

# SCHOOL BOARD PRINCIPAL REPORT

**Term 4, Wednesday 1st  
November 2023**



Kaya and wandju to the final term of 2023.

Since our last school board meeting, our school had showcased all that we have to offer through a number of community events, bringing our people together and providing opportunities for our children to shine, in areas that they have interests and passions in.

Choir, Tournament of Minds, Athletics carnivals, soccer carnivals, open night learning journeys, and student voice led activities such as Starlight day and Fume Free Fridays. Our school is more than a learning environment. We prioritise ensuring that our children feel safe, included and happy, and provided with opportunities to engage in those areas of interest that are important to them and build them as individuals.

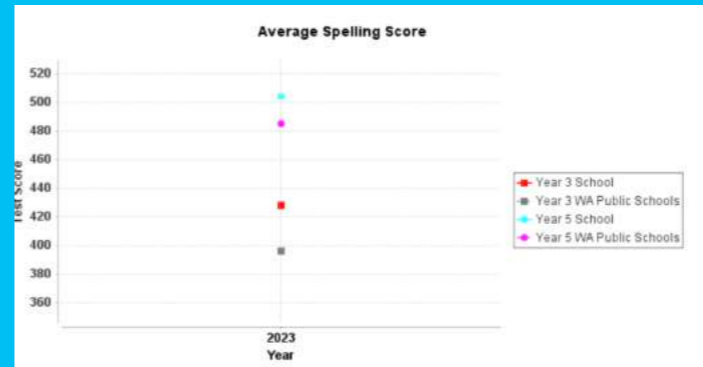
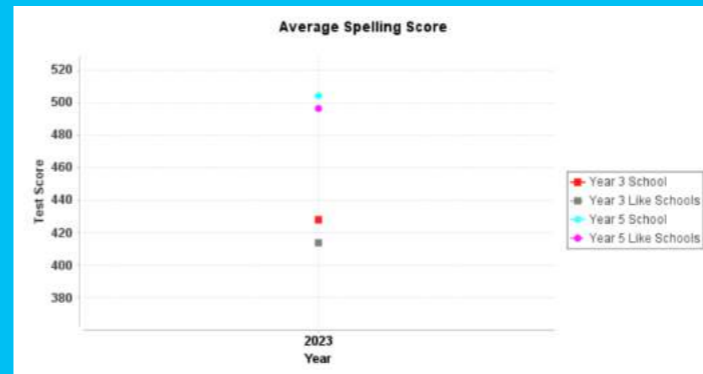
# YEAR 3 AND 5 WRITING



## Notes

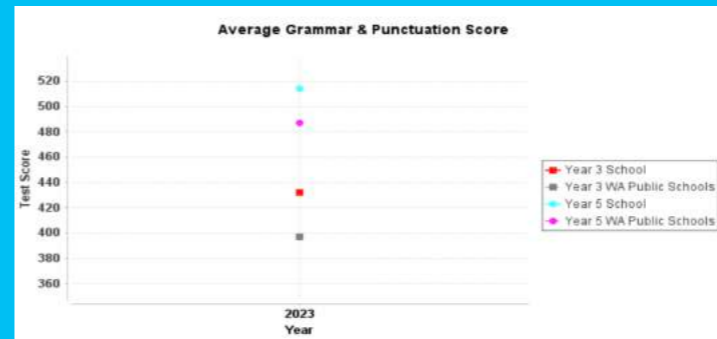
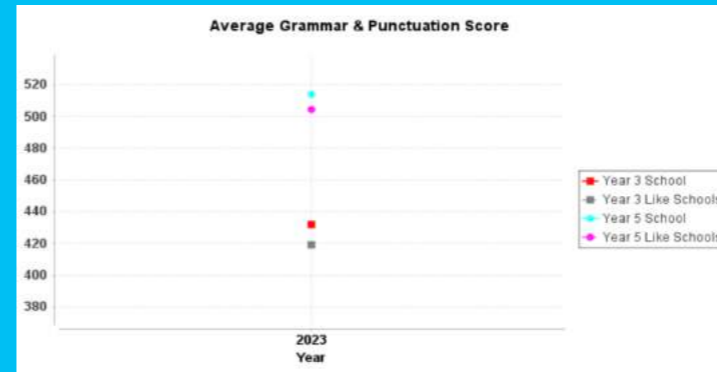
- Explain what the following graphs will display. Year 3 and 5 on 1 graph, first graph represents performance against like schools and second graph represents performance against all WA schools.
- Due to the changes in the proficiency scale, we cannot track our progress from one year to the next.
- What we can see in progress is the On Entry to Year 3 progress of students.
- Cannot see year 3 to year 5 progress due to the changes in proficiencies. Also lost this information with COVID so its been frustrating.
- In Year 3 since 2018 , we have always been below like schools in Writing.

# YEAR 3 AND 5 SPELLING



Year 3 in 2022 we were below like schools.

# YEAR 3 AND 5 GRAMMAR AND PUNCTUATION



- In 2022, Year 3 was below like schools.

# YEAR 3 AND 5 READING



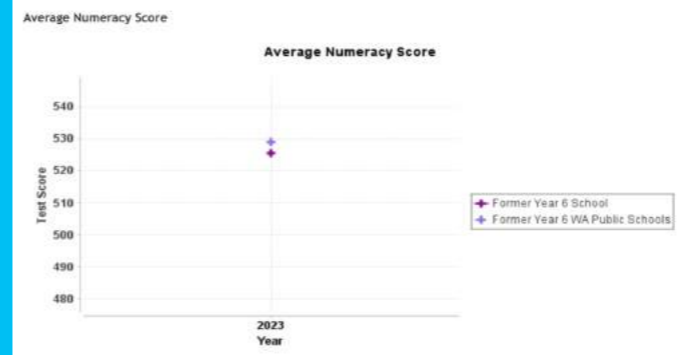
- Since 2018, year 3 has been below like schools in Reading.
- Year 5 was just above last year, but has dipped below again this year. THIS IS OUR TARGET AREA. READING.
- Explain support from data analyst Mr Tom Gigg at DoE central and how we are going to work with him to identify students to target the support.

# YEAR 3 AND 5 NUMERACY



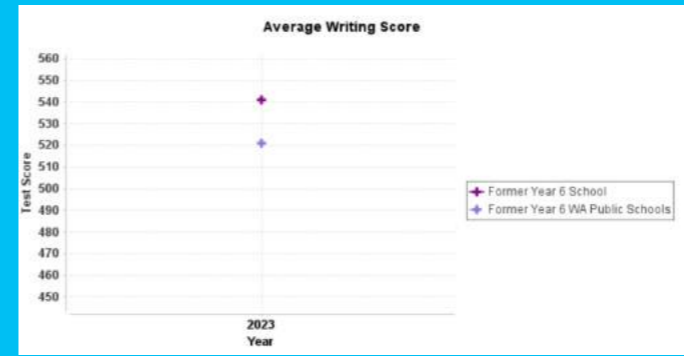
Year 3 in 2022 we were below like schools in Numeracy.

# FORMER YEAR 6 AGAINST WA PUBLIC SCHOOLS- NUMERACY AND READING



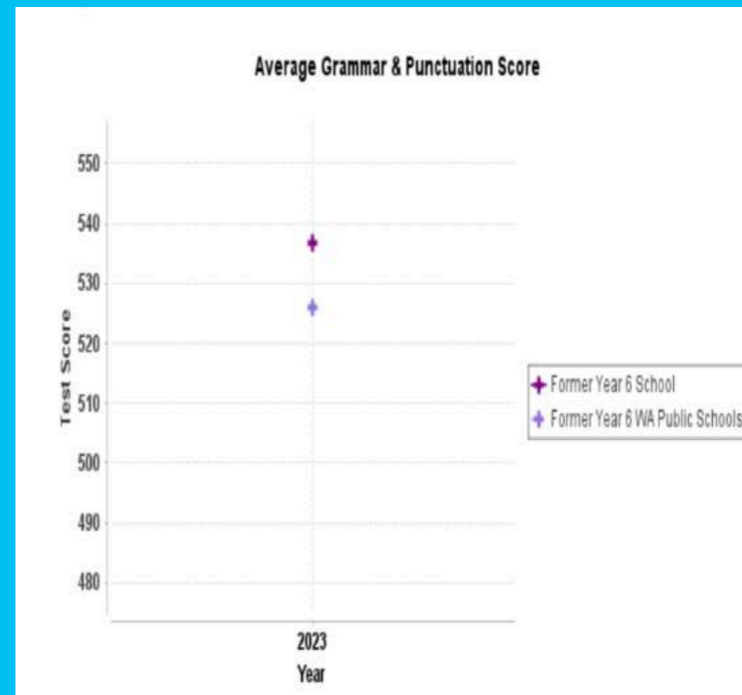
We can only assess our former year 6 students against WA public schools.  
Numeracy is another area from Year 5-7 that we might need to focus on from 2024

# FORMER YEAR 6 AGAINST WA PUBLIC SCHOOLS- WRITING AND SPELLING





# FORMER YEAR 6 AGAINST WA PUBLIC SCHOOLS- GRAMMAR AND PUNCTUATION



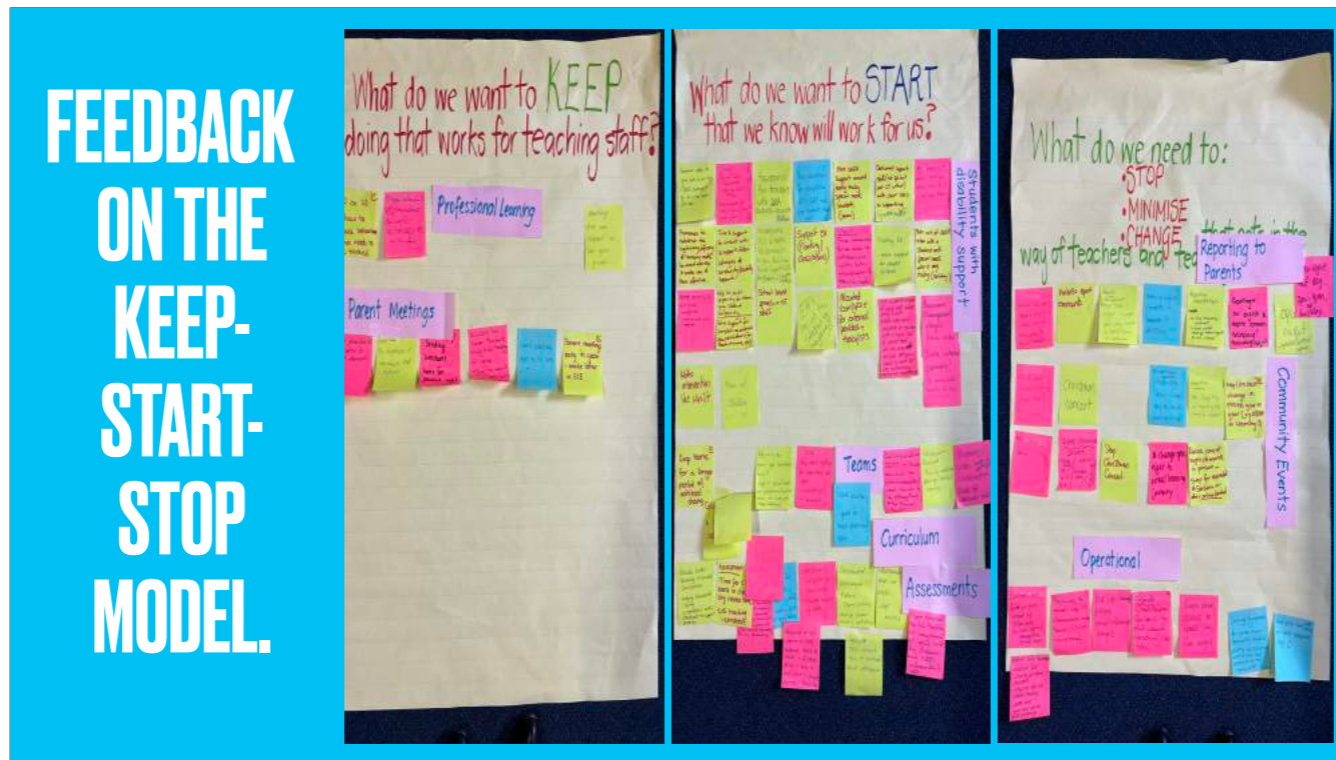
**CONGRATULATIONS  
AUBIN GROVE  
TEAM! THIS  
SUCCESS IS  
OWNED BY ALL OF  
US!**



I am so proud of us all as a school community in working together to achieve these very pleasing results.

What has worked for us as a staff and school:

- Streamlining our priorities.
- Focusing on the Health and Wellbeing of our students so they are ready to learn.
- Collaborative plan, teach and assessing cycles in our teams and making decisions for the cohort together.
- Low variance teaching across same year classes and value adding in a planned and sequenced way each year.
- Using data to help us to determine our next steps forward and being open to learning data literacy and how to use the data...together.
- Having specialist teachers, Clare Chapman and Ros Foote in our key priority areas of English and Maths.
- Having a whole intervention team in Early Childhood and Christine Walsh in the middle phase of schooling to identify and target Tier 2 students.
- Being consistent, hanging on and focusing on the vision- learn, enjoy, aspire and focus. Growing lifelong learners who flourish in a community, committed to innovation.



# FEEDBACK ON THE KEEP- START- STOP MODEL.

## Notes

From your voice on the last school development day. The feedback fell into very distinct and 8 narrow categories:

- Professional learning
- Parent Meetings
- Students with disability support
- Teams
- Curriculum and Assessment
- Reporting
- Whole school events
- Operational/ administrative areas

**KEEP**

- Parent and community email notifications and working hours will remain on during weekends and holiday periods. Helping our community to understand communication pathways and respect personal boundaries and working hours.

**START**

- Formal reporting to parents will change from Semester 2, 2023.
- Timing of the Term 1 parent interviews to Week 9, Term 1 2024.
- Staff meetings will be further aligned to suit the phase of learning for educators.
- Building a whole school events year calendar that is locked in by Week 5 Term 1.
- More opportunities to mix staff up across the school so they get to know each other better.
- A student service model commencing in Term 1, 2024.
- Exploring ways to streamline front office administration tasks- excursion planning, money, notes etc- Project Kaartijin/ Compass

**STOP**

- Early childhood rooms pack down at the end of each term, expecting that they get reset up by the staff during the holiday period.



# LET'S TALK ABOUT FORMAL REPORTS!



## IN AGREEMENT WITH THE MLT AND TO ALIGN WITH ACARA'S EXPECTATIONS OUR REPORTS:

- Where possible write a general opening statement about the student's academic progress towards achieving their goals.
- English or Mathematics learning area comment will outline if the student has attained above, below or at expected year level standard. Only grade and effort.
- Comments not required for A and D students in Specialist areas

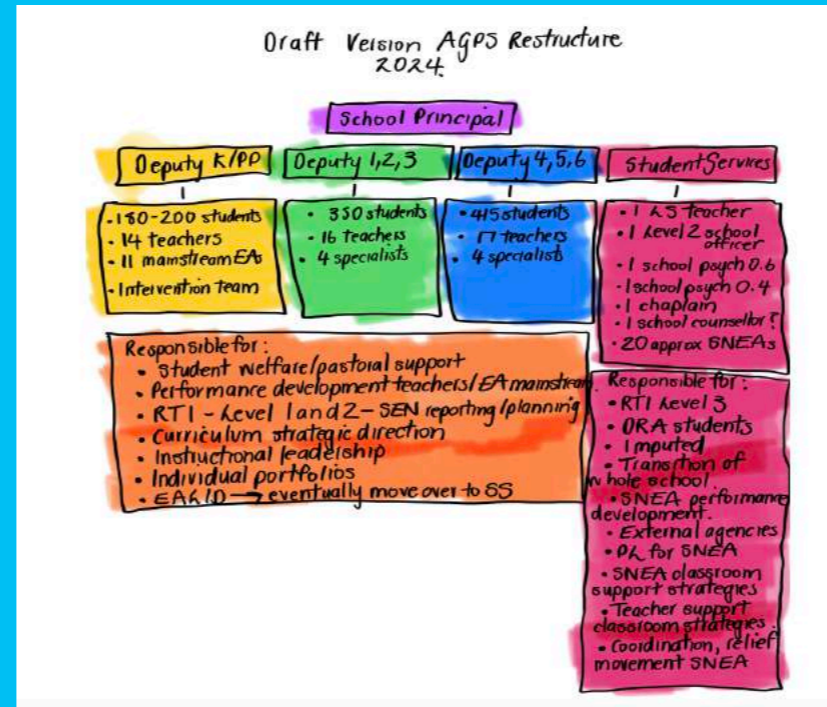
- No surprises policy for D/ E students in any learning area. Parents must be informed prior and well aware of lack of progress along the semester.
- IEP/ IGP planning, referrals made for external support, gifted and talented involvement needs to be mentioned.
- Teachers will meet with parents for concerning academic achievement/ progress. No surprises policy

- Elaborations about the attitude, behaviour and efforts if they are highlighted in the ABE box.
- Work behaviours/ organisation/ independence skills.

- Learning qualities are VL and Character strengths Pos Ed.
- K-1 a comment about the play abilities of the student.
- Social and emotional development and friendship dynamics.
- Make a comment about attendance if it's lower than 90% or if they are always late.
- Contributions to community aspects.
- Something personal that indicates you know their child. A personal flair comment.
- Drop down comment- Especially for Year 6 students leaving the school.

The MLT want to respect teacher's professional judgement to determine what goes into the general comment and these are a list of ideas for what should be in the comment. If you are a grad or just want to check you are on the right track, write one and meet with your line manager.

# STUDENT ENGAGEMENT AND SUPPORT MODEL. UPDATES AND FEEDBACK FROM STAFF



## Notes

Overwhelmingly positive feedback from staff. Everyone was unanimous in wanting to move forward with this model...yesterday.

## Updates

- Planning is underway to build the model operationally, ie, where will everyone go, communication, transition and documentation to have involvement with the students etc
- JDFs are being brainstormed about each of the roles we want to have in this team.
- Which students will have involvement with this team?
- Outside educators applying to win positions in the roles- the reasons why not?
- Internal EOI will be communicated for the Student Engagement and Support teacher in the next week and should be finalised before the end of the term.





- Keep being consistent!
- Focus on your students and developing our educators, using the resources we have available at this school.
- Keep up the positive and agreed collaborative approaches with your teams.
- Look after yourselves and continue to place a focus on your own personal health and wellbeing especially in times like these where it is busy and getting to the end of the year.

# CULTURALLY RESPONSIVE LEADERSHIP JOURNEY



I have been invited to participate in the new cohort of culturally responsive leadership for 2023/ 2024 with twenty other principals across Western Australia. This professional learning opportunity has been designed and led by Aboriginal leaders in our education system. The main priority is to develop leaders so that they are able to work with their Aboriginal students in their schools and throughout the system in culturally responsive way, so that Aboriginal children can succeed as Aboriginal people.

This learning has been a deep personal journey thus far, with a lot reflection about my learning throughout school, and what I might need to do as a school leader to improve the outcomes for all Aboriginal children. As part of accepting a position in this program, I will need to undertake an action learning project on an area that I identify as a need in the system, so that is the next step for me in this learning journey. It's certainly been a life changing experience so far.