Giving it ... Our Best since 1897
Subiaco Primary School is a dynamic learning community where members work collaboratively to assist children to realise their potential.

At Subiaco Primary we strive for:

**Educational Excellence**
Teaching that is reflective, responsive and enables all students to reach their full potential.

**Leadership**
A culture of shared, affirmative school leadership that empowers others.

**Collaboration**
Collaboration that optimises harmonious, respectful relationships.

At Subiaco Primary we value:
- Success for every student
- Ongoing academic, physical, emotional, moral and social growth
- Respect for others
- Diversity

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; and
- A culture of shared school leadership that empowers a cooperative, engaged staff.

In keeping with 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; 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. 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. The school has a library resource centre, a multi purpose room used for our art/craft and Technology and Enterprise learning areas and separate Music room. 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. A new four-cluster classroom block was completed for the start of 2011 school year as part of the Building Education Revolution funding. There are nineteen classrooms that cater for students from Kindergarten to Year 7.

Our school has a very positive relationship with our Parents and Citizens Association (P&C) resulting in ongoing support for learning programs and enhanced development of the school grounds. On site facilities include a large covered assembly area, tennis/basketball courts and a six lane, 17-metre swimming pool which is maintained by our Parents and Citizens Association.

OUR ENROLMENT PROFILE

<table>
<thead>
<tr>
<th>Years</th>
<th>Enrolments 2008</th>
<th>Enrolments 2009</th>
<th>Enrolments 2010</th>
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<tr>
<td>Year 5</td>
<td>45</td>
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<td>56</td>
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<tr>
<td>Year 6</td>
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<td>53</td>
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</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>
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</tbody>
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Our enrolment figures for 2010 were around 507 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 1 2011 Census Data)
ATTENDANCE OVERALL PRIMARY

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>State</th>
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<tr>
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<td>94.0%</td>
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<tr>
<td>2009</td>
<td>94.4%</td>
<td>92.9%</td>
</tr>
<tr>
<td>2010</td>
<td>94.7%</td>
<td>92.9%</td>
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</table>

ATTENDANCE BY YEAR LEVEL PRIMARY

Attendance levels are influenced by a 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 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 fifty five staff, including the appointment of a Chaplain, a position partly funded by our P&C Association. All teaching staff possess professional qualifications to teach in Western Australian schools and are registered with the Western Australian College of Teaching.

<table>
<thead>
<tr>
<th>Staff</th>
<th>Number</th>
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</thead>
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<td>Administration Staff</td>
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<td></td>
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<tr>
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<tr>
<td>Teaching Staff</td>
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<tr>
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<tr>
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<td>21.5</td>
</tr>
<tr>
<td>Total Teaching Staff</td>
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<tr>
<td>School Support Staff</td>
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<tr>
<td>Clerical/Administrative</td>
<td>4</td>
<td>2.1</td>
</tr>
<tr>
<td>Other Non-Teaching Staff</td>
<td>14</td>
<td>9.9</td>
</tr>
<tr>
<td>Total School Support Staff</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
<td>38.50</td>
</tr>
</tbody>
</table>

PROFESSIONAL LEARNING
All professional learning undertaken supported either our school’s priorities for 2010 or departmental initiatives. This took place on School Development Days, through the provision of relief teachers financed through our Salary Pool ($60,000 allocated) or during personal time. Professional learning included: trialling the Australian Curriculum in English, Mathematics and History, sharing of learning technologies, reading and spelling strategies. Outside facilitators provided professional learning to all staff in Spelling, Writing and Critical and Creative thinking.

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. He 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 has been approved annually through the Federal Chaplaincy Program for the provision of a Chaplain for 2011-2012.

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, Chaplaincy, Events, Healthy Eating, Pool, Safety House and Sustainability. In addition to these subcommittees the P&C has established a Building Fund, operates the school uniform shop and maintains an effective communication network for parents.
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 installation of air-conditioning in the new 4 classroom block, hands on ICT equipment, library and reading resources, outdoor sports equipment and healthy eating initiatives. The Subi Farmers Market went from strength to strength after its launch at the end of 2009, providing support to the school community through its funding of the P&C.

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, interstate and internationally.

The teachers have indicated through Performance Management 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.

In 2010, Class Liaison Parents responded to 3 questions to ascertain their level of satisfaction with Subiaco Primary. Summary of parent responses:

What are we seeking to achieve at Subiaco Primary?
A high standard of education, retaining a high standard of teaching staff, happy children who take pride in their identity and have a sense of belonging and excellent facilities

What do we do well?
Summary of responses include; maintenance of a good standard of education, community involvement, providing external opportunities eg. swimming pool, Farmers Markets, sporting opportunities and building children’s self esteem.

How can we improve?
Making the most of being an Independent Public School, improve the oval and increase shaded areas, utilising parent strengths and parent involvement in the classroom.

Students in Years 5, 6 & 7 responded to 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, to reach our goals, to reach our highest standard, to be a safe school, Being Green, a good grassed oval, staying healthy, making friends, World Domination!

What do we do well?
Each student is different and we are all encouraged, teachers are happy to go over things a few times, up to date technology, Waste Wise Wednesdays, teachers push you and help kids through hard times, the Chaplain to talk to, teachers make school fun, good sportsmanship, we have a go.

How can we improve?
Having compost bins, more trees in paved areas, grass on the oval, even more computers, replace drink fountains, treat sports equipment better, students to remember their lunch boxes, jumpers and more cooking.
OUR PRIORITIES FOR 2010

Our focus for 2010 was to continue a cycle of planning, implementing and reviewing strategies to achieve improved outcomes through:

- Reading
- Spelling, Grammar & Punctuation

These areas support directions set in the *Plan for Government Schools* and outlined in *Focus 2010*.

READING

Teachers adopted four key reading strategies as articulated within the Reading operational plan. Classroom teaching supported all learners through the gradual release of responsibility model of learning. Students were explicitly taught the text organisation and language features associated with information text. A range of text types were employed to provide learning opportunities to develop the contextual understanding aspect of reading and processes and strategies were linked across all aspects of reading instruction.

An audit of literacy values and beliefs, analysis of NAPLAN data and the use of the K-10 Syllabus were all used in the process to develop a whole school literacy plan. The literacy plan is linked directly to and used to inform the Reading operational plan. Teachers reflected on the plans and implemented the whole school literacy and Reading operational plan through learning team and classroom level planning. Collaborative opportunities were provided and the learning support program was adapted in response to student needs.

SPELLING, GRAMMAR & PUNCTUATION

The six key principals of the K-10 Syllabus underpin the teaching of spelling: spelling is a tool for writing; is developmental and strategy based; errors are viewed as diagnostic signposts; vocabulary development supports spelling; and learning to proofread and self evaluate builds independence in spelling.

The *Letters and Sounds* program was adopted in K/PP to develop and build a firm foundation of early literacy understandings. *Words Their Way* has been adopted as a whole school approach to the teaching of spelling. *Words Their Way* offers teachers a way to differentiate their spelling instruction to meets the needs of students, it is assessment driven and encourages a problem solving approach. Cooperative learning and critical thinking strategies are integrated in the teaching of spelling.

A comprehensive approach to the teaching of grammar has focused on the way written language is structured to suit the context, the purpose and the audience. Teachers employed the gradual release of responsibility model to teach explicitly the four conventions of grammar; punctuation, parts of speech, sentences and paragraphs and texts. The integrated and authentic use of technologies was encouraged in all priority areas.

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.
STUDENTS WITH SPECIAL NEEDS
Students who experience difficulties with their learning are provided with teaching and learning adjustments and 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 2 for Pre-Primary students at risk. Pre-Primary students are assessed using the On Entry Assessment in Literacy and Numeracy.

ENGLISH AS A SECOND LANGUAGE
Subiaco Primary was appointed a 0.6 ESL teacher for 2010. An ESL trained staff member was responsible for providing both in class support and small group withdrawal, depending on student need. Vertical grouping is used if required and programs are provided to identified students requiring intervention across ESL Progress Maps Levels 1-9. There is ongoing liaison with the classroom 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 choral and instrumental performances at school assemblies, special occasions and concerts.

Many students were involved in community events such as the Remembrance Day ceremony for the Subiaco RSL and performances at a local nursing home. 75 students took part in the Music Play For Life massed choral performance on the steps of the Concert Hall which was web-streamed Australia wide.

The School of Instrumental Music program continued with 59 students studying flute, violin, clarinet, brass or cello. Several students who learn orchestral instruments privately are also included in the school String Ensemble.

The school band performed regularly at assemblies and also played for several school events such as ANZAC Day, the athletics carnival and the parents’ lunch.

LANGUAGES
All students in Years 1-7 participated in the French language program which featured in school assemblies and special events. Links with other learning areas have been emphasised throughout the school year. Values and cooperative learning were central to classroom activities, Our French Language Assistant, Benoit Ory, provided valuable authentic input to the program. Visits from the KAPLAN International Language College gave students an opportunity to communicate in French with visitors from a variety of other cultures.

Whole school themes included the Vancouver Winter Olympics, ‘Soyons Sportif’, incorporating Health and Fitness, the Tour de France and Shopping at the markets for Food and Clothing. Year 5, 6 and 7 participated in the online ‘Vocabulary Olympics’ competition with one of our students being presented.
PHYSICAL EDUCATION
Physical Education at Subiaco Primary school continued to grow throughout 2010 with a greater involvement in interschool events through the School Sport WA Association. This resulted in exceptional student participation in sporting events supported by an outstanding commitment from our school community. 2010 saw the school cementing its 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
The library 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. Over the last 12 months we have focussed on purchasing resources to encourage the older readers in the school, especially the boys, to have a greater interest in reading for pleasure. We have also reorganised our picture book section so that older readers are now able to access books relevant to their age. Parent assistance is encouraged and highly valued.

INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)
Throughout 2010 the school investigated the prospect of introducing a one to one laptop program using Macbooks. As part of this process we made the decision to convert our lease (which expired in third term) to 10 IMacs and 18 Macbooks for the upper lab. Windows machines were released for classrooms and the library with the intention of converting the library to Macs for the next lease period. We paid the residual and purchased the curriculum server to use during 2011 with the intention of leasing a new server in 2012.

Six Promethean interactive whiteboards were ordered for classrooms (L2, L3, L9 U3, U6, U8) which will be installed over the January holiday period.

Department of Education portal resources were explored, uploaded and utilised and several teachers took advantage of the newly introduced browser version of OTLS allowing for faster access by students.

The sustainability of our wireless network was considered in relation to increased laptop use and the decision to have an audit completed in 2011 was made.

Several staff engaged in Apple Mac professional learning and many teachers explored applications to enhance learning across a range of learning areas. Staff agreed to come in over the holiday break for a half day workshop.

A middle school Learning Technologies Expo was held to showcase to parents the authentic integration of ICTs. Children in Years 3, 4 and 5 demonstrated their knowledge and skills in:
- using the student portal;
- selection and application of appropriate software;
- our school network design and uses;
- cyber safety; and
- using digital learning objects.

Strong parent support (70%) was given for the one to one proposal which could not go ahead at this time as a figure of 80% had been agreed upon for the program to progress. The school received a number of emails in support of the program when it was announced that the program could not go ahead.
HEALTH AND WELL BEING
A highly successful Harmony Day took place in March where students in Years 1-3 and 4-7 worked together co-operatively and spread the message of cultural diversity and acceptance. In Term 1 the Year 5/6 classes were involved in a waste audit where it was established lunches produced a large amount of packaging and therefore too much landfill. As result of the audit ‘Nudie’ lunch boxes were introduced and Waste Wise Wednesday was created. The Healthy Eating committee introduce the mobile kitchen as a means of providing cooking opportunities and activities to the classrooms. The gardening ladies help build and establish the vegetable gardens. Individual classrooms took up growing vegetables and the fresh produce was made available for classroom cooking activities throughout the school. For the Cycle to School Day in March students decorated their bikes and in November, student participated in Walk to School. On both occasions the school community enjoyed a healthy breakfast supplied by the City of Subiaco. Apple slinky days continue to be popular with students.

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 National Assessment Program Literacy and Numeracy (NAPLAN) which focuses on analysing student performance in the completion of tasks in Mathematics, Reading, Writing, Spelling and Language Conventions. NAPLAN assessment is undertaken with all students in Years 3, 5 and 7.

Reading NAPLAN analysis over time 2006-2010
The Year 3 2006 students improved from well below statistically similar schools in Reading to matching the performance of statistically similar schools as Year 7 students in 2010. The whole school priority area in Reading from 2009-2010 has contributed to this cohort improvement.

Numeracy NAPLAN analysis over time 2006-2010
Subiaco Primary maintained our position with performance above statistically similar schools for Year 3 students in 2007 and again when they were tested as Year 5 students in 2009. The whole school priority area in Mathematics from 2008-2009 contributed to this success.
The Year 3 line graph is closing the gap from below like schools in 2008 to almost meeting like schools in 2010. The Year 5 line graph has been above like schools from 2008-2010.

The Year 7 Numeracy results have dropped significantly in 2010. After considerable discussion with Year 6 and 7 teachers and the Principal Consultant of Professional Support at the Department of Education, we believe that a contributing factor to the decline in Year 7 Numeracy results is the changing cohort from Year 5 to Year 7. Thirteen students who received an A grade in Numeracy, who sat the test as Year 5 students, left Subiaco Primary at the end of Year 6. Reflecting on the 2010 Year 7 Numeracy results, we believe that the NAPLAN results were not a true reflection of the knowledge, skills and understandings of that cohort. Strategies in 2011 to address the decline include providing the current Year 7 students considerable opportunity to be exposed to the concepts covered and question types in the NAPLAN assessment so that they are effectively prepared for the test in 2011. In Term 1, 2011 an additional support teacher will be placed in the Year 6/7 class to support the teaching of Numeracy.

The 2008 Year 3 cohort went from below like schools to above like schools this year as Year 5 students. The priority area in Maths in 2007/2008 has contributed to cohort improvements.
The 2006 Year 3 cohort have improved from below like schools in 2006, to above in 2008 to meeting like schools in Year 7 in 2010. The 2008 Year 3 cohort went from way below like schools to just below like schools this year. The Reading priority in 09/10 contributed to all cohort improvements.

The 2008 Year 3 cohort have improved from below like schools in 2008 to almost reaching like schools in Year 5 in 2010. There has been a steady decline in Year 7 results in writing from slightly above like schools on 2008 to well below like schools in 2010. In 2008 Subiaco Primary had 58 Year 7 students, 23 in 2009 and 36 in 2010. Changing year cohort numbers may have contributed to this decline. Writing is a priority area for 2011.
The Year 3 cohort's results in 2008, tested again as Year 5 students in 2010 have remained stable, just below like school data. In 2010, Year 3, 5 & 7 cohorts were just below like school data. Spelling was identified as a priority area in 2010 and continues to be a priority area in 2011.

All cohorts in 2010 are below like schools, with a significant decline in Year 7. In 2011, Grammar and Punctuation has been identified as a priority area. The 2008 Year 3 cohort have improved from below like schools in 2008 to almost reaching like schools in Year 5 in 2010.
NAPLAN COMPARISON OVER TIME

READING YEAR 3-5 PROGRESS

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 28% of students have made very high progress over time, 25% received high progress, 30% moderate progress. Approximately 10% of students are shaded pink. The pink shading refers to the percentage of students who attained excellent achievement over both assessments.

NUMERACY YEAR 3-5 PROGRESS

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 made exceptional progress when compared with like schools. Almost 45% of students have made very high progress over time, 29% received high progress, 6% moderate progress. Approximately 20% of students are shaded pink. The pink shading refers to the percentage of students who attained excellent achievement over both assessments.
READING YEAR 5-7 PROGRESS

The above graph compares the student cohort who sat the NAPLAN assessment in Year 5 and then in Year 7 in Reading. Approximately 29% of students have made very high progress over time, 4% received high progress, 32% moderate progress. Approximately 20% of students are shaded pink. The pink shading refers to the percentage of students who attained excellent achievement over both assessments.

NUMERACY YEAR 5-7 PROGRESS

The above graph compares the student cohort who sat the NAPLAN assessment in Year 5 and then in Year 7 in Numeracy. Approximately 9% of students have made very high progress over time, 12% received high progress, 8% moderate progress. Approximately 20% of students are shaded pink. The pink shading refers to the percentage of students who attained excellent achievement over both assessments. The Year 7 Numeracy results are disappointing when compared with like schools. Strategies in 2011 to address the decline include providing the current Year 7 students considerable opportunity to be exposed to the concepts covered and question types in the NAPLAN assessment so that they are effectively prepared for the test in 2011. In Term 1, 2011 an additional support teacher will be placed in the Year 6/7 class to support the teaching of Numeracy.

SCIENCE WAMSE relative assessment

Our Year 5 and 7 students participated in the Western Australian Monitoring Standards in Education (WAMSE) assessment. 45% of Year 5 students and 38% of Year 7 students achieved in the top 20% of the State in Science in 2010.

SOCIETY AND ENVIRONMENT WAMSE relative assessment

In 2010 59% of Year 5 students and 45% of Year 7 students achieved in the top 20% of the State in Society and Environment.
VALUE ADDING
At Subiaco Primary we are able to add value to our educational program through a range of programs. Our Reading, Spelling and Grammar (see priority areas) and Music, Languages, Physical Education and Information Communication and Technology (see special programs) are examples of this.

Subiaco Primary students who voluntarily participated in the 2010 University of NSW International Competitions and Assessments for Schools achieved good results. One student was awarded a medal for scoring the highest mark in English for his year level in Western Australia.

In Mathematics, Subiaco Primary School students received two High Distinctions, five Distinctions, 23 Credits and 29 Participation Certificates. In English, Subiaco Primary School students were awarded five High Distinctions, 14 Distinctions, 17 Credits and 28 Participation Certificates.

Year 3 students received awards in the 2010 Subiaco Local History competition

In 2010, Subiaco Primary had 39 students from Years 5-7 attend Primary Extension and Challenge (PEAC) courses. In addition, five students received PEAC Art places.

Nine Year 7 students and four Year 6 students were offered academic or arts scholarships for secondary schools.

2010 HIGHLIGHTS
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. Highlights include:

• Subiaco Primary School selected as an Independent Public School for the start of 2011.
• Subiaco Primary School participated as one of five WA Primary Schools to trial the Australian Curriculum in English, Mathematics and History.
• Development of a Shared Vision with significant input from all stakeholders.
• Successful representation in interschool carnivals and district sporting events.
• Launching Waste Wise Wednesdays and waste wise audits as part of a focus on Sustainability.
• Successful P&C organised cocktail party raising over $50 000 for the P&C.

RECOMMENDATIONS
2011 PRIORITY AREAS
The staff have analysed the strengths and weaknesses of particular cohorts using both NAPLAN and other data sources, shared this with School Council members and have allocated resources accordingly. Spelling, Punctuation & Grammar, Writing and Critical and Creative Thinking have been selected as priority areas in 2011 as a result of data analysis. Within the priority area selection we need to acknowledge that:

• ICT is recognised as an important focus to be embedded across all learning areas and should be resourced accordingly.
• There is a need for longer term planning via the development of a 3 Year Business Plan and Performance Agreement.
• Identification of Students at Educational Risk (SAER) students – including students with learning difficulties as well as those students requiring extension.
• Teachers have access to professional learning.
• Cooperative Learning and its principles are acknowledged as having increasing influence on teaching and learning programs in place.
• Values Education is embedded across the curriculum.
The 2011 Spelling, Punctuation & Grammar and Writing Operational Plan will align to the whole school literacy plan. A K/PP operational plan will be developed that links to the Year 1-7 plan to ensure a seamless and whole school approach to the teaching of literacy. Attached to the operational plan will be a term by term timeline. This timeline will articulate whole school strategies and professional learning commitments for all staff. Teaching staff demonstrate through the performance management process how they will meet these priority areas.

To support these priority areas, 0.1 FTE staffing (Level 3 classroom teacher time for Eileen Burns) has been allocated. Staff will have input into the operational plans and there will be a focus on including content from the Australian Curriculum and ICT integration. At risk students currently have an Individual Education Plan or Group Education Plan. The Learning Support Coordinator (0.3 FTE Lia Pike) provides teacher support and guidance.

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.

Spelling and Grammar & Punctuation is recommended to continue as whole school priority areas in 2011. The teachers have had extensive professional learning and by Term 3 2010 all staff were using *Words Their Way*, a whole school spelling problem solving approach to spelling. At the end of Term 3, Eileen Burns facilitated a Spelling workshop that was well attended by parents.

In 2011, whole school strategies will include: continuation of the *Letters and Sounds* program in K/PP to develop and build a firm foundation of early literacy understandings; continuation of *Words Their Way* (K-7) to differentiate spelling instruction to meets the needs of students and encourage a problem solving approach; teaching of high frequency words; introduction of Spellodrome, an internet based program for Year 1-7 students; and the development of a whole school spelling editing process, ‘DATS.’

A comprehensive approach to the teaching of grammar has focused on the way written language is structured to suit the context, the purpose and the audience. Teachers employed the gradual release of responsibility model to teach explicitly the four conventions of grammar; punctuation, parts of speech, sentences and paragraphs and texts. The integrated and authentic use of technologies was encouraged in all priority areas. Strategies in 2011 will include: explicit teaching of dictation; parts of speech; and the integration of graphic organisers.

Disaggregated data shows that Writing is a focus area particularly for Year 5 Boys and LBOTE and Year 7 top 20% and middle 60 % boys as compared to Australian Schools. With the introduction of persuasive writing genre in NAPLAN this will become a whole school focus in 2011. In 2011, the Executive team will develop a scope and sequence for the teaching of the persuasive genre from K-7.

Critical and Creative Thinking will be introduced as a new priority area for 2011. The focus in 2011 will be building staff capacity and confidence to develop a thinking culture, providing breadth and depth of curriculum differentiation including gifted and talented students, empowering students with a wide range of analytical, critical, creative and higher order thinking skills and assisting in the transfer to everyday life as a tool for life-long learning.

In 2011 Subiaco Primary will become an Independent Public school. A Subiaco Primary Business Plan will be developed articulating key focus areas, targets, milestones, strategies and resources with the purpose of improving our overall school performance.
STANDARDS REVIEW RECOMMENDATIONS

Recommendations from the 2010 Standards Review Report from our Director of Schools:

• In line with the school’s new vision of Our Best the school should explore how they will ensure that a culture of high expectations is created with regard to all aspects of school culture, operations, teaching and learning opportunities and pastoral care provision.

• As a priority the school should investigate how to ensure it will be able to maintain a sustained, targeted approach to all aspects of curriculum delivery for students with English as a Second Language.

• The school should succinctly document its position in regard to professional learning for both teaching and non teaching staff and ensure effective management of this important aspect of school operations. This work should also incorporate an examination of the various roles in the school including senior teachers and Level 3 teachers.

• To enhance teaching and learning opportunities at the school it is crucial that the findings of the current review of the school’s ICT provision be taken into account for future planning and resourcing.

• The school should document the significant progress it has made through the development of the newly developed set of values and beliefs associated with the giving and receiving of formal and informal feedback. The aim is to embed this initiative in the culture of the school.

Subiaco Primary School is an effective school and the principal and staff are to be commended for their ongoing work to provide excellent teaching and learning opportunities for all students in their care. A strong commitment to continuous improvement and the embedding of collaborative practices is evident throughout the school. I confirm the standards of student achievement are within the range of reasonable expectations, given the context of the school. Lesley Street, April 2010

With ongoing quality commitment from the entire school community, Subiaco Primary School is maintaining clear direction and focus. We can look forward to 2011 as an Independent Public School with confidence.

In keeping with our motto, we’re going to give it …..OUR BEST!
### Annual Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Voluntary Contributions</td>
<td>$20,000</td>
<td>$21,978</td>
</tr>
<tr>
<td>2 Charges and Fees</td>
<td>$86,500</td>
<td>$91,171</td>
</tr>
<tr>
<td>3 P &amp; C Contributions</td>
<td>$50,500</td>
<td>$55,499</td>
</tr>
<tr>
<td>4 Fundraising and Donations</td>
<td>$550</td>
<td>$6,570</td>
</tr>
<tr>
<td>5 State Government Grants</td>
<td>$136,821</td>
<td>$238,439</td>
</tr>
<tr>
<td>6 Commonwealth Govt Grants</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>7 Miscellaneous</td>
<td>$20,000</td>
<td>$30,655</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>$313,371</td>
<td>$444,312</td>
</tr>
<tr>
<td>Transfer from Reserves/Gift Funds</td>
<td>$12,977</td>
<td>$12,977</td>
</tr>
<tr>
<td>Opening Balance</td>
<td>$29,593</td>
<td>$29,593</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td>$355,941</td>
<td>$486,882</td>
</tr>
</tbody>
</table>

### Annual Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Administration</td>
<td>$23,467</td>
<td>$27,884</td>
</tr>
<tr>
<td>2 Utilities</td>
<td>$66,900</td>
<td>$74,587</td>
</tr>
<tr>
<td>3 Repairs and Maintenance</td>
<td>$29,850</td>
<td>$32,825</td>
</tr>
<tr>
<td>4 Capital Works</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>5 Assets and Resources</td>
<td>$15,500</td>
<td>$48,525</td>
</tr>
<tr>
<td>6 Leases</td>
<td>$17,809</td>
<td>$24,880</td>
</tr>
<tr>
<td>7 Professional Development</td>
<td>$38,620</td>
<td>$42,458</td>
</tr>
<tr>
<td>8 Education Programs</td>
<td>$130,228</td>
<td>$160,147</td>
</tr>
<tr>
<td>9 Student Services</td>
<td>$2,400</td>
<td>$4,203</td>
</tr>
<tr>
<td>10 Miscellaneous</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td>$318,774</td>
<td>$415,509</td>
</tr>
<tr>
<td>Transfer to Asset Reserves</td>
<td>$12,000</td>
<td>$12,977</td>
</tr>
<tr>
<td><strong>Total Funds Carry Forward</strong></td>
<td>$25,167</td>
<td>$58,396</td>
</tr>
</tbody>
</table>

### Cash Position as at: (insert date)

- Bank Balance: $160,877
- Made up of:
  1. Carry Over Grants (committed): $0
  2. Deductible Gift Funds: $0
  3. Trust Funds: $0
  4. Asset Replacement Reserves: $51,429
  5. Suspense Accounts: $2,782
  6. Uncommitted Funds: $106,686
- Total Bank Balance: $160,877

### Other Financial Information

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voluntary contributions collection rate</td>
<td>73.3%</td>
<td></td>
</tr>
<tr>
<td>Total bad debts written off for the year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total assets/resources written off for the year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total value of new leases for the year</td>
<td>$6,337</td>
<td></td>
</tr>
</tbody>
</table>

For additional information please contact:
- Principal: Mrs Carolyn Press
- Assistant Principals: Mrs Yvonne Dennis, Ms Deb Hands
- Address: Subiaco Primary School
  Bagot Road, Subiaco WA 6008
  Phone: 9381 5078  Fax: 9381 6230
- Email Address: subiaco.ps@det.wa.edu.au
- School Web Site: www.subiacops.det.wa.edu.au