

LEARN

ENJOY

ENJOY

ENJOY

ASPIRE

ASPIRE

ASPIRE

FOCUS

FOCUS

FOCUS



Aubin Grove
PRIMARY SCHOOL

2021 ANNUAL REPORT

learn · enjoy · aspire · focus

INTRODUCTION

Introduction

The 2021 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 our key strategies in our 2021-2023 school business plan. Importantly, it also describes the extent to which we have achieved the performance targets we set in the business plan.

Also detailed within this report are the major achievements and highlights of the year in the areas of school and student performance, in addition to finance and human resource management.

As an Independent Public School, Aubin Grove is committed to implementing and achieving all the requirements of our Statement of Expectation, 2021-2024. This document is a signed agreement between the School Board, the School and the Department of Education, Western Australia.

This Annual Report presents a summary of the extent to which we have achieved this.

From the Principal

It is with great pleasure that I present the 2021 Annual report for Aubin Grove Primary School. Entering my third year leading this exceptional school community, we were invigorated to commence a new phase in our school's history, through the delivery of our fourth school business plan- 'Kadadjiny'

Kadadjiny, meaning *'thinking, listening and learning'* strongly reflects the maturity of our well-established school and highlights our vision for our continuous improvement plan over the next three years. Despite the ongoing instability that COVID- 19 presents to our state, we used Kadadjiny to anchor our planning in order to drive action. Keeping this plan at the forefront of our decision making, we focused on three priority areas:

- **Flourishing Individuals** - confident individuals thriving in their pursuit of personal growth.
- **Life-long Learners** - global citizens who are responsive to our evolving world and positioned to reach their full potential.
- **Connected Community** - nurturing new and existing connections with our broader community that strengthen and foster mutually beneficial partnerships.

Through the times of challenge, it is our vision embedded into our school culture since our foundation year in 2011 and what we teach to our children every day that has been the key driver to maintaining our school's successes. The teaching principles of 'Learn, Enjoy, Aspire and Focus', in addition to our way of 'being'; the FISH Philosophy are what drives and defines us. It is these elements that make our school stand apart from the rest and remain strong through whatever we may continue to face as we move into 2022.

Mesha Steel

Principal





VISION & CONTEXT

Vision

We have a very clear, shared vision in which all students and staff exhibit, and are committed to; *'learn, enjoy, aspire and focus'*- growing lifelong learners who flourish in a community, committed to innovation.

Our school is a place where everybody belongs. We understand that flourishing health and wellbeing of our students, staff and families is a precursor to creating a culture where all stakeholders can perform at their best. We expect that through embedding our vision, we can create a climate of excellence in which, every student is a successful learner and every educator is an outstanding teacher.

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 suburb of Aubin Grove, in the southern corridor of the Perth metropolitan area, our school experienced rapid growth in our student population over the first six years of our existence and is now stabilising into our eleventh year. We commenced with 315 students in 2011 and at the close of 2021 our student enrolments numbered 1040. 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.

Throughout our last eleven years, 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.

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 5-6) and iPads (K-4), 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 Western 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 and Health 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) involves identified students from Years 1 to 6.

Our school grounds are welcoming, modern and attractive, featuring highly practical and flexible learning and teaching spaces. Complementing our general purpose classrooms is our popular 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 natureescape playgrounds in our early childhood and Year 1 and 2 playing precincts, providing challenging, imaginative 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.



CHAPLAIN SUMMARY

In 2021, our school Chaplain Amberlie Congiusta provided support for students in Kindergarten to Year 6.

Social Issues:

Amberlie ran eight successful programs for selected students in terms two and three. The Seasons for Growth program is for students in years 1-6 and addresses grief, loss and change. This could include parent separation, illness, death, and family dynamics change. The In Real Life: Real Friends program is for friendships and conflict resolution (including self-esteem, confidence, family relationships, and behaviour management) and was run for girls in years three and four. In Real Life: Equip is a program designed for boys covering friendships, conflict resolution, assertive communication, emotional regulation, personal strengths, support networks and safe use of technology.

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:

Consistent and regular sessions are run with students through the chaplaincy program. This consists of meeting with referred students to work through identified 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 the school community to contact the Chaplain.

Social/emotional programs run throughout the school to help with social issues. These programs included In Real Life and Seasons for Growth and were run through Term two and three. Programs will commence again in 2022 if relevant to the school context at the time.

Amberlie also helped out in classroom's where the topics related to the Chaplain's role and identified social issues. Amberlie also coordinated break time activities to promote and encourage health and wellbeing. These included a focus on mental health, mindfulness, self-esteem, kindness and social skills.

Amberlie is a part of the school's health and wellbeing committee, helping to promote and support the 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.

Community Links:

Amberlie is actively involved in termly meetings with Chaplains in the Cockburn area. These meetings consist of discussions around current school needs, ideas and support. Amberlie has a leadership role within her YouthCARE Chaplaincy role of Peer Support Chaplain. This includes helping to lead a group of Chaplains in the local Cockburn area in their position at their schools.

In 2021 Amberlie has maintained her relationship with many community links, including the City of Cockburn YouthCARE Council and Harvest Lakes Woolworths, who have contributed fresh fruit to the school for our students. Amberlie picked up fresh fruit each fortnight for the school community. Amberlie organised for the school community to do their annual Christmas appeal for Care Bags WA and connected 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 contacts these services.

Chaplains Development:

Throughout the year, Amberlie attended a variety of professional development. This included:

- Gatekeeper Suicide Prevention Refresher Training
- In Real Life: Equip
- School Staff Development Days
- Bridges out of Poverty - strategies for professionals and communities

Each term Amberlie attends professional supervision appointments, YouthCARE Cockburn Council meetings, YouthCARE Area Chaplain meetings and Peer Support Cluster meetings.

SCHOOL BOARD REPORT

2021, much like 2020, was a year of navigating the challenges of COVID-19. With every media announcement and mystery case we've held our breath to see how it will impact on our way of life. Through all this we have been lucky to have a dedicated team led by our Principal Mesha Steel and her executive to guide our school and community. Their commitment to our school and kids is evident from the moment you walk in the gates....our school looks great (thanks Kris!), sounds great and is a place our kids want to be. 2022 will be a big year for Mesha as she was recently awarded a scholarship from the Department of Education to undertake the Signature Leadership Program at LeadershipWA. This is great recognition for her hard work and well deserved.

It has also been a big year for the School Board. Some of the key processes and decisions that the Board have driven include:

1. Reviewing and monitoring the school budget.
2. Reviewing and endorsing the 2020 Annual Report.
3. Supported the implementation of the AGPS 1:1 Technology Device (iPad) program commencing for Year 4 students in 2022.
4. Contribution to the development of the 2021-2023 School Business Plan.
5. Approval of the 2021 Funding Agreement.
6. Endorsing the 2022 Summary of Annual Contributions and Charges.
7. Endorsing the 2022 Personal Items list (booklist).

I would like to take this opportunity to thank the members of the School Board for their time and effort during the year. It's great being a part of a diverse, professional group who are fully committed to the success of our school. Our discussions are honest and robust but a lot of fun.





P&C REPORT

2021 saw the return of many of our favourite fundraisers and events – The Easter Eggstravaganza, Mother's & Father's Days stalls once again proved very popular with our children and families. We provided morning teas for the ANZAC service and Positive Parenting workshops as well as our first 'free coffee' morning with a 'crazy hair day' theme to celebrate WA P&C Day. The School Disco was a free event again this year which was a 'spooky' success with our highly anticipated 'Halloween' theme. Once again the year 6 team raised funds with the 'democratic sausage sizzle', Cadbury fundraiser and free dress day to contribute to their camp and memorable graduation dinner dance.

As one of the very few P&C owned/operated canteens remaining in WA, our favourite Snack Shack did an almighty job keeping our kids fed and content with the convenience to our parents and staff offering a 4 days per week service for recess and lunch. A big thank you to our canteen staff, 3 wonderful regular volunteers and our dedicated canteen committee members that provide ongoing administration support to the canteen, we would not have this incredible service if it wasn't for you ladies, thank you.

Funds raised over the last 12-24 months have been spent this year on new handball line markings, the Good Standing reward program, the annual LEAF awards. We were thrilled to be able to bring our 10 Year anniversary commemorative tree to life this year – taking pride of place on the eastern side of the admin building. Another big project this year was the 2nd stage of the audio system upgrade with the help of a \$15k donation from our local member, the Hon. Roger Cook, which is now

fully functional, enhancing security as well as adding a special musical atmosphere to our school environment in the mornings as well as throughout the day.

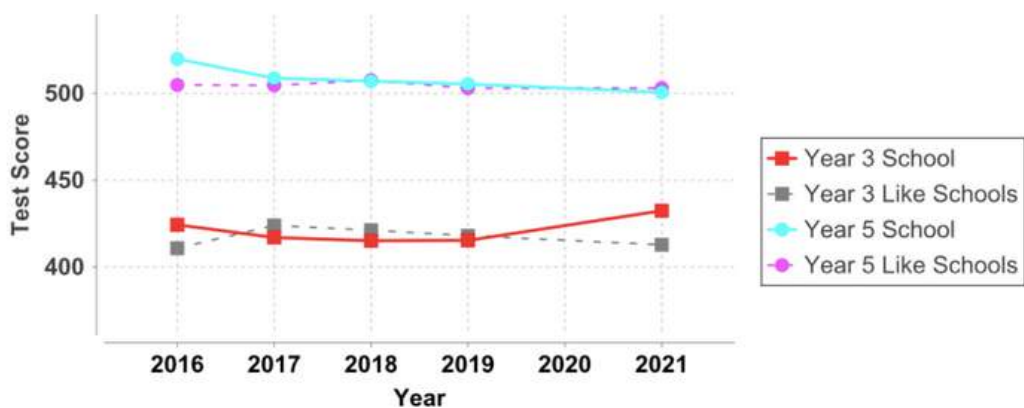
Thank you to all our volunteers this year – from wrapping prizes, hanging decorations, counting monies, compiling lists, chopping fruit, giving feedback, offering ideas and being present to be a parent helper at any of our events – we couldn't provide these opportunities to the children without your valuable contribution.

Thank you to everyone that purchased from any of our events or fundraisers this year, ALL funds raised go towards making our school better for our children. None of the P&C activities would be possible without the hard work and dedication of the wonderful Executive committee and members who attend our meetings, help make valuable contributions and decisions as to how and what we do to support the children at AGPS to have the best Primary School experience. Big big thank you's to our: Vice President Ruth Bennett; Secretary Ruchi Chopra; Treasurer Andrea Holden; Book Keeper Taylor Thomas; Exec Members Jessica Nauschutz, Emma Lambert, Riaana Raywood and events extraordinaire Linda Power, for being so willing and generous with your time. It's been said before, when you want something done... ask a busy person... that quote was made for you ladies! It's been an absolute honour to work with you all this year.

On behalf of the 2021 committee, we wish you all a wonderful holiday and festive season and we look forward to welcoming the new committee for 2022 early in Term 1 to ensure another successful year of the AGPS P&C.

NUMERACY

Average Numeracy Score



Average Numeracy Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2016	424	411	520	505
2017	417	424	509	505
2018	415	421	507	508
2019	415	418	505	503
2021	432	413	501	503

NUMERACY

Target - By 2023, the NAPLAN Numeracy achievement will exceed like schools for:

5.1 - Year 3 - Target met ✓

5.2 - Year 5 - Target not met ✗

How are we going? How do we know?

Year 3 is 19 NAPLAN points above that of like schools.

Year 5 is 2 NAPLAN points below that of like schools.

To maintain an upward trajectory in Yr 3 and arrest the slight decline in Yr 5 compared to like schools.

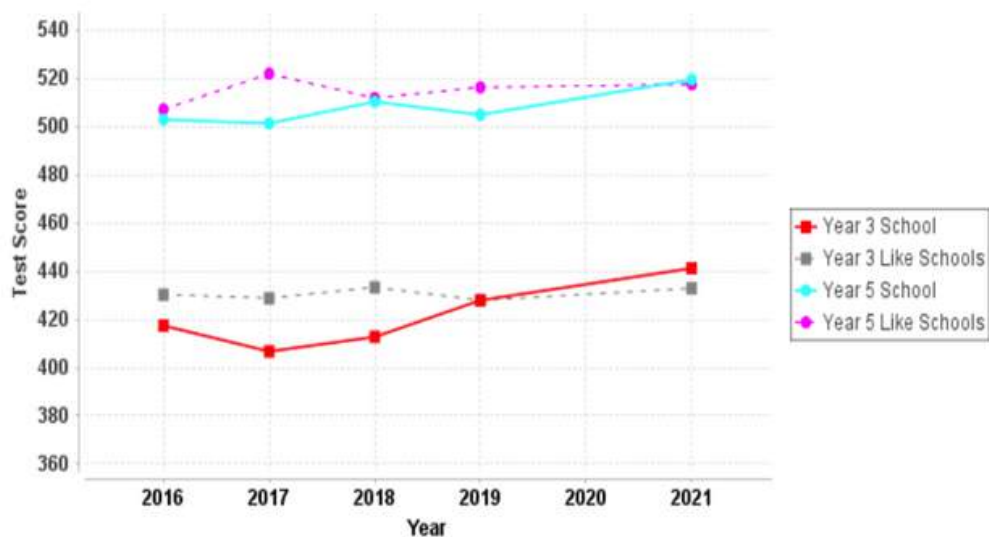
Current Strategies and Recommendations

- Continue with Whole School Problem Solving approach
- Provide Problem Solving PL for new staff to ensure teacher capacity is maintained
- Trial whole school implementation of 'Math Plus' teacher resource to formulate term over views and lesson planning to avoid student misconceptions.
- Implement 'Westwood Basic Facts' Assessment in Term 1 to identify students requiring support. This data will be collected to monitor progress throughout the year.



SPELLING

Average Spelling Score



Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2016	417	430	503	507
2017	407	429	501	522
2018	413	433	510	512
2019	428	428	505	516
2021	441	433	520	518

SPELLING

Target - Yr 3 are 8 tabled points above like schools.

Target met ✓

How are we going? How do we know?

- NAPLAN data results and whole school data from Words Their Way.
- We are making improved progress on an upward trend from 2018.

Current Strategies and Recommendations

- Continue the relentless focus on implementing Whole School Letters and Sounds in K-2
- Continue with the move from Words their Way to Letters and Sounds Phase 6 in Years 3-6.
- Analyse the Naplan Data and whole school data to identify focus areas and use whole class explicit instruction to bridge the gaps.
- Continue to implement the new Whole School Literacy Policy to support the teaching and learning of Spelling.
- Implementation of Mini Lit intervention for Year 2 students and targeted Year 3 students.
- Continue with resource allocation of Literacy Coach and Pedagogical Leader to build teacher capacity.
- Implementation of the new Whole School Intervention Strategy to support identified students in Years 3 - 6.



SPELLING

Target - Yr 5 are 2 tabled points above like schools

Target met ✓

How are we going? How do we know?

- NAPLAN data results and whole school data of Words Their Way.
- We are making improved progress on an upward trend from 2018.

Current Strategies and Recommendations

- Continue the relentless focus on implementing Whole School Letters and Sounds in K-2
- Continue with the move from Words their Way to Letters and Sounds Phase 6 in Years 3-6.
- Analyse the Naplan Data and whole school data to identify focus areas and use whole class explicit instruction to bridge the gaps.
- Continue to implement the new Whole School Literacy Policy to support the teaching and learning of Spelling.
- Continue with resource allocation of Literacy Coach and Pedagogical Leader to build teacher capacity.
- Implementation of Mini Lit intervention for Year 2 students and targeted Year 3 students.
- Implementation of the new Whole School Intervention Strategy to support identified students in Years 3 - 6.



READING

Target: The percentage of Year 3 and 5 students achieving good and excellent in NAPLAN Reading to match like schools.

How are we going? How do we know?

In 2021:

- The percentage of Year 5 students achieving good in NAPLAN Reading **exceeded** like schools
- The percentage of Year 5 students achieving excellent in NAPLAN Reading is **below** like schools
- The percentage of Year 5 students achieving good in NAPLAN Reading was **below** like schools.
- The percentage of Year 5 students achieving excellent in NAPLAN Reading **exceeded** like schools



By 2023, 90% of students identified as at education risk in Reading in Pre-primary On-Entry Literacy assessment (ie achieving at or below 450 progression point) achieve above the NAPLAN minimum standard for Reading in Year 3.

How are we going? How do we know?

In 2019, 37 students scored 450 or below in their On-Entry Reading assessment and were identified as at-risk. Of these students, 25 were above minimum standard, 9 were at minimum standard and 3 were below standard.

68% of students identified as at risk in PP have achieved above the minimum standard for Reading.

Current Strategies and Recommendations

- Provide early intervention K-2
- Build teacher capacity to teach Letters and Sounds
- Diagnostic Reading assessments to measure progress
- Fine grained reading assessments
- Consistent assessment transfer from year level to year level to track students
- Consistency of teaching in low variance classrooms in each year level
- Build teacher capacity to explicitly teach vocabulary
- Resource allocation - deployment of Literacy coach to work with year level teams
- Professional learning opportunities to participate in modelled and shared practice in Literacy teaching
- Directing fiscal resources to build quality reading texts to support explicit reading instruction.
- Consistent implementation of agreed Whole School literacy structure
- Resource allocation to fund an EA to deliver early literacy intervention
- Up skilling of mainstream EAs in Early Childhood to deliver explicit teaching of phonological awareness and Letters and Sounds

READING

90% of students who are below the NAPLAN national minimum standard for Reading in Year 3 achieved above the NAPLAN minimum standard for Reading in Year 5.

How are we going? How do we know?

33% students who were below the NAPLAN national minimum standard for Reading in Year 3 have achieved above the NAPLAN minimum standard for Reading in Year 5.

Current Strategies and Recommendations

- 2 Minute Fluency Reading





AWE DATA ANALYSIS 2020 - 2021

In 2021 AWE survey, 2.7% met the criteria for a low wellbeing warning. In 2021 AWE survey, 7.6% met the criteria for a bullying warning Both of these percentages are lower than 2020. In 2020, 3.2% of students met the criteria for a low wellbeing warning and 10% of students met the criteria for a bullying warning.

Year 3

2021 Data

Cohort Averages:

Happiness - 7.2 (>school average 7.1)
Resilience - 5.8 (<school average of 5.9)
Health - 7.5 (<school average of 7.7)

Happiness (school average 7.1)

Rm 30 - 6.3
Rm 32 - 7.1
Rm 9 - 7.3
Rm 31 - 7.5
Rm 8 - 7.5
Rm 29 - 7.6

Resilience (school average of 5.9)

Rm 31 - 4.7
Rm 32 - 4.9
Rm 29 - 5.5
Rm 8 - 6.3
Rm 9 - 6.4
Rm 30 - 6.8

Health (school average of 7.7)

Rm 9 - 7.2
Rm 8 - 7.3
Rm 30 - 7.5
Rm 29 - 7.5
Rm 31 - 7.7
Rm 32 - 7.9

Trends / Actions

Y3 data has improved overall happiness average for 2021



AWE DATA ANALYSIS 2020 - 2021

Year 4

2020 Data

Cohort Averages:

Happiness - 7.1 (school average 7.3)
Resilience - 5.5 (school average of 5.8)
Health - 7.8 (school average of 7.9)

2021 Data

Cohort Averages:

Happiness - 7.0 (<school average 7.1)
Resilience - 5.7 (<school average of 5.9)
Health - 7.9 (>school average of 7.7)

Happiness (school average 7.1)

Rm 34 - 6.6
Rm 35 - 6.6
Rm 37 - 7.0
Rm 36 - 7.3
Rm 33 - 7.4

Resilience (school average of 5.9)

Rm 33 - 5.0
Rm 37 - 5.6
Rm 34 - 5.7
Rm 36 - 6
Rm 35 - 6.3

Health (school average of 7.7)

Rm 37 - 7.2
Rm 34 - 7.6
Rm 35 - 7.8
Rm 33 - 8.3
Rm 36 - 8.4

Trends / Actions

Y4 happiness average has decreased by 0.1
Y4 resilience average has increased by 0.2
Year 4 health average has increased by 0.1



AWE DATA ANALYSIS 2020 - 2021

Year 5

2020 Data

Cohort Averages:

Happiness - 7.4 (school average 7.3)
Resilience - 5.9 (school average of 5.8)
Health - 8.0 (school average of 7.9)

2021 Data

Cohort Averages:

Happiness - 7.2 (>school average)
Resilience - 6.0 (>school average of 5.9)
Health - 7.9 (>school average of 7.7)

Happiness (school average 7.1)

Rm 12 - 6.8
Rm 11 - 6.8
Rm 13 - 7.2
Rm 42 - 7.4
Rm 10 - 7.4

Resilience (school average of 5.9)

Rm 10 - 5.1
Rm 13 - 5.8
Rm 12 - 6.0
Rm 11 - 6.0
Rm 42 - 6.7

Health (school average of 7.7)

Rm 12 - 7.0
Rm 11 - 7.3
Rm 13 - 7.8
Rm 10 - 7.9
Rm 42 - 8.1

Trends / Actions

Y5 happiness average has decreased by 0.2
Y5 resilience average has increased by 0.1
Year 5 health average has decreased by 0.1



AWE DATA ANALYSIS 2020 - 2021

Year 6

2020 Data

Cohort Averages:

Happiness - 7.5 (school average 7.3)
Resilience - 5.9 (school average of 5.8)
Health - 8.1 (school average of 7.9)

2021 Data

Cohort Averages:

Happiness - 7.1 (=school average)
Resilience - 6.0 (>school average of 5.9)
Health - 7.8 (>school average of 7.7)

Happiness (school average 7.1)

Rm 41 - 6.8
Rm 15 - 6.9
Rm 16 - 7.2
Rm 42 - 7.4
Rm 14 - 7.7

Resilience (school average of 5.9)

Rm 14 - 5.7
Rm 15 - 5.8
Rm 41 - 6.0
Rm 16 - 6.4
Rm 42 - 6.7

Health (school average of 7.7)

Rm 15 - 7.0
Rm 41 - 7.5
Rm 16 - 8.0
Rm 42 - 8.1
Rm 14 - 8.6

Trends / Actions

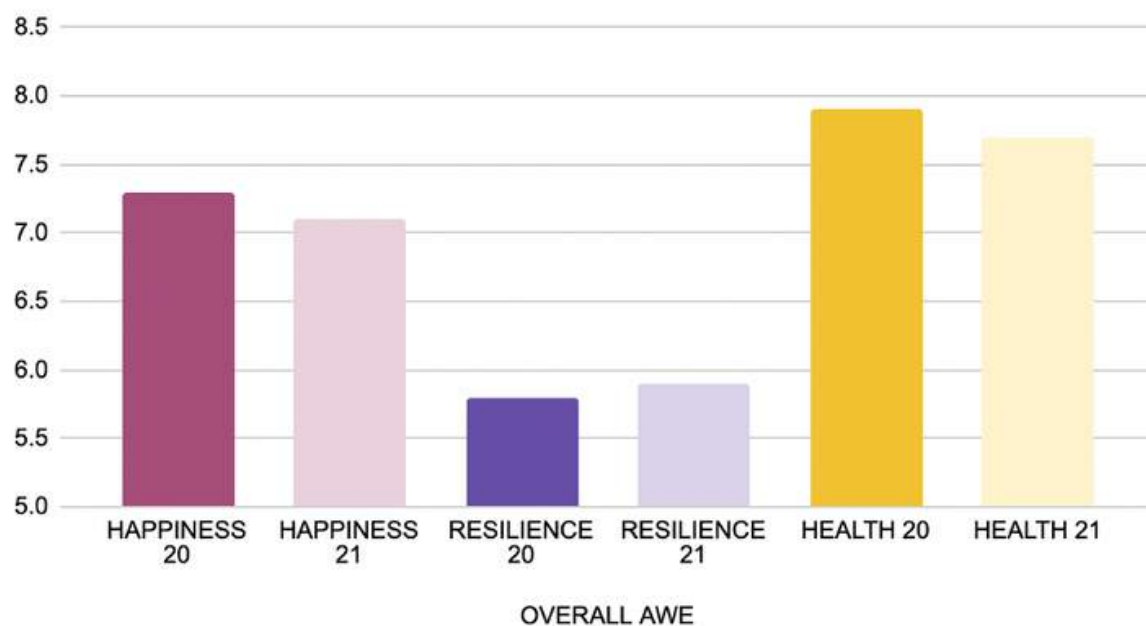
Y6 happiness average has decreased by 0.4
Y6 resilience average has increased by 0.1
Year 6 health average has decreased by 0.3



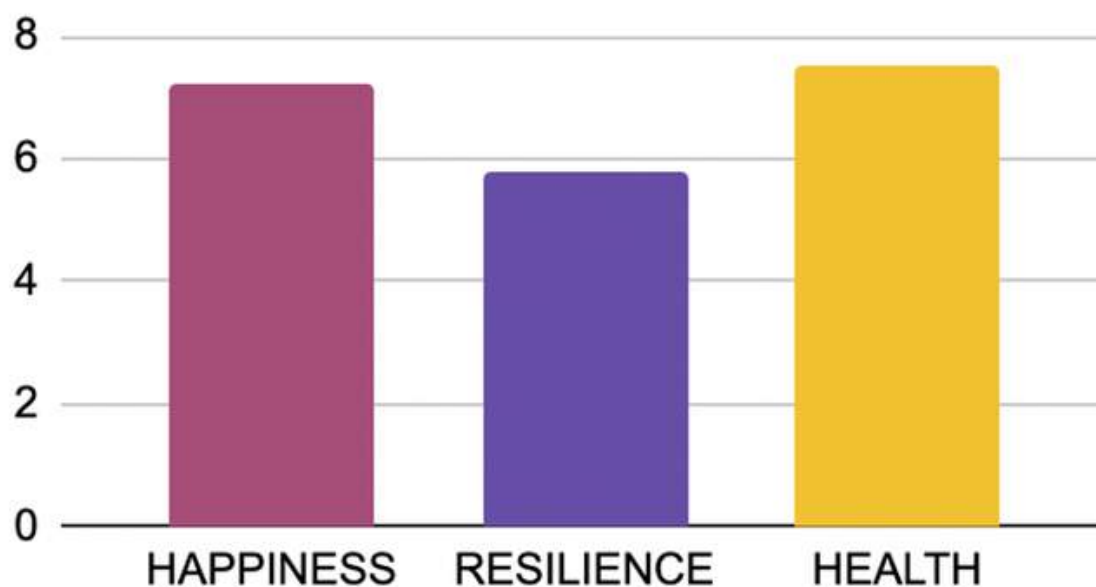
COMPARISON OF AWE DATA

AWE 2020-2021 SCHOOL AVERAGE

AWE 2020-2021 (SCHOOL AVERAGE)



AWE Year 3 2021

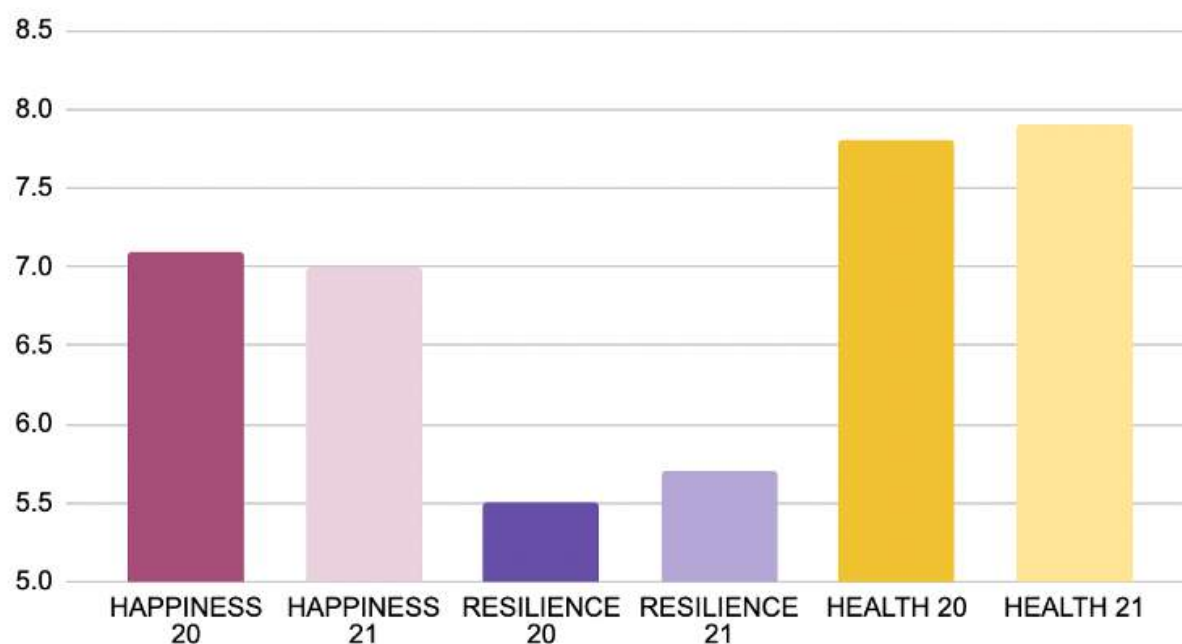




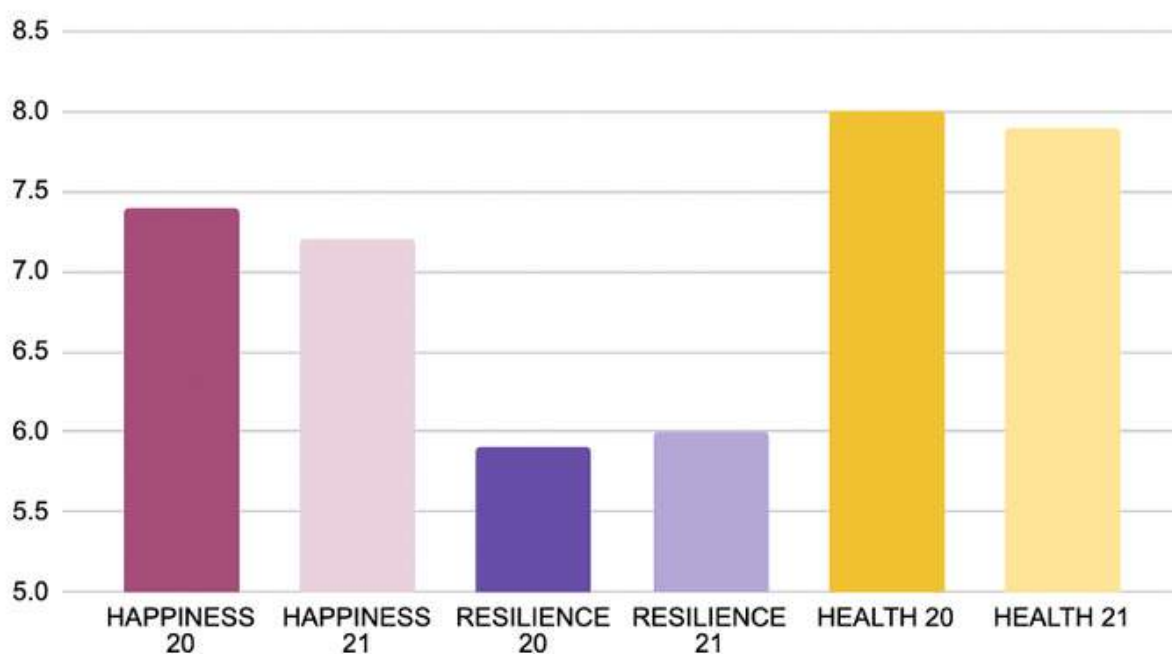
COMPARISON OF AWE DATA

AWE 2020-2021 SCHOOL AVERAGE

AWE Y3 2020-Y4 2021



AWE Y4 2020 - Y5 2021

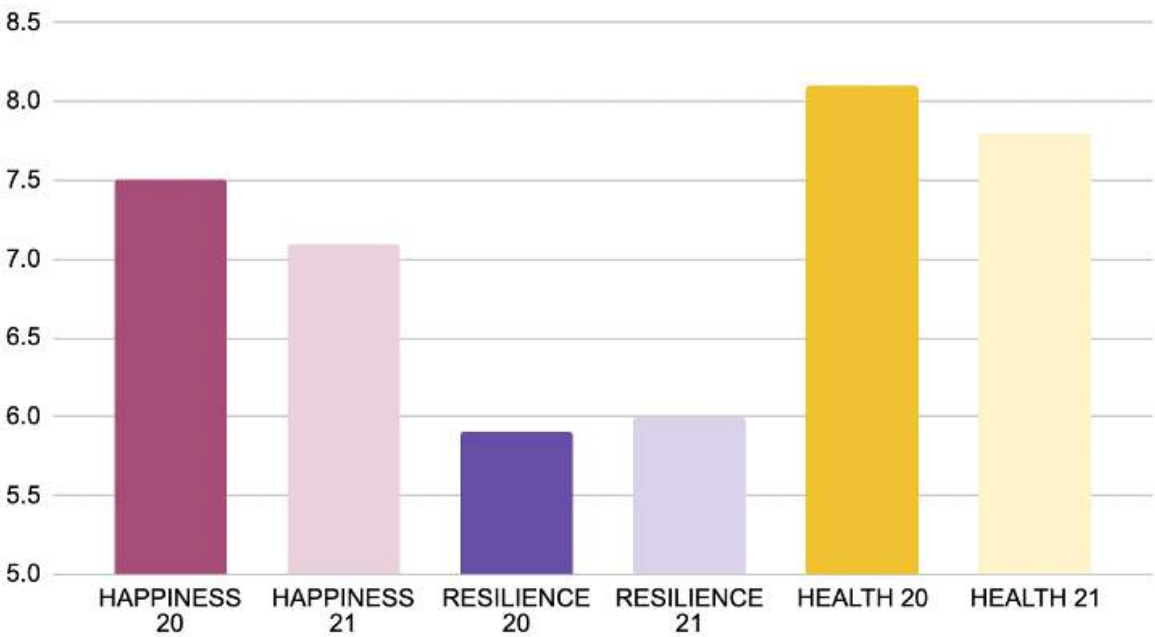




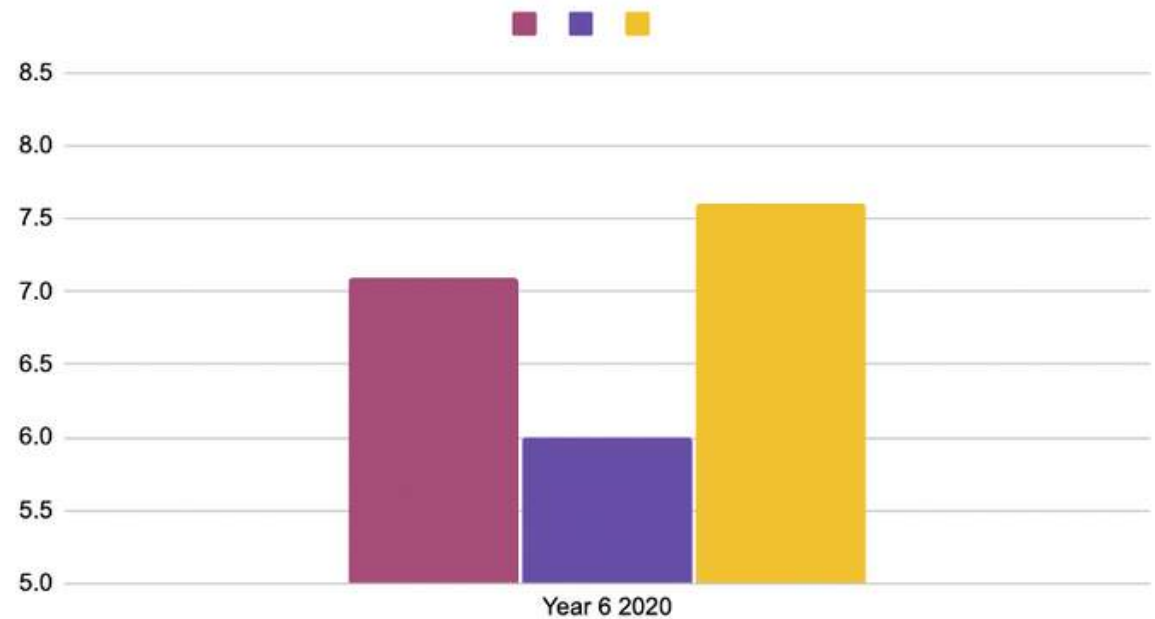
COMPARISON OF AWE DATA

AWE 2020-2021 SCHOOL AVERAGE

AWE Y5 2020 - Y6 2021



AWE Y6 2020



JAPANESE

Our Japanese program has continued to grow in 2021. Students from Pre-Primary to Year 6 have enriched their education through learning a second perspective on the world and on language. You understand your own language much better when you have exposure to a second language. At Aubin Grove Primary School, we are proudly helping children develop a deeper understanding of the English language through teaching them Japanese.

Some highlights for 2021 included our Kyaraben Day, Children's Week and our epic Treasure Hunt. Kyaraben Day saw students invited to create a Japanese style 'character lunch box' after learning about them in class. Over 80 students chose to participate and blew us away with their creativity and attention to detail. On Children's Week we decorated the area surrounding the library with some amazing work by students from all year groups P-6. Students in Year 4-6 worked hard to learn their position words ready for our all Japanese treasure hunt around the school. Students had to read clues in Japanese which lead them to locations around the school to find special clues and progress further. A lot of fun was had and a lot of complex Japanese was read and understood.

We have been able to build on our visibility in the community within the Years P-3 with Seesaw. Parents have had much improved exposure to what their children are learning in Japanese. We have loved being able to share activities and songs with families.

We have had a lot of fun in Japanese this year learning new words, new culture and a new way of thinking about the world. We are grateful for the enthusiasm our students bring to learn and have fun each lesson.



MUSIC

In 2021, the music programs have continued to grow at Aubin Grove Primary, led by Ash Bisdee and Vanessa Johnstone.

Our Junior choir involved 50 Year 3 students and our Senior choir was comprised of 100 Year 4-6 students. Overall, this number of students represents 25% of students in Years 3-6. Choir rehearsals ran from Term 1-4, every Tuesday morning, and the choirs performed at events including: the Aubin Grove ANZAC assembly, Harmony Day, NAIDOC Week, One Big Voice, Telethon, the Cockburn Music Festival, the Kindy & Pre-Primary Xmas carols concert, Regent's Garden End of Year Concert and our Aubin Grove End of Year Concert.

Our student rock band, Grove Rock, with 13 student members performed at 2021 WAGSMS (West Australian Government Schools Music Society) Concert at Crown Theatre in August. They also performed a lunchtime concert in the undercover area and performed at the Year 6 graduation with the Year 6 choir students.

Our Drumbeat program successfully ran 2 separate groups this year with the support of Mrs Vanessa Johnstone and Amberlie. This music well-being / resilience program ran on Thursday afternoons & Wednesday mornings before school. Students were identified and then invited after consulting with Amberlie and classroom teachers.

We had 42 IMSS students complete a full year of instrumental lessons and in Term 4 we hosted an instrumental evening on site at school for parents, supported by two of our instrumental staff members, Mrs Bisdee and Mrs Johnstone. This gave all instrumental students the opportunity to play together in an ensemble. This was a great success and very positively received by parents. In Term 4, the Atwell Area band toured and visited the school once again with 4 of our Year 6 instrumental students as members of the band this year.



MUSIC

As a whole school, we have united on 4 occasions this year to come together as a school community to celebrate through music and culture; Harmony Day (Term 1), ANZAC Day (Term 1), NAIDOC Week (Term 2) and R U OK Day (Term 3). In 2021, we have also improved and continued the use of our recess and lunchtime siren songs in place of a traditional siren sound. We have also implemented Mindful Music every morning which has helped to set a calm mood to begin the day.

Our inaugural JAM Captains (Language Arts Captains) were elected as leaders in the arts to assist and support the running of assemblies and whole school events this year. They were exceptional in the leadership of these events and demonstrated a lot of creativity and fun in this space.

Finally, we finished 2021 on a high note with our annual End of Year concert for all students including Kindy to Year 6. This was the first year we have included the kindy students in our end of year concerts for many years due to the size of our student numbers. The theme of the concert was 'The Positive Vibes of 2021', based on our journey with Positive Education so far. The concert was hosted by our Head boy, Head girl and JAM captains and was a wonderful success.



VISUAL ART

We have been very busy in the Art Rooms this year. Several artists, both contemporary and the masters have been explored across the year levels. Well-known artists included: Piet Mondrian, Claude Monet, and Yayoi Kusama. Lesser known and more contemporary artists included: George Rodrigue, Chiaozza, Tamara LaPorte and You Tube artist, Chantel Wilson (Darkest Raven Designs).

- As Ms Wilson lives locally, we were lucky enough to have her visit our Year 6 students, over a period of weeks, to guide them in the designing and building of 'Book Nooks', which culminated in a pop-up exhibition.
- The Year 2 and Year 3 students had the Artist duo, Chiaozza to learn about and this resulted in some very interesting Papier Mache sculptures!
- The CCEN network also used Chiaozza as the focus for a moderation activity this year.
- Yayoi Kusama was the focus artist for all Year levels in Term 3. Some amazing art was created, and the students loved interacting with the 'Obliteration Room' installation that we built in the Green Room.

As well as the focus artists, we have collaborated with a few classes this year, when they were working on STEAM projects. Art inspired by literature, especially in the junior year levels, resulted in some very colourful artworks being created.



PHYSICAL EDUCATION

Term One:

- Our school placed 2nd overall at the Summer Lightning Carnival across the four sports including Basketball, Cricket, Teeball and Volleyball. Our school placed 1st in the Basketball and Cricket competitions.

Term Two:

- Faction Cross Country was held with all students from years 3-6 participating in the event. Congratulations to Blue faction for winning the overall shield for this event. A great day was had where all students from years 3-6 put their fitness skills to the test.
- 48 students represented Aubin Grove at the Interschool Cross Country event at Harmony PS. Aubin Grove placed 1st Overall across 9 schools in a fantastic effort by our competing students.
- Our year 6 students competed in the Winter Lightning Carnival and placed 1st place in the Football competition in Division A. Our teams performed particularly well across Soccer, Netball and Modcrosse.
- Our school farewelled Mr Hillson in late term 2 who took on an opportunity at Parkwood PS. Mr Hillson has been instrumental in delivering the Sporting Schools program here at Aubin Grove as well as a high quality Physical Education program to our PP-3 students. We wish him all the best at his new school.



PHYSICAL EDUCATION

Term Three:

- Our school welcomed back Mrs Webster and Mrs Chadwick as part of the Physical Education department. These two have done an outstanding job in delivering the PP-3 Physical Education program to our students.
- Early in Term 3 we ran our Senior Faction Athletics Carnival. A fantastic day with wonderful weather and spectator support, saw Green Faction emerge as the overall winner. Congratulations to all who participated and were involved in this event.
- Our school for the first time extended an invitation to Success PS for the first ever all girls AFL Football match. The game was well attended and supported by families and students and was a terrific spectacle. A great opportunity for our girls to showcase their skills in a standalone event. We look forward to visiting Success PS for a return match next year.
- Our students from PP-2 engaged in the annual in-term Swimming lessons at Kwinana Recquatic Centre. Well done to all students who participated and feedback from the centre and staff was very positive regarding our students.

Term 4:

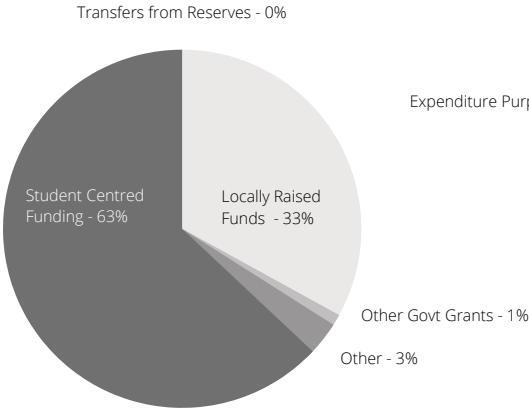
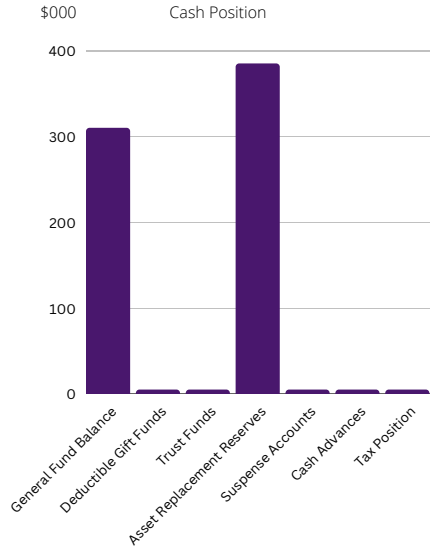
- Junior Faction Carnival for Kindy, PP, Year 1 + 2's finally happened in Week 4 of Term 4, after it was postponed due to the weather. It ended up being a fantastic day with lots of families and friends coming to watch. The students had a great day participating in team games, tabloids, and sprints. Congratulations to Blue faction who were crowned the overall winners
- Our final sporting event for the year was the Interschool Athletics Carnival. Unfortunately due to adverse weather, this event was adjusted to a single day only. Despite the changes, our students demonstrated great resilience and determination to record a fantastic win both in the Overall points as well as the Team Games competition.



FINANCIAL SUMMARY

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$41,121.00	\$38,763.00
2	Charges and fees	\$112,955.60	\$111,318.65
3	Fees from Facilities Hire	\$146,354.53	\$146,263.62
4	Fundraising/donations/Sponsorships	\$23,539.22	\$23,539.22
5	Other State Govt/Local Govt Revenues	\$2,000.00	\$2,000.00
6	Revenue from Co, Regional Office and Other Schools	\$5,560.00	\$5,560.00
7	Other Revenues	\$28,581.73	\$28,321.20
Total Locally Raised Funds		\$360,112.08	\$355,765.69
Opening Balance		\$180,417.00	\$180,416.68
Student Centred Funding		\$621,328.77	\$621,328.77
Total Cash Funds Available		\$1,161,857.85	\$1,157,511.14
Total Salary Allocation		\$9,355,631.00	\$9,355,631.00
Total Funds Available		\$10,517,488.85	\$10,513,142.14

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Administration	\$72,305.50	\$58,219.58
2	Lease Payments	\$9,850.00	\$10,924.21
3	Utilities, Facilities & Maintenance	\$253,901.19	\$232,214.07
4	Buildings, Property & Equipment	\$250,713.63	\$162,001.02
5	Curriculum & Student Services	\$420,084.34	\$353,097.66
6	Professional Development	\$21,690.99	\$13,857.48
7	Other Expenditure	\$6,476.73	\$4,838.78
Payment to CO, Regional Office & Other Schools		\$200.00	\$340.00
Total Goods & Services Expenditure		\$1,035,226.38	\$835,502.80
Total Forecast Salary Expenditure		\$8,946,829.00	\$8,946,829.00
Total Expenditure		\$8,982,055.38	\$9,782,331.80
Cash Budget Variance		\$126,631.47	



	Cash Position as at:	Budget
Bank Balance		\$693,268.84
1	General fund balance	\$322,008.34
2	Asset Replacement Reserves	\$397,378.00
3	Suspense Accounts	\$538,50
4	Tax Position	\$ (26,756.00)
Total Bank Balance		\$693,268.84

