in year 1-6 and addresses issues such as: grief, loss and change. This could include: parent separation, illness, death and change of family dynamics. The In Real Life program is for friendships and conflict resolution (also including: self-esteem, confidence, family relationships and behavior management) and was run for girls in year 4-6. While running these programs Amberlie had contact with 40 kids per week. This was not including the 1:1 sessions also run throughout the week. Identified social concerns are addressed in 1:1 Chaplaincy appointments. Teachers and parents make consistent referrals to the Chaplaincy program throughout the year. Students are referred out when appropriate. Plans and Goals

Effectively acknowledge and continue to promote our multicultural and diverse school community (Aubin Grove Primary School 2018-2020 Business Plan - Cultivating a high performing and high care environment)

In Term 1 Amberlie helped to run and organise the schools annual Harmony Day celebration. This consisted of a family picnic for lunch, multicultural performances and activities run in class to celebrate and identify the schools diversity. Amberlie also helped to run Harmony Day activities in the school library leading up to the day. Amberlie provided support to class teacher's on the day and leading up to Harmony Day around different cultural activities/information when needed.

This program has also provided an explicit focus on student health and wellbeing that addresses the growing demand for mental health care, pastoral care, student safety and psychological and social support for students and their families. (Aubin Grove Primary School 2018-2020 Business Plan - Cultivating a high performing and high care environment)

Consistent and regular sessions are run with school students through the chaplaincy program. This consists of meeting with referred students each week or fortnight to work through identified social issues and concerns. 1:1 appointments are also available for families / carer's and staff when



requested. An effective referral process is in place for school community to make contact with the Chaplain.

Social/emotional programs run throughout the school to help with social issues. These programs include In Real Life and Seasons for Growth and were run through Term 2 and 3. Chaplain received training in Term 1 and Term 2 for Aussie Optimism program (Positive Thinking Skills and Social Life Skills). Programs will commence in 2020 if relevant to school context at the time.

Amberlie was involved in drumbeat program with the schools music teachers each Wednesday morning before school commenced. This program is also focused on student's socio-emotional wellbeing.

On Friday morning's, Amberlie would help the school deputy principal to run a 'Story Time' for children aged 0-4 years. This is an opportunity for younger siblings and children in the community to engage in early literacy skills, social skill and school community events.

Amberlie also helped out in classroom settings where the topics related to the Chaplain's role and identified social issues. This could include running lessons with the class or supporting the class teacher.

Strengthen processes that provide sustainable support for staff mental, physical and emotional health and wellbeing. (Aubin Grove Primary School 2018-2020 Business Plan - Cultivating a high performing and high care environment)

Amberlie is apart of the schools health and wellbeing committee, helping to promote and support whole school health and wellbeing, through weekly activities and annual events / celebrations. (Harmony Day, R U OK? DAY).

The chaplain is also involved in supporting and reviewing the staff's mental health survey conducted annually and supports and encourages the use of Positive Psychology in classrooms and staff PD.

Build the leadership capacity of students so that every Year 6 child is trained and treated as a student leader. Implement processes that ensure that student voice is considered in school decision-making.

In 2019 Amberlie has taken on the role of running and coordinating the student voice meetings with year 6 students each term. This consists of helping the students to provide the school with ideas to be

considered in school decision-making. Amberlie has also helped to build the leadership capacity in the school by attending the National Young Leaders Day in Term 1 and attending the Year 6 camp in Term 2.

Music


In 2019, the school's Specialist Music program once again included all students from Pre-primary to Year 6. Students take part in weekly one-hour music lessons with one of our two specialist music teachers, Ash Bisdee and Amy Hall. Students learn and are assessed on their development and application of Music in the areas of Making and Responding.

In 2019, 36 students from Year 5 and 6 took part in Instrumental Music School Service (IMSS) having a choice of flute, clarinet, brass or guitar. The weekly lessons were run by Mrs Erryn Booth (flute), Mrs Jane Stevenson (clarinet), Mrs Betty Young (Brass) and Mr Stephen East (guitar). The IMSS students had several opportunities to perform at a variety of venues throughout 2019 including Regent Gardens Aged Care Facility, the annual Open Night and at a concert for some of our Kindergarten students. 6 students also participated in the Atwell Area band, rehearsing every Thursday morning before school. The band toured all of the CCEN network schools with Mrs Betty Young in November on the Atwell Band Tour. In November, we had 6 classical guitar students also attend an afternoon workshop and performance arranged by IMSS and our guitar tutor, Mr Stephen East.

A primary school Rock Band program was run weekly on Monday afternoons for 6 selected students. These students had their first official performance at the Crown Theatre on Thursday August 1st for the WAGSMS series of concerts. They also enjoyed performed at the Term 3 Open Night and then at the inaugural 'Music in the Park' event hosted by the Aubin Grove Community Association in November. In Term 4, three new students joined the rock band for their final performances.

Amy Hall also established a ukulele ensemble in 2019. Up to 15 students attended weekly rehearsals and participated in a pop-up style performance with Miss Hall and also worked towards a final performance at Open Night.

This year, the music specialists also worked in collaboration with our school chaplain, Amberlie Conguista, to run a weekly Drumbeat program for students with social / emotional needs. Students were identified and selected in collaboration with classroom teachers, the school chaplain and the music specialists. Both Amy and Ash received extensive training in 2018 to become Drumbeat facilitators and were able to run an authentic evidence-based program with these 18 students; addressing issues of relationships, identity, communication, conflict resolution, teamwork, respect and listening. All through the rhythm of drumming. The success of this group saw them gain a performance



spot on stage at the Crown Theatre for WAGSMS as well. The Drumbeat students were accompanied on stage by 14 vocalists. Together they performed a tribute to Yothu Yindi, "Djapana", in honour of the Year of Indigenous Languages. The Drumbeat students also opened the Cockburn Music Festival and performed publicly for our community at 'Music in the Park,' aiming to actively build community links with our local Mayor, Deputy Mayor, Community Association and families.

The Junior and Senior Choir student numbers grew dramatically in 2019 with over 140 students in our Year 2/3 Junior Choir and over 90 students joining the Year 4-6 Senior Choir. New choir shirts were designed, finalised, ordered and worn to all of our 2019 performances. Both choirs rehearsed weekly for an hour before school every Tuesday morning.

The 2019 Junior Choir performance highlights include:

- Pop up performances for Harmony Day, NAIDOC Week, R U OK Week, Music Count Us In Day and End of Year Christmas Carols.
- The AGPS ANZAC Service (April)
- The Year 2 Regents Garden Choir Visit (December)
- The Year 3 Regents Garden Choir Visit (June)
- One Big Voice Festival (August)
- AGPS Open Night (September)
- Music in the Park (November)
- Honeywood Christmas Carols (December)
- 2019 End of Year Concert (December)

The 2019 Senior Choir performance highlights include:

- Pop up performances for Harmony Day, Science Week, Music Count Us In Day and End of Year Christmas Carols.
- The AGPS ANZAC Service (April)
- The Year 5 & 6 Regents Garden Choir Visit (December)
- The Year 4 Regents Garden Choir Visit (June)
- Massed Choir Festival (September)
- AGPS Open Night (September)
- Honeywood Christmas Carols (December)

- 2019 End of Year Concert (December)

All music students had the opportunity to nominate to perform at our Lunchtime Concerts.

This year, 2 concerts were held in both Terms 2 and 3. The four concerts were for mixed age performances with approximately 4-5 items scheduled for each concert. Students were invited to audition during their music lesson time and some students continued practice during lunchtimes with their respective music specialists. Parents, staff and students gathered to enjoy these performances with a fun and relaxed atmosphere.

The Little Big Voices choir and Funky Junk Band ceased running this year due to our shortened lunch breaks. Instead, the Year 2 students interested in choir were invited to join the Junior Choir.

The Cockburn Choral Festival, established by the Music Teachers throughout the Cockburn Central Education Network was held for its fourth year. This year, Aubin Grove hosted the network event with great success. Choirs attended from our CCEN network schools including: Atwell PS, Aubin Grove PS, Beeliar PS, Coogee PS (new), Honeywood PS, Hammond Park PS, Harmony PS, Jandakot PS and Success PS.

The Choirs performed a number of massed songs and warm ups with other schools to celebrate the '2019 Music Count Us In' campaign, which aims to build the importance and value around music education for all students. They also performed as individual choirs representing their own school. Live instrumental accompaniment was performed by from Mrs Erryn Booth (flute) and Miss Keisha Klassen (piano).

Another ongoing initiative in the Music program was a strings instrumental ensemble 'Strictly Strings', tutored by Mrs Katherine Smith, an Aubin Grove parent. A small but dedicated group of students joined and participated in a pop-up Monday morning performance. Contact was also made by Ash Bisdee with the IMSS director, Bruce Herriman, to try and gain a new instrument to our existing IMSS schedule. We requested the addition of a strings program but at this stage, this will not be possible without a local feeder high school opening up a strings program as well.

A new collaborative music project that commenced in 2019 was the Community Dancing Events that took place in Terms 1, 3 and 4. All staff and students from Kindy to Year 6 were invited to join the school in the Little Girls Courtyard for 15 minutes of singing and dancing to celebrate Harmony Day, NAIDOC Week and R U OK Day. Staff and students agreed that this was a wonderfully successful initiative and we would like for this to continue in 2020 as it builds positive and inspiring school culture amongst all involved.

At the end of the year, an informal concert was held for the Kindy and Pre-primary students. The IMSS students, the Junior Choir and the Strictly Strings Ensemble were invited to perform and help entertain the younger students.

Finally, all Pre-Primary to Year 6 students participated in the Annual End of Year Concert to songs from the theme "Dancing Through the Decades". The staff also presented a mash up of old school rock and roll songs.

Looking forward to 2020, planning has begun to establish a small inter-generational choir with a select group of students and local aged-care residents to help continually build our positive and inspiring school culture and actively build community links (business plan priorities). Strong connections with the occupation therapist from Regents Garden Aged Care Facility have already been established to support this community project.

Physical Education

After initially commencing in 2017, in 2019 the Sporting Schools program was again a huge success. Over 800 students participated throughout the year. These students were provided coaching in sports they may never have otherwise had the chance to play (Union, Softball, Volleyball, Golf, Orienteering, Tennis, Cricket, Athletics, Netball, Touch).

In 2019, our students enjoyed visits from many popular Australian athletes. These included visits from:

- The WACA
- Perth Scorchers and Australian Cricket players
- Dockers men and women players
- Western Force
- Rugby Western Australia
- International Hockey players.

In 2019, Aubin Grove once again achieved great success at the various inter-school carnivals throughout the Cockburn Education Network. Highlights included:

- Summer Carnival: 1st place A Division Volleyball. 1st place Div B Basketball. Overall 1st place school.

- Winter Carnival: 1st place AFL, 1st place Soccer A and B, 1st place school.
- Inter-school Cross Country 2nd place overall. To assist this result the inaugural Aubin Grove Running club was set up two mornings a week before school for a term. This was run by the Aubin Grove Phys Ed department and had over 90 participants.
- Inter-school Athletics Carnival: 3rd place overall. Yr 3 and Yr 4 boys champions.
- Girls football (soccer) - high participation rate with two teams entering. Div A only lost one game. Div B team won 2 games.
- State Schools Football - Three teams represented the school for the first time. Open div A won 3 out of 4 games.
- Girls AFL Dockers Cup - Won the Pool A shield and achieved second place overall.
- Chess Competition - over 100 entrants from Yrs 3-6. Competition was hotly contested.
- State School Orienteering Championships- Over a thousand students competing from a variety of schools. Aubin Grove's inaugural appearance was a great success with a number of top 10 finishers.


In response to an identified need of increasing the participation of our female students in a wider range of sports, we were successful in sending both all-male and all-female teams to inter-school competitions. In addition, an all girls AFL team represented Aubin Grove PS in the Dockers Cup in Term 4.

2019 saw AGPS coordinate and host the Cockburn City School Sports Association (CCSSA) Interschool Athletics Carnival, held at Santich Park. A highly successful two-day event saw a total of 9 schools, and over 700 students, competing across a range of athletic endeavours.

Visual Arts

Mrs Zangari and Mrs Borlase have been extremely busy juggling a variety of events and exhibitions this year. As the annual Cockburn Central Education Network Art Exhibition was not available to us this year, we decided to organise a series of smaller exhibitions here at Aubin Grove.

Our first exhibition was the Pop-up ANZAC Exhibition, which was held outside the library. Parents and students were able to view the Year 5 and 6 artwork inspired by the ANZACs after the ANZAC ceremony. A variety of mediums were used, with a range of 2D and 3D artwork on display.



The next exhibition was in collaboration with the Japanese teachers, culminating in a colourful display of Japanese inspired artwork, both inside and outside the library. While working on individual projects in class, students were also asked to collaborate with their classmates to create a collaborative class piece for the Open Night Art Auction. This year's artwork was stunning, with almost every piece snapped up in the Silent Art Auction. Mrs Zangari and Mrs Borlase look forward to investing part of the proceeds of the Auction in some printmaking equipment for the 2020 Art program.

The final exhibition for the year was the AEP STEAM Art Exhibition. Mrs Borlase's art room was transformed into a dark room to display the students' light/shadow boxes. Every student created an original piece and built the artwork from scratch, including learning how to make a light circuit.

As well as the exhibitions, the Library and front office were regularly festooned with childrens' artwork, displaying what was currently happening in the Art Rooms.


The Art teachers feel collaboration is key to encourage creativity across the school. Hence, a large number of themes that were being studied in the general classrooms were continued into the Art Rooms. These included; Volcanoes, African Habitats and Animals, Planets, Mechanica, Australian Animals and Indigenous Australia.

One of the panels in the Undercover area has been updated with an Indigenous painting by local Indigenous artist, Shane Hansen. The design was done in collaboration with Mrs Zangari and some of her students.

Another example of collaboration was with the HASS committee. Mrs Zangari and a number of volunteers began creating hundreds of poppies out of donated plastic bottles in Term 1. The resulting display was ready just in time for Remembrance Day in November.

This year Mrs Zangari and Mrs Borlase have encouraged the staff to access the Art Room for a range of art materials to use in their classrooms. They would like to extend this in 2020 by re-establishing a recycling station for the school community to contribute to, which will also become part of the Sustainability focus for 2020.

Recess and Lunches have also seen the Art Rooms open to students to assist in the extension of their skills, knowledge and creativity. This is a time that students can choose to work on a personal project under the guidance and supervision of both Mrs Zangari and Mrs Borlase. This has also been an opportunity for the teachers to introduce and teach individual students to art techniques and skills



that were not included in the main Art program of 2019. Examples include needle-felting, paper mache, and polymer clay sculpture.

Languages: Japanese

In 2019 the new Languages Curriculum continued its implementation with all students in Year 3 and 4 now studying this curriculum. The new curriculum has seen a significant jump in the expectation level of our students. With our strong Japanese program beginning in Pre-primary, our students have managed to achieve great results to the new standards and we are very impressed with the level to which our current Year 4 students can read, write and communicate in Japanese. As they follow on with the new curriculum we can expect to see some amazing language skills in our Year 6 students upon graduating in 2021.


Our language program beginning in Pre-primary focuses on having fun and expanding students' horizons through learning about Japanese language and culture. Japan has such a rich and unique culture that it really is wonderful seeing their eyes widen as students encounter perspectives and methods of living that are different to their own.

In April, we once again hosted Japanese students at Aubin Grove. 12 lucky students from Japan got the opportunity to immerse themselves in Australian language and culture whilst living with Aubin Grove families and attending school with their host students for the week. This provided a great opportunity for our students to have a go at using their Japanese in an authentic context.

The Japanese and art department once again collaborated to create a gorgeous display of 'Koinobori' (Koi fish kites) and seasonal decorations to celebrate Children's Week in May.

Open night was another fantastic event for us in 2019. We loved seeing interested parents coming to visit us in the Japanese room. We were inundated with visitors the entire night who enjoyed seeing a little snippet of what all students from Pre-primary to Year 6 have been up to in Japanese this year. It was wonderful to have so many parents visiting and supporting our great language program and starting to see how languages link to other areas of the curriculum and help students with other important skills such as literacy and numeracy.

We ran our Hiragana and Katakana Belt Challenge again in 2019. This was an optional challenge for students to extend themselves passing a series of belt challenges in reading Japanese Hiragana or



Katakana. We had over 30 students take time out of their lunch times to challenge themselves with 7 students making it to the Black Belt (meaning they can now fluently read and write in Japanese Hiragana characters) and 2 students make it to Black Belt in both Katakana and Hiragana (meaning they can fluently read and write in both).

Our Year 3 students were introduced to the wonderful world of Kyaraben (cute character lunchboxes). Every student designed their own Kyaraben with 50 students choosing to make their designs at home and bring them into school for our 2019 Kyaraben Picnic. The creations were amazing and introduced our Aubin Grove Year 3 families to a cute part of Japanese culture.


Our Year 6 graduates are coming through with some of the highest language skills we have seen at Primary School level. This year we combined that with their impressive Macbook skills to create some great digital tasks including one task where the students created an educational movie to teach a language set to others. We saw a great variety of videos produced (Stop Motion, Claymation and original musical compositions to name a few) which will be used with younger students for years to come. Students also brought their language skills together with some impressive iMovies introducing themselves in complete Japanese (with Japanese subtitles) which demonstrated how far they have come since Pre-primary. Some of these videos were displayed at open night and well received by our school community.

We are looking forward to continuing to grow our Japanese language and culture program in 2020.

Visible Learning

In 2019, student voice has been an integral aspect to ensuring our continued success of Visible Learning practices within each classroom and the school environment. Students are provided with opportunities to give their teachers feedback on aspects of the teaching and learning occurring within their classroom. Student voice is a form of feedback that holds great value to all stakeholders and is invaluable to determine how we are going and what our next steps might be. Teachers are adapting questionnaires, surveys, exit tickets, formal and informal conversations, Kagan cooperative learning structures and levels of understanding to gather as much feedback as possible to identify their effectiveness. The students have taken ownership by identifying what their personal expectations are to extend their learning and what they require from their teachers.

Metacognition has been a focus point also this year. Our school vision of ‘every student is a successful student and every teacher is an excellent educator’ is supported when metacognition processes are



used to extend the learning occurring for our students. We have begun to provide students with Thinking Routines which allows them to map out their thinking at different stages of the learning process and to provide for differentiation. Teachers are experiencing great success with these Thinking Routines. One teacher said, ‘the routines allow students to visually see how they think, where their gaps are and makes them want to get to deeper thinking’.

Our kindergarten and pre-primary students have been focusing intentionally on developing the language and importance of the learner qualities. The students are talking about trying their best and wondering. Through play and inquiry, the learner quality language is woven throughout their daily experiences and conversations. This supports our youngest students to identify how they can be successful at school and to continue making these connections at home.