SUBIACO PRIMARY SCHOOL

ANNUAL REPORT
2009

Giving it ... Our Best since 1897

Department of
Education
and Training
Subiaco Primary School has clear vision and purpose, striving to always be recognised as a school focusing on excellence in student performance, participation and breadth of community involvement.

Our school’s Vision “In our school community we strive to achieve our best and make a positive contribution to society” is known by all.

We aim to achieve this through:
• Learning for excellence and achievement that is responsive to the needs of our students.
• Collaboration that optimises community partnerships.
• A well resourced, nurturing and stimulating learning environment.
• A culture of shared school leadership empowers a cooperative, engaged staff.

Through our motto “Our Best” we endeavour to provide the best possible education for each child who attends our school, ensuring they develop a broad range of skills to enable them to develop responsibility for their own direction and to adapt to a changing world.

This is reflected through our school’s beliefs which recognise the importance of:
• providing positive learning experiences;
• promoting relevant innovations to enhance learning;
• accepting the abilities and individual needs of each other;
• encouraging everyone to take pride in their endeavours; and
• providing a safe, secure, nurturing environment for the school community.

We are committed to developing the values we believe are critical to producing the best possible outcomes for our students:
• There is a commitment to team work;
• Honesty and integrity are imperative for improving performance;
• Effort is recognised, skills & ability developed and initiative encouraged; and
• Our school’s rich history is respected and nurtured.

Subiaco Primary School aims to foster and strengthen links between children, staff, parents and members of the broader community through:
• Two way communication focusing on student progress and educational programs;
• Community involvement that will enrich the educational program; and
• The provision of opportunities for involvement in school decision making.

SCHOOL FEATURES
Subiaco Primary School was built in 1897 and was extensively renovated in 1997 as part of our centenary celebrations. The community of Subiaco has a wide variety of socio-economic backgrounds and family structures and holds an extremely strong sense of ownership and pride towards our school. School classrooms are housed in the original buildings. Some of the new buildings include a Staffroom and Library Resource Centre, a multi purpose room used for our Art/Craft and Technology and Enterprise Learning Areas, as well as a room devoted to our Music program.

There are eighteen classrooms (including off site Pre Primary and Kindergarten) that cater for students from Kindergarten to Year 7.
Our Parents and Citizens Association (P&C) has supported learning programs and enhanced development of the school grounds. On site facilities include a large covered assembly area and tennis/basketball courts. The school is also one of the few government primary schools which boasts a six lane, 17-metre swimming pool which is maintained by our Parents and Citizens Association.

In 2009 the Building Education Revolution maintenance program enabled painting and carpeting of the administration, all classrooms, lower and upper halls and library and music room.

**OUR ENROLMENT PROFILE**

<table>
<thead>
<tr>
<th>Years</th>
<th>Enrolments 2008</th>
<th>Enrolments 2009</th>
<th>Enrolments 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>62</td>
<td>58</td>
<td>54</td>
</tr>
<tr>
<td>Pre Primary</td>
<td>61</td>
<td>64</td>
<td>68</td>
</tr>
<tr>
<td>Year 1</td>
<td>60</td>
<td>58</td>
<td>71</td>
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<tr>
<td>Year 2</td>
<td>53</td>
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<td>Year 3</td>
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<td>Year 4</td>
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<tr>
<td>Year 5</td>
<td>45</td>
<td>46</td>
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</tr>
<tr>
<td>Year 6</td>
<td>27</td>
<td>53</td>
<td>38</td>
</tr>
<tr>
<td>Year 7</td>
<td>58</td>
<td>23</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td>466</td>
<td>484</td>
<td>507</td>
</tr>
</tbody>
</table>

Our enrolment figures for 2009 were around 484 children spread from Kindergarten through to Year 7.

Subiaco Primary School operates as a local intake area school to ensure there is provision for local students to attend.

**STUDENT NUMBER TRENDS** (based on Semester 2 Census Data)

<table>
<thead>
<tr>
<th>Year</th>
<th>Kindergarten</th>
<th>Pre Primary</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>62</td>
<td>61</td>
<td>60</td>
<td>53</td>
<td>61</td>
<td>39</td>
<td>45</td>
<td>27</td>
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<td>466</td>
</tr>
<tr>
<td>2009</td>
<td>58</td>
<td>64</td>
<td>58</td>
<td>64</td>
<td>57</td>
<td>62</td>
<td>46</td>
<td>53</td>
<td>23</td>
<td>484</td>
</tr>
</tbody>
</table>

**ATTENDANCE OVERALL PRIMARY**

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>94.4%</td>
<td>93.1%</td>
</tr>
<tr>
<td>2008</td>
<td>94.0%</td>
<td>92.6%</td>
</tr>
<tr>
<td>2009</td>
<td>94.4%</td>
<td>92.9%</td>
</tr>
</tbody>
</table>
Attendance levels are influenced by a significant number of students who leave to go on extended
holidays with their family. Strategies are planned to help ensure these students’ needs are met upon their
return and to convince our parents of the need to ensure their children’s learning is not interrupted.

OUR PRIORITIES FOR 2009
Our focus for 2009 was to continue a cycle of planning, implementing and reviewing strategies to
achieve improved outcomes through:

• Mathematics
• Reading
• Science
• Health and Wellbeing.

These areas support direction set in the Plan for Government Schools and outlined in the document
Focus 2009 - Directions for Schools.

MATHEMATICS
A whole school Numeracy Policy was developed in 2009. Mathletics, an online Maths program was
introduced for all students from Year 1-7. This was one of a range of strategies including K-10 syllabus,
First Steps maths, problem solving, hands on activities, learning centres, games and work books that
teacher use to teach students maths concepts.

For the duration of a term, all classes from Years 1-7 participated in a Subi Sums mental maths
competition, whereby every fortnight the percentage improvement was calculated and awards presented.

ENGLISH
A whole school Literacy Policy was developed in 2009. The process to develop the Literacy Policy
included an audit of Literacy values and beliefs, analysis of NAPLAN and use of K-10 Syllabus to inform
the Reading operational plan. Teachers reflected on plans, set individual goals and linked the whole
school literacy plan to learning team and classroom plans every term. Collaboration opportunities were
provided and the support timetable changed each term to reflect student needs.

SCIENCE  WAMSE Relative Assessment
Our Year 5 and 7 students participated in the WAMSE assessment and achieved as expected when
compared with like schools. 68% of Year 5 students and 87 % of students achieved at or above the
WAMSE Test Standard.

SOCIETY AND ENVIRONMENT  WAMSE Relative Assessment
Our Year 7 students participated in the WAMSE assessment and achieved as expected when compared
with like schools. 87 % of students achieved at or above the WAMSE Test Standard.
HEALTH AND WELL BEING
Teachers planned using the K-10 Syllabus Health Scope and Sequence. In February, students participated in activities to promote awareness of the Victorian Bush Fires and raised $2490.45. A highly successful Harmony Day took place on 20 March where students were organised into vertical groups for an activity based morning. Everyone worked together co-operatively and spread the message of cultural diversity and acceptance. The Pizza Project was made possible via a $2 500 grant from Healthway secured by the Healthy Eating Committee. Pizzas were selected as the ‘vehicle’ for promoting healthy meal choices due to their widespread appeal and versatility for including a diverse range of vegetables. For Cycle to School Day in March students decorated their bikes and enjoyed a healthy breakfast supplied by the City of Subiaco. In November, student participated in Walk to School.

OUR STAFF
The appointment of staff has been through a combination of central office placements and merit appointments. Teaching experience ranges from graduates to 20+ years. Subiaco Primary School is keenly sought by teachers and non-teaching staff and there are approximately forty three staff, including the appointment of a Chaplain, a position partly funded by our P&C Association. Mrs Craig retired in July 2009 and had association with the school for 11 years teaching children in our Pre primary classes. All teaching staff possess professional requirements to teach in Western Australian schools and are registered with the Western Australian College of Teaching.

STAFF ATTENDANCE
Staff Information - Staff Numbers

<table>
<thead>
<tr>
<th>Staff</th>
<th>Number</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principals</td>
<td>2</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Total Administration Staff</strong></td>
<td>4</td>
<td><strong>3.0</strong></td>
</tr>
<tr>
<td>Teaching Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 3 Teachers</td>
<td>2</td>
<td>2.0</td>
</tr>
<tr>
<td>Teachers</td>
<td>25</td>
<td>21.7</td>
</tr>
<tr>
<td><strong>Total Teaching Staff</strong></td>
<td>27</td>
<td><strong>23.7</strong></td>
</tr>
<tr>
<td>School Support Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical/Administrative</td>
<td>3</td>
<td>1.9</td>
</tr>
<tr>
<td>Other Non-Teaching Staff</td>
<td>9</td>
<td>6.4</td>
</tr>
<tr>
<td><strong>Total School Support Staff</strong></td>
<td>12</td>
<td><strong>8.3</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>43</td>
<td><strong>35.0</strong></td>
</tr>
</tbody>
</table>

PROFESSIONAL LEARNING
All professional learning undertaken supported either our school’s priorities for 2009 or Departmental initiatives. This took place on School Development Days, through the provision of relief teachers financed through our Salary Pool ($25,000 allocated), or during personal time. All teachers participated in professional learning activities. Activities included: Introduction to K-10 Syllabus, portal resources and K-10 Scope and Sequence in Maths and Reading. Outside facilitators provided professional learning to all staff in Metacognition and Reflection, Health and Wellbeing, Quality feedback and Spelling. Two administration staff attended Leading Effective Teaching and Learning New Directions professional learning. The average expenditure per teacher was $1750.00

SCHOOL CHAPLAIN
Our school community greatly values the quality support available though our Chaplaincy program evidenced in their part funding of the position. Our Chaplain works within the school building
relationships with students, families and staff. She serves as a mentor, a positive role model and provides a link between members of the school community, as well as between schools and other local communities. Funding of $20,000 has been approved annually through the Federal Chaplaincy Program for the provision of a Chaplain for 2009-2011.

THE LEARNING ENVIRONMENT

Our teaching and learning program caters for students ranging from Kindergarten through to Year 7. Specialist teachers are employed for the areas of:

- Languages. The teaching of French to students in Years 1-7.
- Music. Our Music program includes an extensive SIMS (School of Instrumental Music) program catering for students in Years 3-7 providing instruction in violin, viola, clarinet, flute and brass.
- Physical Education.

We constantly seek improvements to the learning environment through:

- Regular meetings of staff, School Executive, School Council and P&C.
- Parent Information Sessions informing parents and caregivers of our teaching & learning program.
- School Self Assessment processes.
- Feedback from students through meetings of Student Leaders & informal discussion.

STUDENT ACHIEVEMENT

Data collection is ongoing and is based on our school’s Management Information System. One key part of our data collection is via NAPLAN (National Assessment Program Literacy and Numeracy) which focuses on analysing student performance in the completion of tasks in Mathematics, Reading, Writing and Spelling and Language Conventions. NAPLAN assessment is undertaken with all students in Years 3, 5 and 7.

The following table shows the percentage of students from Subiaco Primary School who are at or above National Minimum Standards in 2009 compared with those in 2008.

<table>
<thead>
<tr>
<th></th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Reading</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>100</td>
<td>97.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>98.1</td>
<td>100</td>
<td>97.7</td>
</tr>
<tr>
<td>Punctuation &amp;</td>
<td>100</td>
<td>100</td>
<td>97.7</td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The staff and School Council have analysed the strengths and weaknesses of particular cohorts using both NAPLAN and other data sources and have allocated resources accordingly. Spelling and Punctuation & Grammar have been selected as priority areas in 2010 as a result of data analysis.

VALUE ADDING

At Subiaco Primary we are able to add value to our educational program through a range of programs. Our Maths, Reading, Science and Health and Wellbeing (see priority areas) and Music, Languages, Physical Education and Information Communication and Technology (see special programs) are examples of this.

Our students achieved pleasing results when they voluntarily participated in the University of NSW International Competitions and Assessments for Schools. Lydia Matthews was awarded a medal for scoring the highest mark in English out of all participants in her year level in Western Australia. In Maths 73 students participated and were awarded 2 High Distinction, 11 Distinction, 28 Credit and 32 Participation Certificates. In English we were awarded 4 High Distinction, 10 Distinction, 16 Credit and 43 Participation Certificates.

In 2009, Subiaco Primary had 33 students from Year 5-7 attend PEAC courses. In addition, 5 students received PEAC Art places.

10 Year 7 and 3 Year 6 students were offered academic or music scholarships for secondary schools.
The above graph compares the student cohort who sat the NAPLAN assessment in Year 3 and then in Year 5 in Reading. Subiaco Primary has made pleasing progress when compared with like schools. Almost 20% of students have made very pleasing progress over time, 25% received high progress, 27% moderate progress. Approximately 22% of students are shaded pink. The pink shading refers to the percentage of students who attained excellent achievement over both assessments.

The above graph compares the student cohort who sat the NAPLAN assessment in Year 3 and then in Year 5 in Numeracy. Subiaco Primary has generally made pleasing progress when compared with like schools. Almost 10% of students have made very pleasing progress over time, 28% received high progress, 13% moderate progress. Approximately 47% of students are shaded pink. The pink shading refers to the percentage of students who attained excellent achievement over both assessments.
The above graph compares the student cohort who sat the NAPLAN assessment in Year 5 and then in Year 7 in Reading. Subiaco Primary has made pleasing progress when compared with like schools. Approximately 20% of students have made very pleasing progress over time, 14% received high progress, 8% moderate progress. Approximately 50% of students are shaded pink. The pink shading refers to the percentage of students who attained excellent achievement over both assessments.

The above graph compares the student cohort who sat the NAPLAN assessment in Year 5 and then in Year 7 in Numeracy. Subiaco Primary has made pleasing progress when compared with like schools. Approximately 20% of students have made very pleasing progress over time, 7% received high progress, 20% moderate progress. Approximately 43% of students are shaded pink. The pink shading refers to the percentage of students who attained excellent achievement over both assessments.
VALUE ADDING – STUDENT PERFORMANCE – LONGITUDINAL SUMMARY

AVERAGE NUMERACY SCORE

The 2005 Year 3 cohort have maintained results consistent with like schools for their three tests. The 2006 Year 3 cohort went from achieving below like schools to finishing above in 2008.

NUMERACY LONGITUDINAL SUMMARY (2005 -2009)

AVERAGE READING SCORE

The current Year seven cohort has maintained consistent results in comparison with Like Schools over the three tests they have participated in, scoring results equal to or slightly above. In 2009, Years 3, 5

READING LONGITUDINAL SUMMARY (2005 -2009)
and 7 students were all very close to achieving similar results to Like Schools. The 2009 Year 5 students achieved comparatively

**AVGARE SPELLING SCORE**

![Graph showing average spelling scores for different years and school levels.]

**COMPARING AVERAGE SPELLING SCORES**
Year 7 results have improved and remained ahead of Like Schools. Year 5 results have dipped slightly, losing the advantage over Like Schools and Year 3s have improved their scores to sit comfortably alongside Like Schools.

**AVGARE PUNCTUATION & GRAMMAR**

![Graph showing average punctuation & grammar scores for different years and school levels.]


COMPARING AVERAGE PUNCTUATION AND GRAMMAR RESULTS
While the significant increase in Year 3 results from 2008 to 2009 is encouraging, the measurable drop in Years 5 and 7 results are cause for concern and is to be addressed through the school priority of Grammar and Punctuation in 2010

RECOMMENDATIONS
Spelling and Grammar & Punctuation have been identified as new priority areas and Reading will continue as a priority area in 2010. To support this priority, 0.1 staffing (Level 3 Classroom time) has been allocated. The whole staff will be involved early in 2010 to revisit the Whole School Literacy plan and have input into the operational plans.

The administration has worked with staff to analyse NAPLAN and WAMSE results. Whole cohorts and subgroups (Boys/LBOTE) are analysed. Specific teaching and learning adjustments are made and collaboratively planned by staff as a result. Quality extension programs over sustained periods of time need to continue to be investigated and put into place as per 2009 programs eg. Year 2 Maths & literacy, Year 3 Maths, Year 4 Literacy, Year 4 & 6 Problem Solving.

The support teacher timetable will change each term reflecting needs across the school.

STUDENTS WITH SPECIAL NEEDS
Students who experience difficulties with their learning are provided with additional support through the development of Individual Education Programs (IEPs), Group Education Plans (GEPs) or behaviour modification plans.

Special support programs are also in place across the school based on need and are provided by both teachers and Education Assistants. Additional programs offering support, include the School Volunteer Program or via programs such as Reading Recovery and Earobics. Academically talented students are provided with opportunities to extend their learning through Primary Extension and Challenge (PEAC) programs in Years 5, 6 & 7. Academic Extension is also provided through differentiated curriculum in the classrooms.

A locally developed assessment profile, as well as Literacy and Numeracy Net where appropriate, are used to help track the progress of Kindergarten and Pre Primary students with learning needs more effectively. Phonological Awareness skills are monitored using SPAT testing in Semester 1 & 2 for Pre Primary students.

ENGLISH AS A SECOND LANGUAGE
Subiaco Primary was appointed a 0.4 ESL teacher in Term 4, 2009. Both in class support and withdrawal modes are used depending on student need. Vertical grouping is used if required and programs are provided to identified students requiring intervention across ESL Progress Maps Levels 1-3. There is ongoing liaison with the class room teacher so that the program is contextually based.

SPECIAL PROGRAMS
MUSIC
Music continued to play an important role in our school curriculum with the featuring of performances in music at school assemblies, special occasions and concerts and with many students being involved in festivals such as Children Sing and the Massed Choir Festival. The School of Instrumental Music program continued with students studying flute, violin, clarinet, brass and cello.

LANGUAGES
The teaching of French included all students in Years 1-7. This program featured in school assemblies and special events, with the whole school participating in a French community song for the end of year assembly. Links with classroom activities and other learning areas have been emphasised throughout the school year. Values and cooperative learning were central to classroom activities, with a focus on mental maths, completing ‘Subi Sums’ in French and telling the time together with Listening, Speaking,
Viewing, Reading and Writing skills. The Tour de France teams and route were researched and followed in July, leading into learning about various forms of transport. During our multicultural theme in Term 4 students learnt some basic greetings, introductions and flag designs as an interesting introduction to the cultures of fellow students, all in the context of French language.

**PHYSICAL EDUCATION**

Physical Education at Subiaco Primary school continued to grow throughout 2009 with a greater involvement in interschool events through the School Sport WA Association. This resulted in exceptional student participation in sporting events supported by outstanding commitment from our school community.

One of the foci was to be more aligned with like schools as a result of this Subiaco Primary moved into a different division for the interschool athletics carnival. In our first year in the competition our competitors did extremely well coming in second place.

2010 will continue to see the school cementing our place in the new divisions in both swimming and athletics carnivals. Subiaco Primary school will continue to use resources to ensure students are provided with opportunities to further develop their skills through an exposure to a wide range of sports, through the support of external clubs and sporting groups. This will include a growing focus on the development of a school swimming squad and making more use of the pool with water polo and swimming lessons.

**LIBRARY**

Our program continues to provide for regular access to resources in support of our literacy focus and in the promotion of skill development for effective research. The collection has been updated with new fiction and non fiction books. The fiction section has been rearranged indicating Early Childhood books and Early Adolescence novels. Parent assistance is highly valued.

**ICT (INFORMATION AND COMMUNICATIONS TECHNOLOGY)**

ICT remained a focus during 2009 supported. The upgrade to our wireless network was completed to double our capacity, incorporating staff NFT programme and 36 notebooks on trolleys in 2010. A new curriculum and admin server was installed to meet DET specifications and provided a reliable infrastructure to support a significant uptake of OTLS throughout the school. Many students from K-7 had the opportunity to engage in varied learning programmes through the Portal and OTLS.

The school's website and Intranet is regularly updated to reflect the work done by students and staff at Subiaco PS. This continues to be a vehicle for encouraging students to become involved in showcasing their school through electronic media in a safe environment.

Both the teaching staff and the community (P&C) demonstrated its growing support for ICT technologies, resulting in the purchase of interactive media (e beams) to be used throughout the school in 2009/2010. 2010 will see Subiaco PS lease 36 workstations for another 3 years use for student and admin therefore keeping in line with the school's medium to long term plan to update hardware and software to the latest available.
OUR SCHOOL COMMUNITY

There exists strong community participation through our School Council, the P&C Association, parent volunteers in both teaching and learning and in the development of an attractive, well resourced and nurturing school environment. There are a number of active P&C subcommittees; Buildings & Grounds, Building Fund, Chaplaincy, Events, Healthy Eating, Pool, Safety House and Sustainability.

P&C support is evidenced through the provision of funding towards our School Chaplain, the ongoing maintenance of our pool, plus funding of various projects such as Drama in residency, hands on maths equipment, ICT equipment, library and reading resources, swimming coaching, donations towards power upgrade and healthy eating initiatives. The Pizza Project was made possible via two
$2,500 grants from Healthway, secured by the Healthy Eating Committee. After months of planning and preparation the Subi Farmers Market began trading in October.

**PARENT, STUDENT AND TEACHER SATISFACTION**

Subiaco Primary is held in high esteem within the local area. This is demonstrated by our increasing enrolments and the high level of inquiries about the school from within the metropolitan area as well as from across the state, from interstate and internationally.

With Health & Well Being a focus area within the school the emphasis on collecting quality data to inform decisions was paramount. On-line instruments were utilized to gather information on Career & Stress profiles. Examples of indicators in the Career Profile include closeness to ideal job, feedback & appraisal, appreciation, caring organization and moral. With the Stress Profile indicators include ability to manage stress, health & fitness, life balance and hours worked. At Subiaco PS our staff rated their satisfaction levels in the context of Career and Stress positively within a sample of approximately 50 schools coordinated by the Government Schools Leadership Centre.

The teachers have indicated through Performance Management that they are satisfied with the school. Subiaco staff organise teacher forums on a needs basis to discuss issues and brainstorm workable solutions.

Parent satisfaction through feedback from the P&C and School Council sees the school and its performance regarded highly.

Students in Years 5, 6 & 7 responded to a 3 questions to ascertain their level of satisfaction with Subiaco Primary. Summary of student responses:

*What are we seeking to achieve at Subiaco Primary?*

The school motto of *Our Best*, high levels of academic achievement and the 3 school rules of be kind to yourself, be kind to others and the environment was echoed by all classes that responded.

*What do we do well?*

Students responded that teachers are committed and help them reach their potential. Students identified that they achieve well in sporting activities as well as the opportunities provided by music and various incursions and excursions.

*How can we improve?*

There were a number of responses relating to increased ICT technology, specialist Art teacher, environmental focus and building facilitates.

In August, five Subiaco Primary School students, together with young people from Shenton College and the Subiaco Youth Advisory Council joined Mayor Heather Henderson to seek their views on the City of Subiaco’s draft strategic plan.

**2009 ACHIEVEMENTS**

Staff, School Council, members of the P&C and the wider community should be acknowledged for their significant contribution to the education of our students. Achievements include:

- Whole school celebrations of events of note eg. Harmony Day, Walk Safely to School Day, Cycle to School
- Successful representation in interschool carnivals and district sporting events
- Stephanie Swain was a bronze medallist placing her in the top 10% and Jill Wilson, Alizee Delplanque, Marika Nagakoe and Kate Wilson received credit certificates placing them in the top 20% of 27,000 competitors from around the world in the NZ Association of Language Teachers’ Vocabulary Olympics
• Annabel Harvey, was awarded first prize for her advertisement promoting the Naturalist Marine Discovery Centre, as part of the Design an Ad contest run by Newspapers In Education.
• Harriet Mactier, created a free hand drawing of a dinosaur as part of a PEAC course and was chosen from amongst a thousand entries to appear in the ED magazine liftout of the West Australian newspaper.
• Kessandra Rajendran received a Certificate of Recognition and was placed in the top ten entries of her category for the Shaun Tan Award for young artists.

FUTURE DIRECTIONS
Priority areas for 2010 have been identified as Spelling, Grammar & Punctuation and continuation of Reading. There is also a need to acknowledge that:
• ICT continues as an important focus to be embedded across all learning areas
• Cooperative Learning and its principles will have increasing influence on teaching and learning programs in place.

Recommendations from the 2009 Standards Review Report from our Director of Schools:
• The school should review its policies, programs, planning and resourcing to ensure it maintains a targeted, coherent approach to all aspects of school operations. The school is to be applauded for its work to ensure planning; programs and resourcing are strategically aligned to the emerging National Curriculum, Education Department directions and the schools strategic priorities.
• In line with the department’s Focus 2010 document the school should ensure that it focuses on the literacy and numeracy practices in the early years.
• The school should articulate its position in regard to professional learning and succession planning and develop and document the processes to ensure effective management of these important areas of school operations.
• As discussed at the meeting the school should compare the grade allocations between semester one and semester two with NAPLAN results in years 3, 5 and seven. They should also compare allocations for years 1, 2, 4 and 6.
• The school should document the progress it has made in implementing recommendations from the previous Standards Review Report.
• Ensure staff continue to develop their understandings and capacity to set targets and use system tools such as NAPLAN, SAIS, EARS and First Cut to inform classroom planning.
• The school should explore using an outside facilitator with specific expertise to run a workshop focusing on the synthesis of all available data and opportunities to implement strategies to maximise student performance. The optimal time for such a workshop would be in semester 1 2010 to take advantage of disaggregated data sets being available.

With ongoing quality commitment from the entire school community, Subiaco Primary School is maintaining clear direction and focus. We can look forward to 2010 with confidence.

In keeping with our motto, we’re going to give it .....“OUR BEST”!

For additional information please contact:

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Assistant Principals: Mrs Yvonne Denniss
               Ms Deb Hands,
               Mrs Carolyn Press
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         Bagot Road, Subiaco WA 6008
         Phone: 9381 5078       Fax: 9381 6230

Email Address: subiaco.ps@det.wa.edu.au