



# ANNUAL REPORT 2020

## Introduction

The 2020 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 and 2020. 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 of 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 2020 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

Kinder-garten	Pre-primary	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Total
102	143	118	147	140	149	132	136	1026

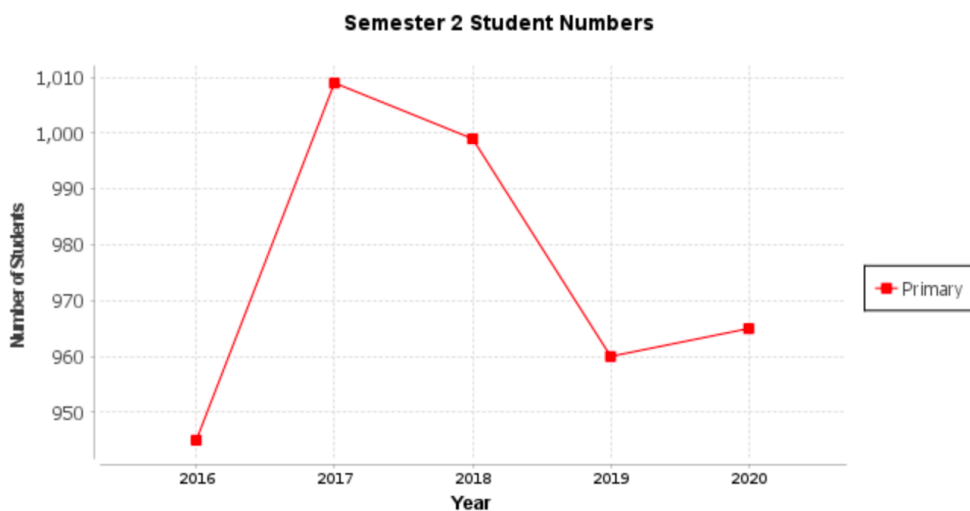
### Enrolment Trend

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. We have seen a slight increase in enrolments from 2019 - 2020.





Semester 2	2016	2017	2018	2019	2020
Primary (Excluding Kin)	945	1009	999	960	965

### 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%	93.7%	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 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 from 2018 - 2020:

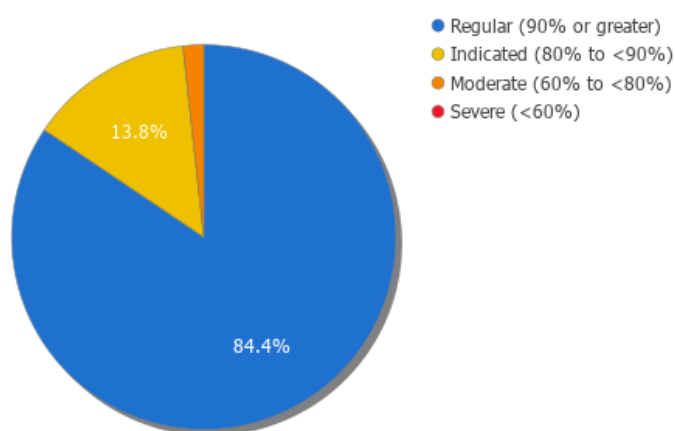
Using and further promoting the SMS system that sends an automated request for an explanation to a nominated parent's phone when a child is absent.

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
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%
2020	84%	14%	2%	0%
Like Schools 2020	The 2020 attendance rates are not available for publication as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years.			
WA Public Schools 2020	The 2020 attendance rates are not available for publication as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years.			

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.

## 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. 2020 is the final year of our self-assessment and reflection cycle.

In 2020, final judgments were intended to be made on the extent to which we had achieved the targets. However, the COVID-19 pandemic and the impact on availability of system level assessment and attendance data has made this difficult to conclude for some targets.

### Target 1 ATTENDANCE

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

	2018		2019		2020	
	Semester One	Semester Two	Semester One	Semester Two	Semester One	Semester Two
<b>Attendance Rate</b>	95.5%	93.6%*	94.5%	94%	87.2%	94.6%
<b>Regular Attendance</b>	88.0%	78.9%*	86%	81.5%	*87%	84.4%
<b>Authorised Absence</b>	54.7%	62.1%*	75%	62%	*80%	87%
<b>Unauthorised Absence</b>	45.3%	37.9%*	25%	38%	*20%	18%

*\*In 2020 Semester One, estimates provided only due to COVID*

### Findings

The strategies put in place between 2018 & 2020 to improve the attendance rate, including a new SMS system for more effective communication to parents (Message You) during the year have all had a positive impact and will be a continued focus for 2021.

### 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.

In 2020 there was no NAPLAN results therefore we have been unable to measure this target. We have made considerable progress in on entry results in 2020 which is the precursor measurement for this target.

#### On Entry Data analysis 2020

Pre-primary All Students Module 1	Decile 2 Mean (State)	AGPS mean	% of students at AGPS at or above Decile 2 mean
Reading	467	485	68%
Writing	242	251	66%
Numeracy	449	468	63%
Reading	18% of students achieved 450 or below and will be monitored for intervention.		

#### Intervention Only

Year 1 Intervention Module 2	Decile 2 mean (state)	AGPS mean	% of students at AGPS at or above Decile 2 mean	% of students that made at or above expected progress
Reading	532	530	42%	91%

Year 2 Intervention Module 3	Decile 2 mean (state)	AGPS mean	% of students at AGPS at or above Decile 2 mean	% of students that made at or above expected progress
Reading	568	548	36%	40%

## Findings

Pre-primary results indicate we are above the mean of all decile 2 schools in reading, writing and numeracy.

Pre-primary have a substantial number of students under scale score 450 and also under the decile 2 mean.

Year 1 intervention students almost reached the decile 2 (state) mean score. Please note these students measured are intervention students only.

Percentage of year 1 intervention students who made expected or above progress is very positive.

Percentage of year 2 intervention students who made expected or above progress indicates less than half and indicates the importance of early intervention in pre-primary and year 1.

## Recommendations

2021-2023 Business plan include early childhood targets that represent all students in reading as well as intervention students.

Continue with the employment of Junior literacy coach and literacy EA's - one K/1 intervention and one year 2 Minilit EA.

Continue programs:

- PP - Letters and Sounds
- Year 1/2 Letters and Sounds
- Train two K-2 teachers to be 'train the trainer' Letters and Sounds coaches.
- Refine assessment schedule to reflect using assessments according to individual child's needs not year levels.

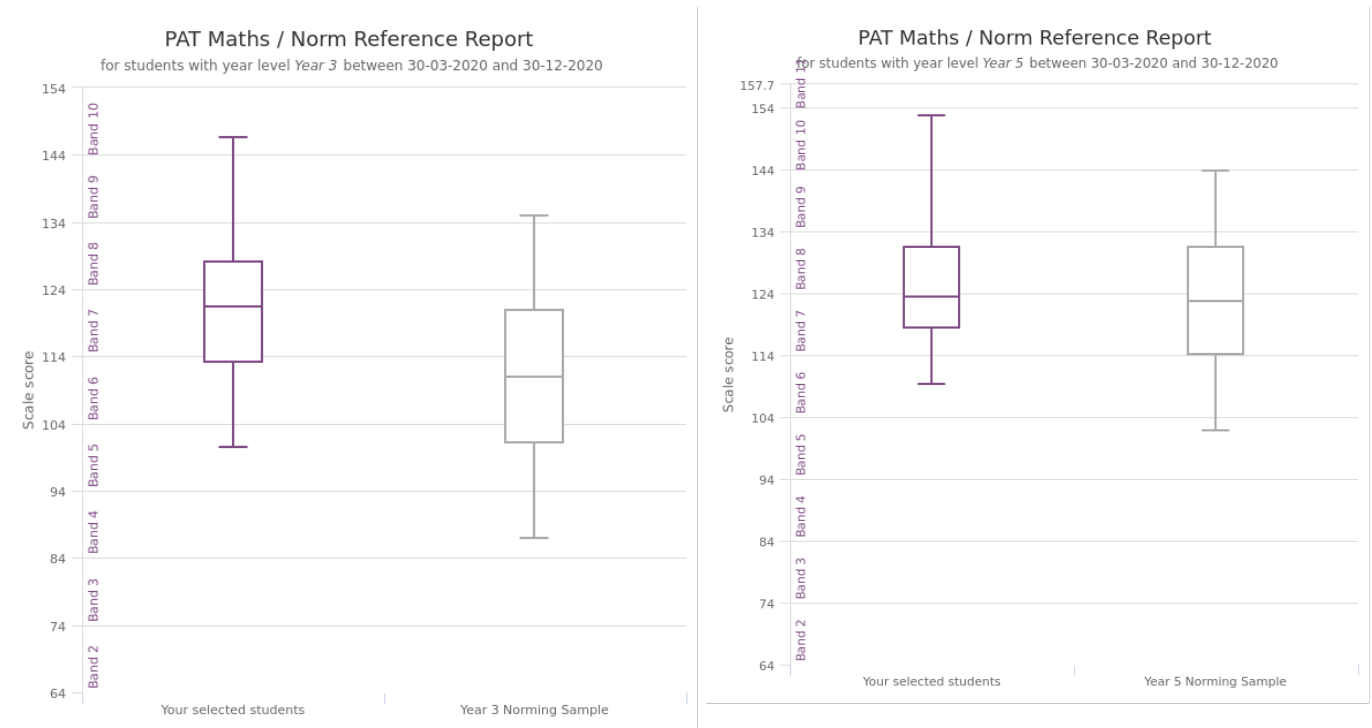
## Target 3 YEARS 3 and 5

By 2020:

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

In 2020 there was no Naplan results therefore we have been unable to measure this target. We have made considerable progress in PAT Maths in 2020 which is the precursor measurement for this target.

## Year 3 & 5



## Findings

- Year 3 results indicate our median score is 10.5 above the Year 3 norm reference sample.
- Year 5 results indicate our median score is 0.8 above the Year 5 norm reference sample.

## Recommendations

- Continue using PAT Maths and EdCompanion (Data Hub) to analyse and identify:
  - areas of strengths and weaknesses within classes and across cohorts.
  - employ a gap analysis approach to groups of students who demonstrate low or high progress.
  - monitor the correlation of strengths and weaknesses between NAPLAN and PAT Maths.

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

#### Findings:

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

2020 - In 2020 there was no NAPLAN results, therefore we have been unable to measure this target. We have achieved good results via Probe data as tested through whole school data measures.

Percentage of students at above or below the expected Reading age for Year 3.

Year 3	At	Above	Below
Reading	13%	65%	21%

21% percent of students identified at below the expected reading age for Year 3 were included in the Two Minute Reading Program.

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

#### Findings:

2018- 9 NAPLAN points below like schools

2019- 2 NAPLAN points below like schools

2020 - In 2020 there was no NAPLAN results, therefore we have been unable to measure this target. We have achieved good results via Probe data as tested through whole school data measures.

Percentage of students at above or below the expected Reading age for Year 5.

Year 5	At	Above	Below
Reading	0.07%	86%	0.06%

0.06 percent of students identified at below the expected reading age for Year 5 were included in the Two Minute Reading Program and Repeated Reading Intervention Program.

#### Recommendations (3B and 3C):

2021-2023 Business plan include Year 3 and Year 5 targets that represent all students in reading as well as intervention students.

Continue with the employment of Literacy Coach for Years 3-6

Continue with Repeated Reading and Fluency Intervention groups.

Continue with the Two-minute reading program for Years 3-4

Use of Letters and Sounds program to support reading in Literacy blocks.

Reassess an assessment tool that best measures the aspects of reading comprehension and fluency.

Reassess an assessment tool that best measures the aspects of reading and decoding strategies.

Refine Guiding reading practices that align with the Science of Reading; Scarborough Reading Rope.

Review whole school Literacy Block to be inclusive of vocabulary.

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

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

#### **Findings:**

2018- 5 Naplan points below like schools.

2019 - 1 NAPLAN point above like schools.

2020 - In 2020 there was no NAPLAN results, therefore we have been unable to measure this target.

#### **Recommendations:**

2021-2023 Business plan include Year 3 targets that represent all students in spelling as well as intervention students.

Continue with the employment of Literacy Coach for Years 3 & 5

Continue explicit teaching of sentence structure.

Use dictation for parsing and phrasing.

Incorporate reading samples of texts with punctuation omitted.

Utilise modelled sentences to rearrange phrases for differing purposes and effect.

#### **Target 4**

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

#### **Findings:**

2018 - Increased by 8/9 NAPLAN points

2019 - Decreased by 5 NAPLAN points

2020 - In 2020 there was no NAPLAN results therefore we have been unable to measure this target.

#### Recommendations:

Business plan include Year 3 and Year 5 targets that represent all students in spelling as well as intervention students.

Continue to use Words their Way Spelling Inventory for assessment

Examine the continued use of Words Their Way Program

Implement the use of Letters and Sounds Phase 6

Investigate a variety of spelling programs to determine scope and sequence with the use of Letters and Sounds Phase 6

Implement Letters and Sounds for Intervention.

Implement the Review, teach, practice apply instructional model.

Implement best practice strategies such as orthographic mapping, phoneme graphing and morphemes.

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

#### Findings:

2018 - 2019 Significant upward trajectory in data.

2020 - In 2020 there was no Naplan results, therefore we have been unable to measure this target.

#### Recommendations:

2021-2023 Business plan include Year 3 and Year 5 targets that represent all students in spelling as well as intervention students.

Continue with the employment of Literacy Coach for Years 3-6

Continue to use Words their Way Spelling Inventory for assessment

Examine the continued use of Words Their Way Program

Implement the use of Letters and Sounds Phase 6

Investigate a variety of spelling programs to determine scope and sequence with the use of Letters and Sounds Phase 6

Implement Letters and Sounds for Intervention.

Implement the Review, teach, practice apply instructional model.





Implement best practice strategies such as orthographic mapping, phoneme graphing and morphemes.

#### 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:

- o Numeracy
- o Spelling
- o Reading

In 2020 there was no NAPLAN results therefore we have been unable to measure this target.

#### Recommendations:

2021-2023 Business plan include Year 6 targets that represent all students as well as intervention students.

Continue with the employment of Literacy Coach for Years 3-6

Continue with Pedagogical leader for Visible Learning.

Ensure classroom rigour is maintained in Numeracy, Reading and Spelling.

Ensure access to Data Hub, teachers to use data to identify and plan for focus areas of need.

#### 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.

\*A School Opinion Summery was not conducted in 2020 due to COVID.

## 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)

Jaylene Fritchley (Staff)

Stacey Colyer (parent)

Antoine MacMath (parent)

Simon Lalor (Parent)

Chad Morrison (Parent)

Lara Kirkwood (Community)

Therese Turner (Executive Officer)

2020 was a very different year for our school community and we are so proud of the way AGPS navigated through all of the challenges and hurdles that Covid-19 presented. We are very fortunate to have such a wonderful executive team and teaching staff at the school, lead by our Principal, Mesha Steel, who did an incredible job navigating the challenges of Covid-19. We would like to take this opportunity to once again thank the team for their tireless efforts and hard work for our school.

In 2020, the School Board continued to focus on good governance principles and had a particular focus on developing new ways to monitor the key performance indicators and school improvement targets. Work has begun on the schools next business plan (2021-2023) and the board continues to assist and monitor the development of this new plan. The Board also commenced work on the schools risk management policy and procedures. The School Board welcomed new Board Members in 2020 and continued to build its profile within the school and the community to open lines communication by encouraging discussion and feedback.

Some of the other key processes and decisions that the School Board oversaw include:

1. Reviewing and monitoring the School Budget
2. Reviewing and endorsing the 2019 Annual Report
3. Board skills training and inductions
4. Review of the AGPS Technology Device (iPad v Mac)
5. Review of Outside of School Hours Care Provider
6. Approval of the 2020 Funding Agreement
7. Approval of additional School Development Day
8. Endorsing the 2021 Summary of Annual Contributions and Charges
9. Endorsing the 2021 Personal Items list (booklist)

## Parents and Communities

Despite being limited in fundraising options this year the P&C has worked hard to keep as much happening as possible in our school community. Some of our key activities have included:

- Our beloved canteen the “Snack Shack” has been able to maintain its function with the help of many wonderful volunteers this year, opening four days a week for recess and lunch.
- The School Banking program was also run by a devoted group of parents who volunteer their time every week to make sure the program continues.
- Some of our regular and well-loved fundraisers such as ‘crazy hair day’ & a Father’s Day Stall.
- A special fundraiser is in progress to commemorate the school’s 10 year anniversary - the Commemorative Tree to be displayed on the Eastern side of the Admin building.
- Running a Footy Tipping Competition
- Hosting a free school disco
- Offering the Kids Yoga program in Term 4

Every year the P&C donate to the end of year class LEAF awards. In addition to this, in 2020 the P&C has generously supported the school in these ways:

- We have raised funds towards developing the sensory area in Learning Community Two,
- Contributed to the new out door sound system replacing the siren,
- The Good Standing end of year reward days,
- New sporting equipment for every child at AGPS to use.
- The P&C supported the “AGPS Village” effort to show support for our teaching through the challenging pandemic period earlier in the year.

- The Yr 6 Committee did an amazing job funding extra fun activities for the Yr6 camp and putting together an incredible Graduation Dinner Dance to celebrate our 2020 yr 6 leavers.

Some of the funds raised this year have also been allocated for 2021 for additional outdoor speakers, new Interschool uniform sports shorts, good standing rewards, new handball courts, extra lego tables and more lego tables for use during lunchtime.

Every year we ask for parents to get involved with the P&C, this year we've met so many new families that have volunteered their time and we look forward to meeting many more in 2021.

## School Chaplain

In 2020, our full time school Chaplain Amberlie Congiusta, provided support across the school for students in Kindergarten to Year 6.

Amberlie ran two successful programs for selected students in term 3. 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 behaviour management) and was run for girls in year 3. 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.

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 3. Programs will commence again in 2021 if relevant to school context at the 5me. Amberlie also helped out in classroom settings where the topics related to the Chaplain's role and identified social issues. Amberlie also coordinated break 5me activities to promote and encourage health and wellbeing. These included a focus on mental health, mindfulness, self esteem, kindness and social skills.

Amberlie is apart of the schools health and wellbeing committee, helping to promote and support whole school health and wellbeing. Amberlie continued to organise ways to encourage staff in wellbeing practises including activities during and outside of school hours. Amberlie 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

In 2020 Amberlie has maintained her relationship with many community links including the City of Cockburn YouthCARE Council, Harvest Lakes Woolworths who have contributed fresh fruit to the school for our students. Amberlie picked up fresh fruit each fortnight for school community. Amberlie organised for the school community to do their annual food appeal for local food charity Cooby Cares and has built a connection with the health and wellness club Standing Strong. Amberlie has provided support for families through her connections with the City of Cockburn and their resources and regularly makes contact with these services.

## Music

In 2020, the school's Specialist Music program once again included all students from Pre-primary to Year 6. Students took part in weekly one-hour music lessons with one of our three specialist music teachers, Ash Bisdee, Amy Hall and Vanessa Johnstone. Students learn and are assessed on their development and application of Music in the areas of Making and Responding to music.

In 2020, 39 students from Year 5 and 6 took part in Instrumental Music School Service (IMSS) having a choice of flute, clarinet, brass or guitar. This was 3 more students than in 2019. 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 very limited opportunities to perform live due to the public gathering restrictions relating to Covid-19. For our annual Open Night, we recorded performances from each instrumental group and shared them on Youtube with Aubin Grove families. In Term 4, the students performed live for the Year 3 and Year 4 students as an end of year finale.

9 students also participated in the Atwell Area band, rehearsing every Thursday morning before school. This was 3 more than in 2019. The band toured all of the CCEN network schools in Week 7 of Term 4 with Mrs Betty Young on the Atwell Band Tour. They performed at Aubin Grove for ten classes of students.

We have secured 5 more brass placements for 2021 which will expand our IMSS program. This has been in the planning for a number of years and was possible with the approval of Bruce Herriman (Director of IMSS.) 2021 student selection was finalised in Term 4 with 25 out of 25 placements complete.

A primary school Rock Band program was run weekly on Thursday afternoons for 9 selected students. The band was invited to perform at the Aubin Grove United Soccer Club Wind-Up function at our local community centre. They also played 4 songs a lunchtime performance in the undercover area for students.

This year, the music specialists worked in collaboration with our school chaplain, Amberlie Conguista, again to identify a group of student who would benefit from a weekly Drumbeat program. Students were identified and selected in collaboration with classroom teachers, the school chaplain and the music specialists. Unfortunately, this group was only able to run for 3 weeks before sessions were cancelled due to covid-19. This will hopefully recommence in Term 1, 2021.

In choir this year, it was decided to offer 3 choir programs to our students in Years 3 to 6. The Junior Choir program, run by Aspen Gittens and Vanessa Johnstone, was offered to Year 3 students only. This program ran weekly on Wednesday mornings. Approximately 55 students were involved in the Junior Choir.

The Middle Choir program, run by Ash Bisdee, ran weekly on Tuesday mornings for Year 4 students. This program involved 50 students.

The Senior Choir program, run by Amy Hall, ran every Tuesday morning as well and involved approximately 35 students.

Although the vast majority of our performance schedule was highly interrupted due to Covid-19, the choirs were able to perform for the following occasions.

- The Junior, Middle and Senior Choirs performed out the front of school as a pop-up performance in honour of NAIDOC Week.
- The Junior choir performed for the Kindy and Pre-Primary students in Term 4.
- The Middle and Senior Choirs were also invited to perform at Regent's Garden Retirement Village for the first time and attended the centre late in Term 4.

Lunchtime concerts were also cancelled for the year due to restrictions but the demand from students remained high.

The Cockburn Central Education Network (Music Group) met once a term, led by Ash Bisdee. In Term 2, the scheduled meeting ran via Zoom but all other meetings were held on site at schools. Two music education professional development sessions were hosted on site at school and led by Ash Bisdee in 2020. One session focussed on "World Music" and cultural songs. The other session focussed on "Singing, Saying, Moving and Playing in Games." Both sessions were successful and saw 10-15 participants attend.

In our school community, the JAM captains and music teaching team hosted another Community Dance Session to help open NAIDOC week. Unfortunately, this was our only community dance event during 2020 due to restrictions on gatherings.

The Annual End of Year Concert was also cancelled. 4 separate LEAF assemblies were held instead and hosted by the Head boy and Head girl, Sami and Maia. The Year 6 students were invited to create a Farewell video to share online in lieu of their end of year dance.

Looking forward to 2021, discussions have continued with local Regents' Garden residents about establishing a small inter-generational choir with a select group of students and local retirement village residents to help continually build our positive and inspiring school culture and actively build community links (business plan priorities).

The choir programs will go back to the original structure of a Junior and Senior Choir to be run by Vanessa Johnstone and Ash Bisdee and we hope to be able to recommence our regular Drumbeat program and preparations for community choir performances.

## Physical Education

Now a fixture of Aubin Grove's Physical Education program, Sporting Schools has again been a raging success. The program helps schools to increase children's participation in sport, and to connect them with community sporting opportunities. Nearly 800 students participated in 48 sessions across 8 different sports. These students were provided coaching in sports they may never have otherwise had the chance to play (Rugby Union, Golf, Orienteering, Tennis, Cricket, Athletics, Lacrosse and Touch). It has been brilliant to see that many have carried on to pursue these opportunities outside of school.



In addition to the Sporting Schools program, we were fortunate to have visits by numerous high level sportspeople and organizations, including the WACA and state cricketers, Touch WA, Rugby WA and state players, the West Coast Eagles, plus a morning with a local strongman and world-record holder.

With the global disruptions of 2020 a number of network-wide carnivals were cancelled. Nevertheless, Aubin Grove once again achieved great success at those which went ahead. Highlights included:

- Inter-school Athletics Carnival: 1st place Team Games and 1st place overall. Yr 4 and Yr 5 boys champions, with numerous records broken.
- State Schools Football - Both our boys and girls A teams achieved runner-up in District Qualifying and State Championships. Our goalkeepers won the Golden Gloves awards for both the district qualifiers and state finals, and one of our girls was declared MVP of the state final.

In lieu of network-wide events, AGPS held it's first-ever Intra-school Winter Lightning Carnival. Year 6 students competed across the sports of netball, AFL football and soccer. It was a perfect opportunity to increase participation in sport and ensure that our students still had the chance to compete with and against their peers.


Staying local, we were once again able to hold our intra-school Cross Country event and both Junior and Senior faction athletics carnivals, albeit with slight modifications. The days were highly successful and showcased the athletic talents of our school from Kindergarten all the way through Year 6.

Aubin Grove PS is fortunate to be the home of a number of budding golf professionals, as evidenced by their performance in the 2020 GolfWA Primary Schools Championships. Our representatives were Runners up in the team division by 1 point, with one of the boys taking out the individual championship.

2021 should see the return to a full sporting program and further fantastic opportunities for our students. Planning is also underway for the implementation of a targeted FMS program for our junior students (K-2) focussing on strength, physical fitness, body awareness and general gross motor skills.

## Visual Arts

CoVid 19 has impacted considerably on the activities usually undertaken by the Visual Arts Specialists, in 2020. For example, the annual exhibition and art auction were not able to take place. While whole school exhibitions were not possible for parents to view, we did however organise a whole school exhibition for Kindness week, which saw the walls outside the library covered in hearts and a large curtain of heartstrings, made by the students, for other students they had observed showing acts of kindness. After the display was taken down, the heartstrings were dismantled and the hearts were delivered to the named students. Students were highly engaged during this activity and many found it difficult choose just two people to dedicate their heart art to! The display was very colourful and the students were able to interact with the display, searching for hearts that they made, or looking to see if they had a heart dedicated to them.



Parents and the community were able to see snippets of what was happening in the Art Rooms throughout the year, as they entered the school office, where the students' art display was regularly changed by Mrs Zangari. Students also had pieces of their art displayed in the Library over the course of the year. A

Mrs Borlase again facilitated the AEP STEAM (Science, Technology, Engineering, Art, Mathematics) program, where the students selected an insect of their choice, researched and presented information, including a 3D sculpture, which was made out of an air dry clay made by the students. The program was run over 10 weeks. The students demonstrated their dedication, by attending the program for one hour after school each week. As their research was thorough and complex, the students found they had to also attend during some lunch breaks to complete their projects.

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; Australian Animals, NAIDOC inspired artwork, Night and Day and the Solar System. There has also been an increased number of STEAM integrated learning experiences across all year levels.

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. This proved to be very successful, and will continue in 2021. While the proposed Recycling Station was put on the back burner in 2020, Mrs Zangari and Mrs Borlase are determined to have it up and running in 2021.

The Art rooms continued to be busy hubs at recess and lunch breaks, for students to undertake personal projects, under the guidance of Mrs Zangari and Mrs Borlase. Some of the projects included creating native animal sculptures for the Six Seasons garden, situated between the Admin block and the Library.

At the beginning of the year, Mrs Borlase put out a request for donations of material to use in a special lunchtime project. The project was to make snuggle bunny soft toys which would be donated to an organisation that distributes the toys to children in disadvantaged areas, all around the world. Sadly, this project was also affected by CoVid 19 and was also placed on the back burner. However, Mrs Borlase is determined to complete the goal of the students making at least 50 snuggle bunny toys to donate, in 2021.

One of the positives that did come from Covid, has been the necessity to adapt. A first was with the school offering a digital Learning Journey, in which the Art Department took part, uploading approximately 1100 photos of students' work into their individual learning journey portfolios. Mrs Zangari and Mrs Borlase have been looking at ways to store students' work in a digital format, and it is hoped that a digital portfolio will be developed in 2021, that will enable student's families to view their child's artwork and progress digitally, on a secure platform in a timelier manner. This will enable

children to take home their artwork more often and reduce the need of physical storage space currently required in the classrooms to store the artwork until the end of the year.

## Languages: Japanese


In 2020 the new Languages Curriculum continued its implementation with all students in Year Three, Four and Five now working to this WA curriculum. The new curriculum has continued to bring a significant jump in the expectation level of our students. With our strong Japanese program beginning in Pre-primary, our students are coping well with the more intensive curriculum requirements and their speaking, writing, reading and listening skills are really something to be proud of.

Language programmes are about so much more than the language itself. We love having the opportunity to share another perspective of the world with our students. We love the 'light bulb' moments when students suddenly understand something from their own country/language more by learning another way of thinking or doing. Our Aubin Grove students are very fortunate to begin this journey of discovery from Pre-Primary and we are so very proud to have the opportunity to guide them along the way.

2020 was of course interrupted by Covid-19 restrictions and missed classes which meant that some of our annual activities had to be cancelled. Our Japanese exchange students were not able to visit this year which caused great disappointment to our students who were looking forward to hosting. We plan to re-implement this programme as soon as travel restrictions will allow as it is such a rewarding opportunity for our students. We also had to cancel our Kyaraben (character lunchbox) making this year but plan to bring it back in 2021. Hiragana Belts will also make a return in 2021.

Open night 2020 looked quite different this year. While we were disappointed not to be able to invite families into our classroom this year, we enjoyed getting creative to find new ways to share our Japanese achievements with parents. Pre-Primary students used the draw-and-record function on Seesaw to record themselves writing and saying their numbers in Japanese. We are very proud of our Pre-Primary students and their confidence to read and write these numbers in Japanese Kanji script. Year One and Two students both performed plays, speaking Japanese confidently for their parts and using Origami to create props and costumes. The performances were very cute and we loved sharing our kids speaking skills with their families. Year Three and Four students created iMovies about their weeks to share their understanding of the use of verbs in Japanese. We saw some great creative efforts and impressive Japanese speaking skills in this task. Year Five and Six students were given the task to create an educational video to teach another learner of Japanese a specific vocabulary set. Again, many students put their own creative flair on the task and created some amazing videos that we will continue to share with students in the coming years. We hope our Aubin Grove families enjoyed our 2020 Virtual Open Night pieces.

This year we have been integrating ICT in our language learning programmes in many exciting new ways. We were fortunate in 2020 to begin using the online learning platform Seesaw. This opened up the



possibilities for ICT use in the junior years and allowed for some creative ways to assist students in recalling vocabulary and practicing new concepts. This has also helped with differentiation of learning in Japanese as we can now provide audio and visual assistance to students requiring it and offer additional developmental resources for those requiring academic extension. We've also been exploring new ways of engaging students and keeping learning authentic in the senior years with a variety of creative uses of technology.

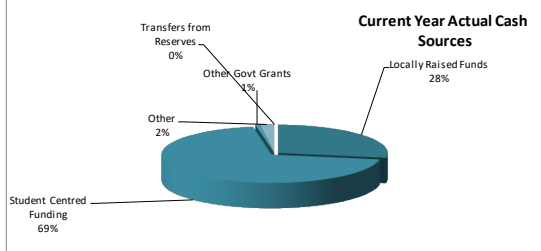
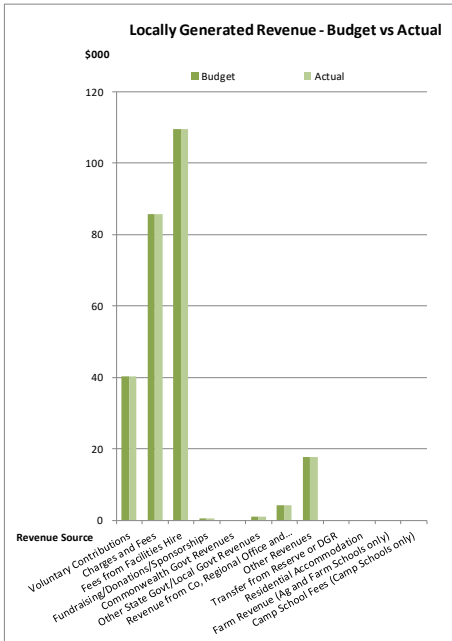
We are looking forward to continuing to grow our Japanese language and culture program in 2021.



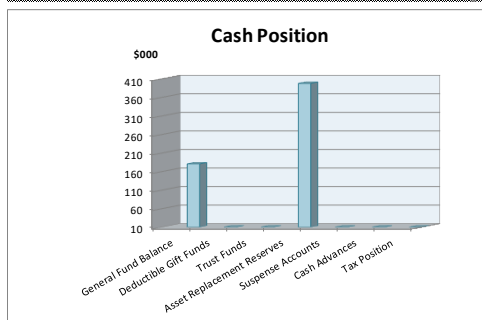
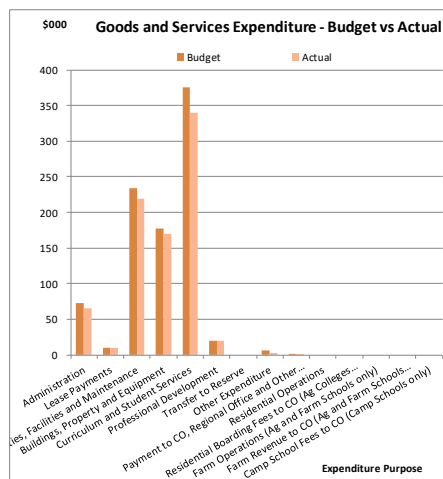
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# AUBIN GROVE PRIMARY SCHOOL Financial Summary as at 31 March 2021

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 40,332.00	\$ 40,331.50
2 Charges and Fees	\$ 85,816.00	\$ 85,815.73
3 Fees from Facilities Hire	\$ 109,673.00	\$ 109,672.73
4 Fundraising/Donations/Sponsorships	\$ 521.00	\$ 520.59
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7 Revenue from Co, Regional Office and Other Schools	\$ 4,300.00	\$ 4,300.00
8 Other Revenues	\$ 17,657.00	\$ 17,655.55
9 Transfer from Reserve or DGR	\$ -	\$ -
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 259,299.00</b>	<b>\$ 259,296.10</b>
<b>Opening Balance</b>	<b>\$ 157,787.00</b>	<b>\$ 157,786.60</b>
<b>Student Centred Funding</b>	<b>\$ 591,142.33</b>	<b>\$ 591,142.33</b>
<b>Total Cash Funds Available</b>	<b>\$ 1,008,228.33</b>	<b>\$ 1,008,225.03</b>
<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>	<b>\$ 1,008,228.33</b>	<b>\$ 1,008,225.03</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 73,209.00	\$ 65,033.60
2 Lease Payments	\$ 9,843.00	\$ 10,354.89
3 Utilities, Facilities and Maintenance	\$ 233,771.00	\$ 219,560.60
4 Buildings, Property and Equipment	\$ 177,754.00	\$ 170,327.31
5 Curriculum and Student Services	\$ 375,397.00	\$ 340,051.17
6 Professional Development	\$ 19,331.00	\$ 19,331.57
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 6,052.00	\$ 2,879.21
9 Payment to CO, Regional Office and Other Schools	\$ 155.00	\$ 270.00
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 895,512.00</b>	<b>\$ 827,808.35</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>	<b>\$ 895,512.00</b>	<b>\$ 827,808.35</b>
<b>Cash Budget Variance</b>	<b>\$ 112,716.33</b>	<b>\$ 112,716.33</b>



<b>Cash Position as at:</b>	
Bank Balance	\$ 573,410.18
Made up of:	
1 General Fund Balance	\$ 180,416.68
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 397,378.00
5 Suspense Accounts	\$ 599.50
6 Cash Advances	\$ -
7 Tax Position	\$ (4,984.00)
<b>Total Bank Balance</b>	<b>\$ 573,410.18</b>