



Aubin Grove
PRIMARY SCHOOL

2022 ANNUAL REPORT

learn · enjoy · aspire · focus



INTRODUCTION

The 2022 Aubin Grove Primary School Annual Report provides a review of our performance against our 2021-2023 School Business Plan.

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 business plan. Importantly, it also describes the extent to which we have achieved the performance targets we set for ourselves in order to drive our school's continuous improvement plan.

Also detailed within this report are the major achievements and highlights throughout the year in the areas of school and student performance, financial and human resource management and community partnerships.

As an Independent Public School, Aubin Grove is committed to implementing and achieving all the requirements of our Statement of Expectation. 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



PRINCIPAL'S REPORT

Your text

It is with great pleasure that I am delivering the 2022 Annual report for Aubin Grove Primary School.

Entering my fourth year leading this exceptional school community, this plan highlights the year we experienced together, as the school entered its twelfth year of operation. 2022 can be defined as having two distinct chapters to the year- the first chapter facing COVID head on in our school community and then the second chapter, recovering from the pandemic and returning to normal school operations. It was a year that we will never forget, but in hindsight, for all of the right reasons.

As soon as the school year commenced, we immediately put into action all of the plans and processes we had created since 2020 to deal with COVID cases in our community. We knew that we were ready to cater for our students to continue their learning in any environment, although it was quite challenging for our whole community as we waited for our first case to be confirmed at our school. Our first case came much later than other schools in our local area; however, once cases started presenting at our school, the numbers of staff and children impacted by the virus escalated rapidly.

Due to all of our planning for a variety of learning scenarios, and through the excellent communication between our staff and families, learning at Aubin Grove took on a whole new lens for the first six months of the school year. Many students were required to pivot to a 'learning from home' online environment with their teachers, and other students were able to attend school; however, their teachers and classroom environments changed on a regular basis, as the virus worked its way through the school community.

The main challenge to working in a COVID school environment was learning to expect and accept that every day at school for this period of time was going to be very different. Staff, students and families all became very used to being flexible with what the new day was going to bring, and how the learning in our classrooms was going to take place, depending on government and Education Department directions, case numbers and the workforce who were well and available that to deliver the learning programs.

Principal's Report

Looking back on the year that 2022 was, it was such an achievement for our entire school community that we successfully weathered the COVID storm, together. Despite the unpredictability of our operations in Semester One, the second half of the year was met with a cautious and collective relief. As each week passed, our confidence grew that we were able to reintroduce many aspects of our school operations that had been cancelled over the past two years. We enjoyed welcoming our whole community back onto the school site without social distancing for our very first STEAM (*Science, Technologies, Engineering, Arts, Mathematics*) Open Night Expo, we were able to resume our athletics carnivals, and the P and C organised a most exciting colour run for our students to fundraise for our school, and have some fun at the same time. At the conclusion of the school year, having our whole school community come together to celebrate the year that was at our end of year concert was heart-warming and a true celebration of the year for all that it brought us.

Despite the inconsistency of the year, we were able to celebrate many academic achievements across our school. This reinforced to us that despite the different learning environments that COVID forced us to learn in, we were still very consistent in targeting our learning for the individual student to ensure that they could continue to make progress. Our former Year 6 students and Year 5 cohorts outperformed their like schools in all NAPLAN testing areas, we were officially recognised as the first school in Western Australia as a Visible Learning Plus School and our talented and gifted Tournament of Minds students won the International Final for Social Sciences competition in Canberra in October. These successes gave our community the confidence in a very challenging year, that whatever come our way, we know that collectively we can work together to continue to achieve the very best outcomes for all of our children.

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 educator.

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 twelfth year. We commenced with 315 students in 2011 and at the close of 2022 our student enrolments numbered 1025. Throughout our twelve year journey, 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 twelve 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 iPad and MacBook program enables students in Years 4-6 supports student learning 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.

VISION & CONTEXT

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 2022, our school Chaplain, Amberlie Congiusta, supported students in Kindergarten to Year 6.

Social Issues:

Amberlie ran various successful programs for selected students in Terms Two and Three. The Seasons for Growth program addresses grief, loss and change for students in Years 1-6. This could include parent separation, illness, death, and family dynamics change.

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 involves 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 Seasons for Growth and were run through Terms Two and Three. Programs will commence again in 2023 if relevant to the school context.

Amberlie helped out in classrooms where the topics related to the Chaplain's role and identified social issues. Amberlie also coordinated lunchtime activities to promote and encourage social and emotional health and wellbeing.

Amberlie is a part of the school's Health and Wellbeing Committee, helping to promote and support the whole school's health and wellbeing. Amberlie continued to organise ways to encourage staff in wellbeing practices, including activities during and outside school hours. Amberlie is also involved in supporting and reviewing the staff's annual mental health survey 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.

Amberlie helped organise the school's annual Harmony Day celebration, which is planned to celebrate the diverse, multicultural context of the school. Additionally, Amberlie helped to organise RUOK? Day, which is used as a day of education around all student's mental health and wellbeing.

In 2022 Amberlie 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 led the Year six Student Voice Committee, who organised the Epilepsy WA fundraiser and the school's annual Christmas appeal for Foodbank WA. Amberlie has supported 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:
Department of Education - Child Protection and Abuse Prevention
YouthCARE Chaplaincy Formation and Conference Training Days
School Staff Development Days
Each term Amberlie attends professional supervision appointments, YouthCARE Cockburn Council meetings, YouthCARE Area Chaplain meetings and Peer Support Cluster meetings.

SCHOOL BOARD REPORT

While 2022 started a bit like 2021, with restrictions on school activities like the Year 6 camp, it was great to see things return to pre-COVID by the end of the year with assemblies and the End of Year concert back to normal.

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 2021 Annual Report.
3. Reviewing and endorsing the 2022 Annual Report.
4. Contribution to the implementation of the 2021-2023 School Business Plan.
5. Approval of the 2022 Funding Agreement.
6. Endorsing the 2023 Summary of Annual Contributions and Charges.
7. Endorsing the 2023 Personal Items list (booklist).

I would like to take this opportunity to thank the members of the School Board for their contribution. Having such high-quality, professional members of our school community volunteer their time to AGPS is great to see and is the main reason the Board continues to perform at a high standard.

Antoine Macmath
Board Chair



P&C REPORT

2022 saw the return of many of our favourite fundraisers and events – The Easter Eggstravaganza and the Mother's & Father's Days stalls once again proved very popular with our children and families. We hosted our first Christmas raffle, as well as the return of the colour fun run which saw a massive monetary contribution to the P&C.

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 four days per week service for recess and lunch. A big thank you to our canteen staff, Kiley Mills and Kellie Calameri and our wonderful regular volunteers. We would not have this incredible service if it wasn't for you ladies, Thank you!

2022 saw a change in our focus for fundraising for the P&C, we opted to focus our fundraising purely on building a new playground for the upper school year group. Whilst we have been successful in raising a large amount of funds to see the fruition we still allocated finance towards the Good Standing Reward Program, the annual LEAF book awards and the cyber safety presentation by Paul Litherland as well as donating a new marquee to the sports department.



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 contributions.

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 Rhett Thomas; Secretary Zoe Weir; Treasurer Andrea Holden; Book Keeper Taylor Thomas; Exec Members Amanda Woods, Alison Fontana and Sacha Pantall. 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 2022 committee, we thank you immensely and we look forward to welcoming the new committee for 2023 early in Term 1 to ensure another successful year of the AGPS P&C.

Melissa Clifton
Stacey Nicholas
P and C Presidents





Academic Extension

Growing life-long learners who flourish in a community, committed to innovation!

Aubin Grove Primary School have a range of opportunities to actively participate in a range of school based, extra-curricular activities that occur throughout the school year such as Choir, Chess Club, Art Club, Sporting Competitions, Student Leadership Opportunities, Sustainable Garden Project, Academic Extension Programs, Tournament of Minds and Primary Extension and Challenge (PEAC).

All classroom teachers support students to be critical and creative thinkers with daily lesson opportunities to extend learning, think outside of the box and be future innovators. Students are provided multiple opportunities to extend their learning beyond age level curriculum where appropriate. Aubin Grove also offers academic extension programs that are additional to classroom activities to students who fit the selection criteria.

These programs support;

- Social interaction with like-minded peers
- Intellectual rigor and challenge
- Pursuit of excellence
- Development of higher order process skills
- In-depth investigations of real life problems
- Open-ended activities which encourage choice and negotiation
- Opportunities for innovation
- Opportunities to interact with practicing experts
- Students working at their own pace
- Self/peer evaluation and reflection of performance.
- Opportunities to interact with practicing experts

The Academic Extension Programs at Aubin Grove Primary School aim to challenge and extend students' knowledge and skills in their areas of strength. The programs also aim to develop students' future employment opportunities and skills such as communication, teamwork, problem-solving, initiative and enterprise, organisation, resilience and critical thinking.

Key Strategies

In 2022, in addition to Chess Club, Choir, Art Club and the Sustainable Garden Club Aubin Grove Primary ran nine Academic Extension programs from Years 1 -6. These included:

- Year 1 Mathematical Problem-Solving using COSIC
- Year 2 Mathematical Problem-Solving using COSIC
- Year 3 Poetry Writing incorporating ICT skills with Garage band
- Year 4 STEAM Design, Production, Process
- Year 4 Maths Real Life Problem Solving
- Year 5/6 Science - Human Biology
- Year 5/6 Creative Writing
- Year 5/6 Maths Olympiad
- Year 4/5/6 Tournament of Minds Language Literature
- Year 4/5/6 Tournament of Minds Social Science

Academic Extension

Programs vary year to year to enable students to participate in different areas of strength. Students who participated in these programs were selected by teacher nomination, recent assessment data, previous NAPLAN or On-Entry data, PEAC scores and previous teacher judgment reporting grades. In addition to this, students must demonstrate independent work habits and highly developed collaborative skills.

Tournament of Minds students are then selected from the Academic Extension Groups after a thorough selection process that focuses on individual critical and creative thinking, ability to work in small and large groups and their level of organisation and executive functioning skills.

Achievements

In 2022 Academic Extension Students successfully completed their selected program. Each program ran for an intensive period of ten weeks and culminated in an end product which was shared with either their peers, teachers, families or extended community.

Our Social Science Tournament of Minds team won the Regional and State competition moving through to the international final and successfully winning the Primary Social Science Award. They were the only Western Australian public primary school to win an award in the 2022 Tournament of Minds competition.

Future Recommendations

- Continue to support our gifted and talented students through the provision of quality academic extension programs.
- Continue to build on develop current programs to align with the Western Australian Gifted and Talented Curriculum.
- Continue to develop the capacity of students be highly competitive in the annual Tournament of Minds competition.
- Continue to build teacher capacity to run engaging and successful Academic Extension programs at Aubin Grove Primary School.



HEALTH

In 2022, the Health Program continued to promote and support healthy and safe students at Aubin Grove Primary School. Students developed an understanding of the attitudes and values needed to create a healthy and active lifestyle. This was highlighted through our Healthy Eating Program, and Road Awareness Program.



HEALTHY EATING

The Healthy Eating Program concentrated on fostering a love and knowledge about enjoying a wide variety of nutritional foods. It had a strong emphasis on using the Australian Guideline to Healthy Eating to create an understanding of why we need to eat balanced meals. Their learning highlighted and explored the need to eat a variety of foods including fruit, vegetables, dairy, meat, and grains.

To highlight the students' understanding about healthy eating and putting their knowledge into practice, students across the school designed and made their own "Stacker Cracker", where they built a balanced, nutritional snack. Students created their Cracker Stacker using fresh, healthy, and tasty ingredients. We were delighted with the number of students who tried foods that they had never tried before. Students were given opportunities to taste new foods in a safe environment.



We were delighted with the number of students who were so excited that they'd found a new food to add to their list of foods they liked and were thrilled that students were telling us how they'd made "Stacker Crackers" at home, using new foods that they'd tried.



We reached out to Woolworths Harvest Lakes and Woolworths Spearwood and received donations to purchase many of the ingredients. This experience allowed students to try new food and practice their food cutting and culinary skills, trying new foods.



ROAD SAFETY

·Students from Pre-Primary to Year 6 enhanced their knowledge and awareness of Road Safety in Term 3 and 4. Topics covered included reading road signs, the need to wear seatbelts and ensure all passengers in the car also wear seatbelts, and the need to follow road rules to stay safe.

·Our Road Safety topic concluded with RAC Incursions to every class across the school (Including all students from Pre-Primary to Year 6)

·The presentations aligned with the Western Australian Curriculum. Each session consolidated the students' knowledge on Road Safety (Pre-Primary), Crossing the Road Safely (Year 1), Investigating Safety on the Road (Year 2), Bicycle Safety (Year 3), Seatbelts and Passenger Safety (Year 4), Avoiding Risky Behaviours (Year 5) and Going Green and Being Safe (Year 6).

Marianna Tabain
Kylie Pansini
Health Specialists



VISUAL ARTS

2022 was once again a very busy year in the Visual Art learning area. We began the year with self-portraiture and exploring our cultural identities, culminating in displays for Harmony Day in the Library and front office with a collection of artworks, both painted, digital, and sculptural.

Over the year, the students were learning the elements of art and principles of design through a wide range of art experiences, including jewellery making, ceramics, textiles, printmaking, needle felting, sketching with graphite and charcoal, watercolour and acrylic painting, oil pastel drawing and soft pastel drawing, and the use of digital apps, such as 'Amaziograph' and 'Superimpose.'

Significant days celebrated by Aubin Grove Primary, such as ANZAC Day, were often the focus in the art rooms. This year, the significance of the poppy was explored for ANZAC Day and Harmony Day was a time of reflection, with the Year 5 students incorporating poetry into their digital art and creating plaster sculptures of their faces, incorporating aspects of their own culture. During NAIDOC Week, there were lunch time activities in the art rooms, such as sand art, which was inspired by the larger, outdoor sand art, created by one of our valued Indigenous families and selected students.

Indigenous Art was a huge focus for Term 2, with the artwork of Indigenous artists, Albert Namatjira, Bronwyn Bancroft, Queenie MacKenzie and Sally Clark being the inspiration for the students to create Australian landscapes and other abstract artworks. It was during this term that the Year 6 students discovered the English artist, Stephen Wiltshire, an Autistic savant with the amazing gift of being able to produce accurate sketches of cities from memory.

After exploring his artwork, the Year 6 students did an incredible job of creating their own cityscape of Perth. These drawings were inspiring enough for the Pre-Primary students' STEAM project, who in turn, each created a papier mâché sculpture of a skyscraper of their own, which in most cases were taller than the students!

The Master artist, Vincent Van Gogh was the focus for most year levels in Term 3, with some of his most famous artworks being inspiration for our students. Included were sunflower still life collages made by the Year Two students, Irises painted by the Year Five students (in the painterly style of Van Gogh), and the Year Three students painting a mash-up of Starry Night and Sunflowers. The Year One students had the interesting task of making connections with photographs of landscapes and then using the colours from their landscapes to create a pendant made from small plastic cups, which they were able to watch the melting process and how the paint reacted to the heat of the melted plastic. The Year Six students took on the challenging task of building a puppet of a person that inspired them. This experience took some time to complete but, was one of the favourite displays in the Art Room exhibition during Learning Journey night.

While we were unable to conduct a moderation activity with the other CCEN Art Teachers this year, we were able to run a small workshop on the Responding aspect of the Visual Arts Curriculum for the art teachers in surrounding schools. Collaboration and integration of the Arts was seen across the school with the art teachers assisting the classroom teachers with Science, HASS and STEAM projects.

Jo Zangari Christine Borlase Art Specialists



MUSIC

In 2022, the music programs continued at Aubin Grove Primary, led by Ash Bisdee and Vanessa Johnstone, despite being disrupted heavily by the impacts of Covid-19. Our choir programs were unable to run due to COVID restrictions in Semester One and these choir programs for students in Years 3-5 were further impacted for the remainder of the year. The Year 6 students, however, were able to commence a small choir program at the end of Term 3, in order to work towards the Cockburn Music Festival and their end of year Graduation. We had approximately 36 students participate in this choir. The Cockburn Music Festival was hosted at Success Primary School and 9 schools participated with over 600+ students joining together in song.

Many whole school music events were cancelled due to ongoing COVID restrictions including the annual Aubin Grove ANZAC assembly, Harmony Day, the One Big Voice festival, our Drumbeat groups, WAGSMS and the Regent's Garden End of Year Christmas Carols Concert. Our student rock band, Grove Rock, was also unable to recommence in 2022.

We had 44 IMSS students complete a full year of instrumental lessons, which is 2 more than in 2021. Our 2021 IMSS staff included Mrs Betty Young (Brass), Mrs Erryn Booth (Flute), Mr Simon Ravis-Herriman (Guitar) and Ms Jane Taylor (Clarinet). Fortunately, all of our IMSS students were able to play at Open Night for their families at the end of Term 3 and in Term 4, we hosted an instrumental morning at school for our Kindy and Pre-primary students, supported by Mrs Bisdee and Mrs Johnstone. This gave all instrumental students the opportunity to play together as ensembles. This was a great success and very positively received by the students and teachers. In Term 4, the Atwell Area band, directed by Mrs Erryn Booth, toured and visited the school once again with nine of our Year 6 instrumental students as members of the band this year. (This is 5 more students than in 2021.)

As a whole school, we have united on several occasions this year to come together as a school community to celebrate through music and culture; NAIDOC Week (Term 2) and R U OK Day (Term 4). In 2021, we also continued the use of our recess and lunchtime siren songs in place of a traditional siren sound which our students and staff thoroughly enjoy. We have also implemented Mindful Music across the school PA every morning which has helped to set a calm mood to begin our days. Our JAM Captains (Language Arts Captains) were elected as leaders in the arts to assist and support the running of assemblies and whole school events. They were supportive in the leadership of these events and demonstrated a lot of creativity in also helping to create some wonderful social media community posts connecting to special days of the year.

Despite the many disruptions to our music program, we ended the year on a high, bringing the whole school community back together once more with our Aubin Grove End of Year Concert event for K-6, titled "A Night Under the Stars." Following community feedback, we trialled a later start time of 6pm to help avoid vision difficulties of parents looking directly into the afternoon sun. This was well received and it allowed parents more time to help their children get ready after work, without it being a rush.

Ash Bisdee
Vanessa Johnstone
Music Specialists



JAPANESE

The Japanese department is proud of another year of rich learning and thought-provoking experiences in 2022. All students from Pre-Primary to Year Six at Aubin Grove Primary School are lucky enough to get to learn language and culture from such an amazing country as Japan. The exposure to another way of speaking and thinking from such an early age enriches minds and helps all students to learn their own language better and approach the world with a more open-mind. Some specific highlights from the Japanese department in 2022 were:

- Children's Day- where each student contributed something to a display that engulfed the library with rich Japanese culture. Some key pieces included our huge Koinobori (Koi-kites) made from hundreds of smaller origami Kabuto (Samurai helmets), our Japanese-style manhole covers for each prefecture in Japan, and our digital animal posters which displayed impressive creativity from our students.
- The introduction of the BYOD iPad programme in Year 4 has opened up the possibilities for language learning in the school. The creative tools, introduction of the Apple Pencil and overall flexibility and portable nature of the iPads allow students to engage more meaningfully with their learning and saw our Year 4 students take their language learning further with many creative tasks including digital story books.
- Seesaw continued to be an important learning tool for Pre Primary to Year Three students. Audio scaffolds attached to activities help all children to be successful in language tasks. The ability to share these tasks with parents has also been great in encouraging conversations at home about learning.

- Reading and writing of Japanese characters became more prominent in 2022 with our Year One students even being able to read target vocabulary in Hiragana. Students are learning the characters in a fun way and in the context of their target vocabulary and they take great pride in being able to read and select the correct characters to spell words.

We are very proud of our strong Japanese program at Aubin Grove Primary School and look forward to continuing to engage our students in rich authentic learning in Japanese.

Yvette Foulk Siminette Meyer Japanese Specialists



PHYSICAL EDUCATION

Sporting Carnivals

Term One

- Unfortunately due to COVID restrictions, we were unable to compete in the Term 1 Inter School Summer Lightning Carnival. Instead, we gave Year 6 students an opportunity to compete in a Faction Summer Lightning Carnival across the four sports of Basketball, Cricket, Teeball and Volleyball.

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 put their fitness skills to the test.
- 48 students represented Aubin Grove at the Inter School Cross Country event at Harmony PS. These students joined in an early morning runners club, led by a coach from Athletics Western Australia. Aubin Grove placed 1st Overall across 10 schools and were champions amongst the Year 3, 4 and 5 cohorts.
- Our year 6 students competed in the Winter Lightning Carnival at Atwell College. Our teams performed particularly well and showed great sportsmanship in Soccer, Netball, AFL and Modcrosse.

Term Three

- 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.

Term Four

- Kindy to Year 2 students had a great day participating in team games, tabloids, and sprints at the Junior Faction Carnival. Congratulations to Green faction who were crowned the overall winners.

- Our final sporting event for the year was the Inter School Athletics Carnival. Our students demonstrated great teamwork, winning the Overall points as well as the Team Games competition against the nine other competing schools.

Jump Rope for Heart

- In 2022, Aubin Grove Primary School Community collectively raised \$18, 067 for the Heart Foundation, through the Jump Rope for Heart Program. It was the first year that Aubin Grove has taken part in this program. The students improved fitness and determination was a highlight on Jump Off Day, when students from Years 1-6 showcased their skills.

Soccer and Futsal Tournaments

- We thank Emanuel Ribeiro and Marianna Tabain for training our Boys and Girls Glory Cup teams. The selected students competed admirably against schools from across to state at Beale Park in Terms 2 and 3.
- Congratulations to our inaugural Aubin Grove Futsal teams for their efforts in the Primary Futsal State Championships. The boys fought hard and were competitive in all their matches. The girls finished 3rd in their group which resulted in them qualifying for the quarter finals. What a fantastic result.

AFLW

- Our all girls AFL football team travelled to Success PS for our annual all girls AFL Football match. The game was well attended and supported by families and students and was a terrific spectacle. It was a great opportunity for our Year 5 and 6 girls to showcase their skills and we thank Success Primary School for hosting this event.

Sporting Grants

The Physical Education Department received Sporting School grants to invest in coaches from Teeball WA, Modcrosse WA, WA Cricket, Athletics WA and Attaq Volleyball. These coaches were made available to over 800 students in Middle School, Senior School Sport and Pre Primary to Year 2 classes. We used the funding during school hours to impact a larger percentage of our students, as opposed to our morning sessions in previous years.

The grant was also used to purchase new school sporting resources to increase physical activity during recess and lunchtime play.

Swimming

Our students from PP- 6 engaged in the annual Swimming lessons across the year at Kwinana Recquatic Centre. Well done to all students who participated and feedback from the centre and staff was very positive regarding our students.

Farewell

Finally, we farewell our foundation staff member and an integral part of our Aubin Grove Physical Education Program, Mr Craig Fritchley. Craig built the program from the ground up and will forever hold a special place in this community. We wish you all the best at Attadale Primary School and thank you for all of your contributions to the school.

David Alessandrini

Craig Fritchley

Physical Education Specialists



TARGET 1 - SPELLING

Target - Year 3

NAPLAN spelling achievement will exceed like schools for Year 3.

Target not met 

Overview

- Yr 3 are 7 tabled points below like schools.
- From 2017 - 2021 there was an upward trend, but in 2022 we have fallen below like schools.

Key Strategies

- Continue to implement Whole School Letters and Sounds in K - 2.
- Continue to implement 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.
- Implementation of the Whole School Morphology Scope and Sequence K-6.
- Implementation of Mini Lit intervention for Year 2 students and targeted Year 3 students.
- Continue with the resource allocation of the English Instructional Coach to build teacher capacity.
- Appointment of English Intervention Coach to assist teachers in developing strategies to support students at risk.
- Implementation of Whole School Intervention Strategy to support identified students in Years 3-6.

Achievements

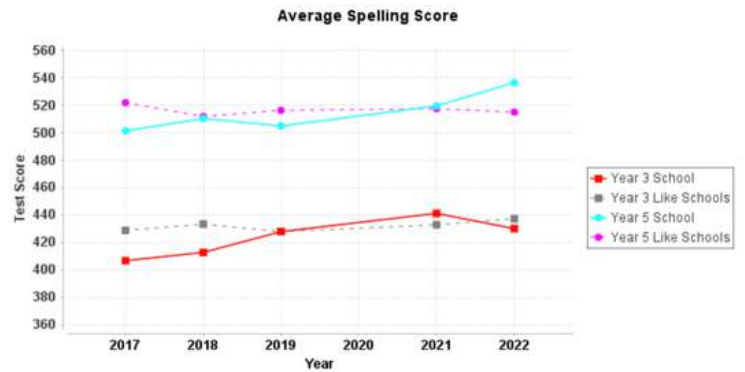
- Morphology Scope and Sequence implemented in 2023.

Recommendations

- Letters and Sounds is implemented with fidelity using the Review, Teach, Practise, Apply model of teaching.
- Continue to regularly monitor student progress in Spelling using Whole School Assessments including the Letters and Sounds Tracking Booklet, Phase 5 Assessment, Words Their Way Inventories in order to target teaching accordingly.
- The English Instructional Coach continues to provide ongoing support and engage in dialogue with teachers to support the implementation of the Morphology Scope and Sequence.

Average Spelling Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	407	429	501	522
2018	413	433	510	512
2019	428	428	505	516
2021	441	433	520	518
2022	430	437	537	515



Target - Year 5

NAPLAN spelling achievement will exceed like schools for Year 5.

Target met

Overview

- Yr 5 are 22 tabled points above like schools.
- NAPLAN data indicates that we are making continued improved progress with an upward trend observed from 2019.

Key Strategies

- Continue to implement Whole School Letters and Sounds in K - 2.
- Continue to implement 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.
- Implementation of the Whole School Morphology Scope and Sequence K-6.
- Implementation of Mini Lit intervention for Year 2 students and targeted Year 3 students.
- Continue with the resource allocation of the English Instructional Coach to build teacher capacity.
- Appointment of English Intervention Coach to assist teachers in developing strategies to support students at risk.
- Implementation of Whole School Intervention Strategy to support identified students in Years 3-6.

Achievements

- Year 5 NAPLAN Spelling data exceeds like schools by 22 tabled points.
- Morphology Scope and Sequence implemented in 2023.

Recommendations

- Continue to regularly monitor student progress using Whole School Assessments such as the Letters and Sounds Tracking Booklet, Phase 5 Assessment and Words Their Way Inventories in order to target teaching accordingly.
- The English Instructional Coach continues to provide ongoing support and engage in dialogue with teachers to support the implementation of the Morphology Scope and Sequence.

READING

Growing life-long learners who flourish in a community, committed to innovation!

TARGET 2 - READING

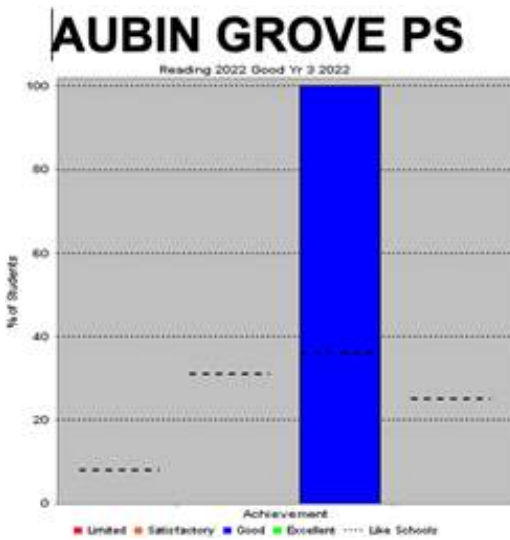
✓ Target met

The percentage of Year 3 and 5 students achieving good and excellent achievement in NAPLAN Reading to match like schools in 2023.

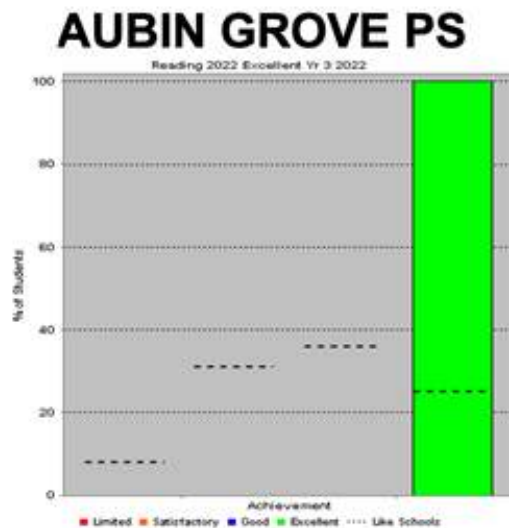
This target has been achieved in both Year 3 and Year 5 in 2022 and is on track to achieve this further in 2023.

YEAR 3 ACHIEVEMENT

Good

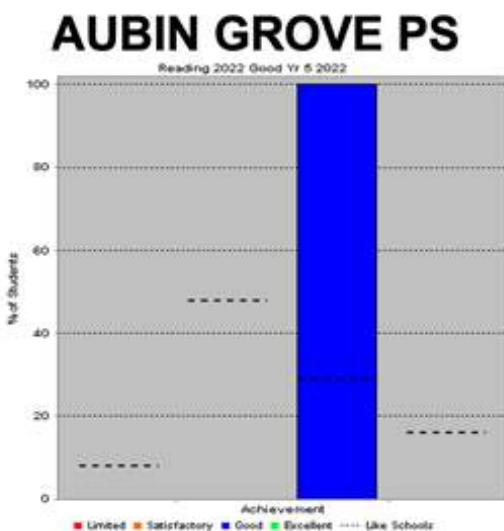


Excellent

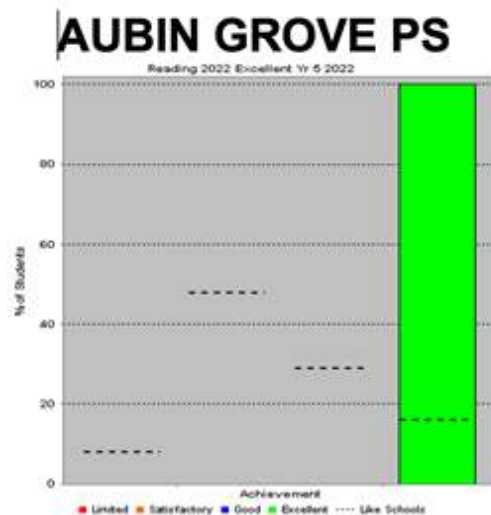


YEAR 5 ACHIEVEMENT

Good



Excellent



ACHIEVEMENTS

- In 2022, 93% of students achieved above National minimum standard in Reading, continuing the upward trajectory with a 7% improvement from 2019.
- All students in the stable cohort identified as at risk in Pre-Primary (2019) achieved at or above minimum standard in NAPLAN Reading in Year 3 (2022).
- 85% of these students scored above the NAPLAN minimum standard for Reading.
- Between 2019 and 2022, 53% of students identified as at risk in Pre-primary achieved High and Very High progress in NAPLAN Reading.

RECOMMENDATIONS

- Continue to ensure all students have access to a quality Tier 1 program by following AGPS Whole School approaches in English.
- Continue to closely monitor and track the progress of students identified as at risk in Literacy from PP-Year 3.
- Continually track and monitor the progress of students identified as at risk in Literacy from Years 3-6.
- Continue to analyze and interrogate assessment data as part of the teaching and learning cycle to assist teachers with quality curriculum differentiation.
- Targeted PL to upskill staff to develop rich oral language in the classrooms through the Talk for Writing program from K-1.
- Focus on explicitly teaching Morphology using the AGPS scope and sequence across all learning areas to build vocabulary and spelling knowledge.



TARGET 3 - READING

Percentages of students Above, At, and Below National Minimum Standard Levels

NAPLAN National Minimum Standard (NMS)	NAPLAN - Reading					
	2019		2021		2022	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Above NMS	86%	92%	90%	94%	93%	93%
At NMS	12%	4%	9%	4%	6%	4%
Below NMS	1%	4%	1%	2%	2%	4%

Percentages may not add up to 100% due to rounding.

TARGET

Target 3: By 2023, 90% of students identified as being at educational 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.

Target not met 

OVERVIEW

- Aubin Grove Primary is committed to building a strong foundation for all students and we believe early intervention is key to enable all students to become successful learners. At AGPS, all students identified in the On Entry assessment in Pre-primary as being at educational risk are closely monitored every year. If required, these students receive literacy intervention to develop strong phonemic awareness and phonic knowledge.
- Key Strategies
- Early identification of students at risk using On Entry assessment.
- Introduce effective reading assessments to measure student progress and allow teachers to use this data to effectively differentiate the curriculum for all students.
- Closely track and monitor students identified as at risk using effective fine grained assessments (Letters and Sounds Tracking, Reading Diagnostics, Cubed-Narrative Language Measures, Dibels reading fluency, PAT-R)
- The Aubin Grove Intervention Literacy Support team worked with identified students to improve their reading ability using evidence based approaches focused on developing phonemic awareness, phonic knowledge and fluency.
- MiniLit Sage is used for explicit teaching of spelling and phonics for identified students in Year 2
- Cracking the Code Phonological Awareness program (K-PP) and Heggarty (Yr 1+) are used for explicit teaching of phonemic awareness across the school
- Consistent, quality English instructional processes are adopted across K-6.
- Letters and Sounds used for the explicit teaching of spelling and phonics K-2
- Explicit teaching of morphology using the Aubin Grove Morphology Scope and Sequence to improve vocabulary, spelling and reading comprehension.
- A strong focus on developing reading fluency using timed Repeated Readings.

TARGET 4 - READING

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

This target is unable to be measured in 2022 as the current Year 5 students were unable to complete NAPLAN when they were in Year 3 due to COVID.

OVERVIEW

Aubin Grove Primary School implements a whole school approach to Reading through the application of evidence-based literacy activities. At AGPS, we adopt explicit teaching practices to clearly show students what to do and how to do it. We are committed to ensuring every child has the opportunity to be a successful learner. Our approach is guided by the latest research and our teaching is refined continually through our use of current research and data. Literacy Blocks follow a whole school lesson design that includes explicit teaching of concepts which are implemented using the gradual release model and incorporate integrated collaborative and independent activities.

KEY STRATEGIES

- Consistent, quality English instructional processes are in place across the school including the structure of the English Block.
- Building teacher capacity through specialist support in Reading with Pedagogical Leaders.
- The use of effective reading assessments to monitor students progress, achievement and supportive goal setting.
- High achieving students are identified and provided with opportunities for challenge and extension.
- Consistent whole school approaches to identifying, monitoring and supporting Tier 2 and Tier 3 students.
- Letters and Sounds is used for the explicit teaching of reading, spelling and phonics in Years K -2.
- An integrated Morphology Scope and Sequence is used for explicit teaching of vocabulary and comprehension strategies.
- Literacy intervention identifies students, who are tracked and supported to improve their reading progress through the use of Letters and Sounds program.
- Educational Cafes provide assistance to parents with supporting their child's reading progress.
- Using whole school Scope and Sequences for Sentence Structure, Writing, Genres and Grammar and Punctuation to assist reading development, fluency and comprehension.

ACHIEVEMENTS

- In Year 3 62% of students are above like schools for Good achievement.
- In Year 3 68% of students are above like schools for Excellent achievement
- In Year 5 65% of students are above like schools for Good achievement.
- In Year 5 82 % of students are above like schools for Excellent achievement.
- The creation of a whole school English Navigational Tool aligned to the Science of Reading research with links to the whole school created scope and sequences, English Block structure, lesson designs and support materials.
- Successful capacity building of staff who engage with Pedagogical Leaders to improve practice.
- The use of data analysis to track progress and set goals.

FUTURE RECOMMENDATIONS

- Continue to mentor and coach teaching staff in best practice in Reading through Pedagogical Leaders.
- Continue with Learning walks and induction processes for new and returning staff.
- Continue to focus on reading and comprehension strategies through explicit teaching of word recognition through phonological awareness, decoding and sight recognition.
- Continue to focus on reading and comprehension strategies through explicit teaching of language comprehension through background knowledge, vocabulary, language structures, verbal reasoning and literacy knowledge.
- Targeted professional learning to enhance teacher capacity, assessment practices and data literacy.
- Promote collaborative cultures to integrate data, enhance moderation and plan quality curriculum differentiation.
- Continue to build community relationships with support for parents via Educational Cafes.



NUMERACY

TARGET 5 - MATHS

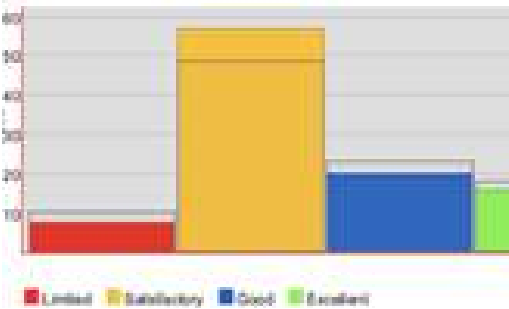
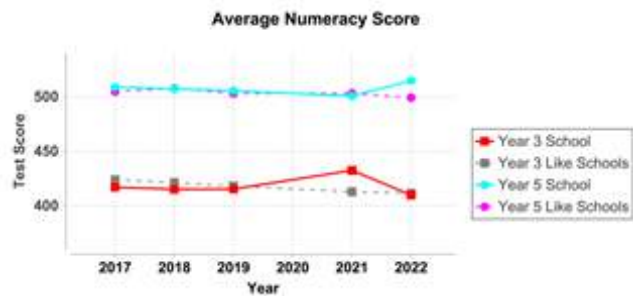
By 2023, the NAPLAN Numeracy achievement will exceed like schools for:

Year 3 -  **Not Met**

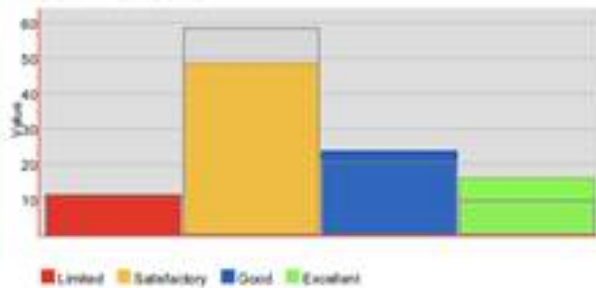
Year 5 -  **Met**

Average Numeracy Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	417	424	509	505
2018	415	421	507	508
2019	415	418	505	503
2021	432	413	501	503
2022	410	412	515	499



Year 3 achievement



Year 5 achievement

OVERVIEW

Aubin Grove Primary School uses a whole school approach to numeracy through the gradual Release Model. It delivers a balanced Mathematics program, incorporating explicitly modelled content which is consolidated through guided, collaborative and independent activities. It includes the four Mathematics proficiency strands of Fluency, Understanding, Problem Solving and Reasoning. Our numeracy blocks follow a whole school lesson design which includes a Warm-up, Mental Strategies, explicitly taught content and COSIC Problem Solving.

KEY STRATEGIES

- A consistent whole school Mathematics Block is delivered in each classroom from P-6.
- The COSIC Framework is implemented as a whole school approach to support the development of the Problem-Solving proficiency strand.
- Maths Plus was introduced as the recommended resource for overview planning and lesson design from P- 6.
- A scope and sequence is used to guide the explicit teaching of mental maths and basic facts across the school.
- The PAT platform is utilised to monitor student progress and achievement, support student goal setting and guide planning.
- Building teacher capacity through the specialist support of an Instructional coach with a focus on Problem Solving.
- High achieving students are identified and provided with opportunities to be included in Academic Extension Programs.
- Whole school events are delivered to lift the profile of Mathematics across the school.
- Funds were allocated for the purchase of resources to support the delivery of Mathematics using concrete materials.

ACHIEVEMENTS

- Year 5 students achieved 16 NAPLAN points above like schools in 2022.
- Implementation of Math Plus as a whole school resource to support teaching and learning in Mathematics.
- Began the process of a gradual roll-out of individual classroom resource trolleys. This aided teachers to provide hands-on lessons to increase student engagement.

RECOMMENDATIONS

- Continue to utilise Instructional Coach to mentor and coach staff in best practice in Mathematics.
- Targeted professional learning in order to upskill staff in using high impact teaching strategies in Mathematics, in particular with Maths Warmups
- Teachers will engage in Maths Warmups at the beginning of each lesson that includes the Mathematics Proficiency strands to support student learning and achievement.
- Continue the roll-out of individual classroom resource trolleys.
- Plan and implement Mathematics whole school events each term designed to raise the profile of Mathematics across the school.
- Introduce and finance the use of Mathletics from Years 4 to 6 to help consolidate taught concepts and increase student engagement.
- Maths Plus will be fully implemented by all teachers from P to 6 as the primary planning resource.
- A move from PAT Linear testing to PAT Adaptive testing in order to cater for individual student achievement and provide clearer data. PAT testing will be scheduled 3 times per year so that student progress and achievement can be tracked efficiently.

TARGET 6 - POSITIVE EDUCATION

Health

TARGET - The average rating score for health will increase to 8 out of 10.

Target met - 8.0 ✓

The 2022 overall AWE health rating is 8.0 which means our business plan target has been achieved.

Happiness

TARGET - The average rating score for happiness will increase to 8 out of 10.

Target not Met- 7.4 ✗

7.4 (increased by 0.3 points from 2021)

Resilience

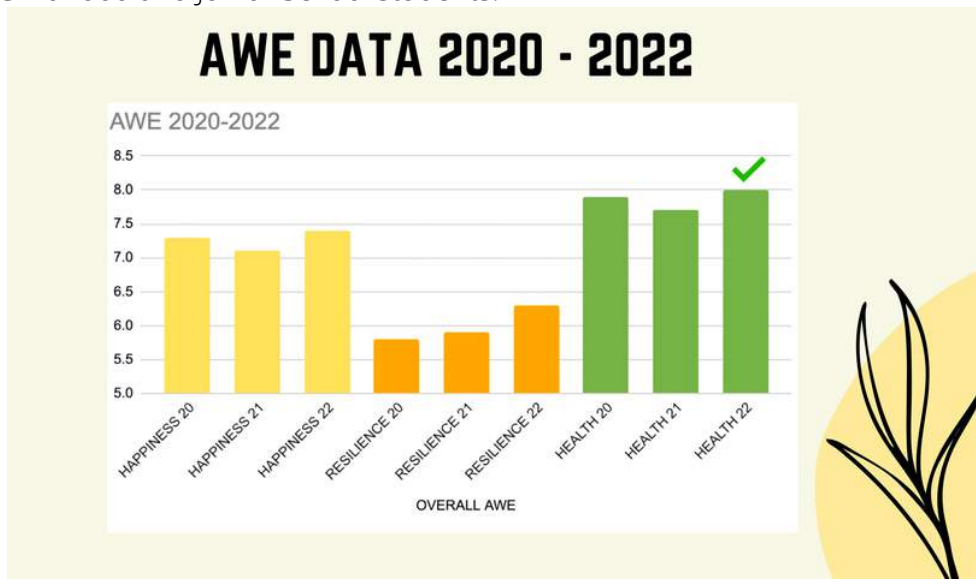
TARGET - The average rating score for resilience will increase to 6.5 out of 10.

Target not met- 6.3 ✗

6.3 (increased by 0.4 points from 2021)

RECOMMENDATIONS

- Continue implementing the whole school approach to the PEEC curriculum (Positive Education Enhanced Curriculum to explicitly teach the knowledge, skills and strategies in developing good mental health and wellbeing practices.
- Continue to monitor students in Year 3 -6 health and wellbeing through administering the AWE (Assessing Wellbeing in Education) survey each year.
- Explore with School Psychologists how we could assess the perceived health and wellbeing of our Early Childhood and Junior School students.





HIGH IMPACT TEACHING

TARGET 7: HIGH IMPACT TEACHING

By 2023, the percentage of students agreeing that “Teachers Plan and Implement Effective Teaching and Learning” in the Student Voice Survey, will increase by 10%

Not met (data has remained stable over the 2021-2023 timespan) ❌

OVERVIEW

The Visible learning journey at Aubin Grove PS started in 2016 as a response to the findings of John Hattie’s research into effective teaching practice. In partnership with Corwin Australia, AGPS embarked on a journey to embed high impact teaching strategies in every classroom, every day. Teacher clarity in setting learning intentions and related success criteria for every teaching and learning experience has ensured that aspects of Visible Learning are embedded across the school. This is evident through classroom observation, teacher planning, lesson implementation and regularly collected data and reflected in whole school approaches and documentation. Our staff believe they are lifelong learners who regularly set goals in order to improve their practice, collect data on their impact and reflect on that data to maximise their impact on teaching and learning.

KEY STRATEGIES

- Learning walks for new staff and graduate teachers to provide immersive experiences in explicit teaching of English and Mathematics ensuring Visible Learning is evident in modelled practice.
- All new staff to AGPS engage in a comprehensive induction with an emphasis on embedding visible learning strategies and goals into everyday teaching practice.
- Comprehensive Professional Development has been systematically presented to all staff by Corwin Australia to ensure best practice targeted strategies are employed by teachers in the classroom in all areas of teaching and learning.
- Instructional coaches in English and Mathematics ensure that Visible Learning practice and strategies are embedded in modelled lessons.
- When developing hard slides and resources, these always have a Visible Learning component embedded into the lesson to ensure consistent, low variance teaching of visible learning throughout the school.



- Systematic annual data collection elicits a student voice and measures our progress towards achieving our visible learning target.
- All classrooms display the Aubin Grove Learner Qualities. Teachers explicitly teach the learner qualities, recognise and give the students feedback in relation to them and teach students to recognise their own use of the learner qualities.

ACHIEVEMENTS

In 2022, AGPS was recognised as being a certified Level 3 Visible Learning+ Certified School. This acknowledged the exceptional evidence presented to Corwin of the journey from evidence to impact of Visible Learning throughout the school. Visible Learning is authentically embedded in the pedagogical approach at AGPS and effectively contributes to the high impact teaching evident in all classrooms and learning areas.

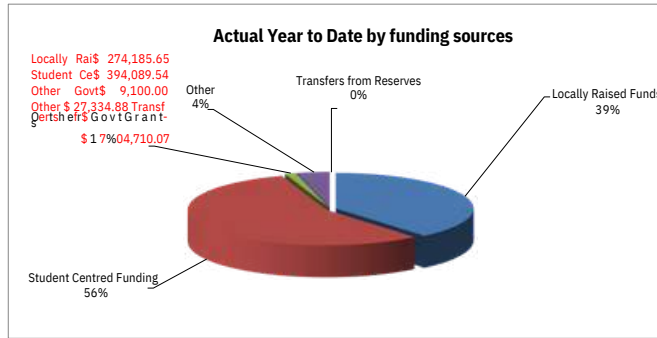
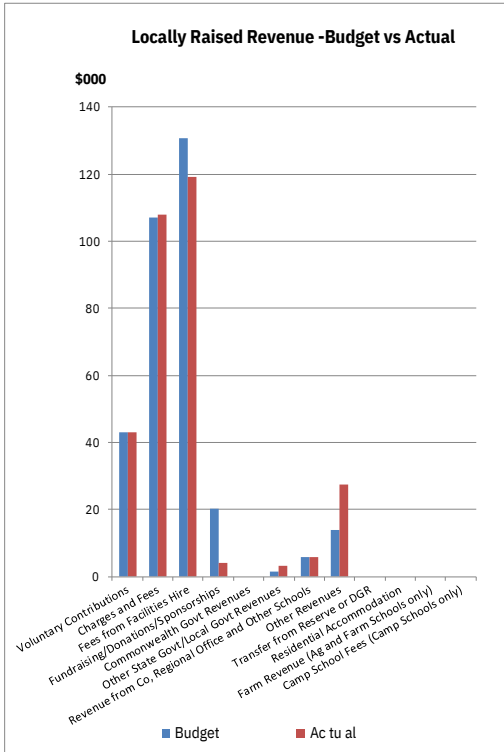
RECOMMENDATIONS

- In 2023, specific focus areas have been identified as areas of development. The intentional use of feedback and goal setting to enhance student learning will be the intentional focus for the year.
- The development of supportive structures and frameworks to align visible learning goals to the pedagogical framework will ensure visible learning remains a priority area and contributes to the quality high impact teaching evident at AGPS.

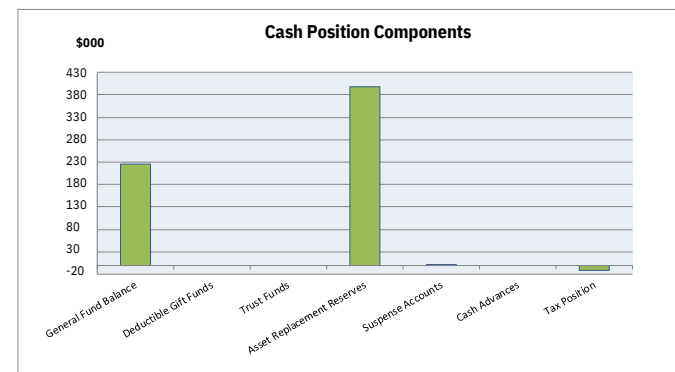
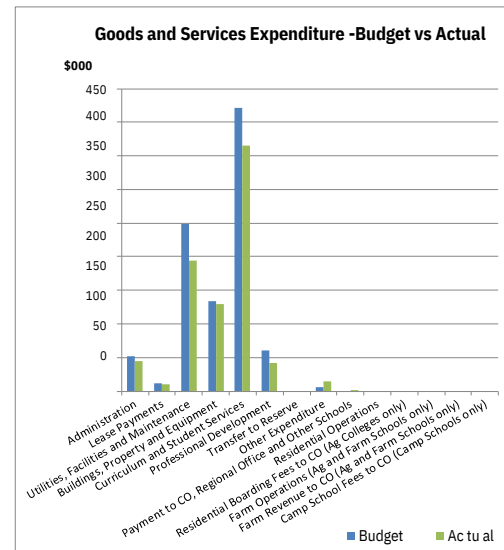


Aubin Grove PS
Financial Summary as at
31/12/2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions\$ 42,966.00		\$ 43,048.20 \$
2	Charges and Fees\$ 107,012.99		107,958.60 \$
3	Fees from Facilities Hire\$ 130,609.09		119,172.71 \$ 4,006.14
4	Fundraising/Donations/Sponsorships\$ 20,400.00		\$ -
5	Commonwealth Govt Revenues\$ -		\$ 3,300.00 \$ 5,800.00
6	Other State Govt/Local Govt Revenues\$ 1,650.00		\$ 27,334.88 \$ -
7	Revenue from Co, Regional Office and Other Schools\$ 5,800.00		\$ -
8	Other Revenues\$ 14,035.89		\$ -
9	Transfer from Reserve or DGR\$ -		\$ -
10	Residential Accommodation\$ -		\$ 310,620.53 \$
11	Farm Revenue (Ag and Farm Schools only)\$ -		322,008.34 \$
12	Camp School Fees (Camp Schools only)\$ -		394,089.54 \$
	Total Locally Raised Funds\$ 322,473.97		1,026,718.41 \$
	Opening Balance\$ 322,008.00		9,415,230.00 \$
	Student Centred Funding\$ 349,095.00		10,441,948.41
	Total Cash Funds Available\$ 993,576.97		
	Total Salary Allocation\$ 9,415,230.00		
	Total Funds Available\$ 10,408,806.97		



	Expenditure - Cash and Salary	Budget	Actual
1	Administration\$ 51,850.00		\$ 44,504.41 \$
2	Lease Payments\$ 12,000.00		10,543.64 \$
3	Utilities, Facilities and Maintenance\$ 248,710.00		193,599.03 \$
4	Buildings, Property and Equipment\$ 134,026.00		128,919.36 \$
5	Curriculum and Student Services\$ 421,235.00		365,531.88 \$
6	Professional Development\$ 60,000.00		42,289.44 \$ -
7	Transfer to Reserves\$ -		\$ 14,842.35 \$ 1,122.73
8	Other Expenditure\$ 6,000.00		\$ -
9	Payment to CO, Regional Office and Other Schools\$ -		\$ -
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)\$ -		\$ 801,352.84 \$
14	Camp School Fees to CO (Camp Schools only)\$ -		8,890,562.00 \$
	Total Goods and Services Expenditure\$ 933,821.00		9,691,914.84
	Total Forecast Salary Expenditure\$ 8,890,570.00		
	Total Expenditure\$ 9,824,391.00		
	Cash Budget Variance\$ 59,755.97		



Cash Position Components	
	Bank Balance\$ 613,629.77
Made up of:	
1	General Fund Balance\$ 225,365.57
2	Deductible Gift Funds\$ -
3	Trust Funds\$ -
4	Asset Replacement Reserves\$ 397,378.00
5	Suspense Accounts\$ 1,352.20
6	Cash Advances\$ -
7	Tax Position\$ (10,266.00)
	Total Bank Balance\$ 613,629.77

Dianne Podmore
Manager of Corporate Services