Established in 1897, Subiaco Primary has been preparing our children for the future for over a century. Emphasis is placed on children reaching their full potential academically, socially and emotionally. Children’s individual differences are provided for through an inclusive approach to education from the most able children through to those with special learning needs.

We pride ourselves on our uniqueness, with over 500 students from a wide range of backgrounds and 33 cultural communities.

We have committed, proactive teachers and dedicated support staff working to help each child be as successful as they can be. Our staff have high expectations and adopt a wide variety of innovative teaching practices.

As an Independent Public School, Subiaco Primary School is shaping the future of our children with a focus on collaborative learning and local community engagement. Our parents, Parents & Citizens (P&C) and School Board play active and important roles in our school.

The Subiaco Primary School Business Plan 2011-2014 was developed with significant input from all staff and School Board members. As principal, I regularly report to the School Board on the school’s progress towards the implementation of strategies within the Business Plan, as well as on the achievement of milestones and targets. The Subiaco Primary School Business Plan communicates to all staff, parents and the community our strategic direction and what we want to achieve over the next three years.

Subiaco Primary School has a clear vision and purpose, striving to be recognised as a school focusing on excellence in teaching and learning. Through our motto, ‘Our Best’, we aim to provide the best possible education for each student, ensuring they develop a broad range of skills to enable them to take responsibility for their own direction and to adapt to a changing world.

**OUR VISION**

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.

**OUR VALUES**

At Subiaco Primary we value:

- Success for every student
- Ongoing academic, physical, emotional, moral and social growth
- Respect for others
- Diversity
OUR ENROLMENT PROFILE

<table>
<thead>
<tr>
<th>Years</th>
<th>Enrolments 2009</th>
<th>Enrolments 2010</th>
<th>Enrolments 2011</th>
</tr>
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<tbody>
<tr>
<td>Kindergarten</td>
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<td>54</td>
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</tr>
<tr>
<td>Pre Primary</td>
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</tr>
<tr>
<td>Year 1</td>
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</tr>
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<td>Year 2</td>
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</tr>
<tr>
<td>Year 3</td>
<td>57</td>
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</tr>
<tr>
<td>Year 4</td>
<td>62</td>
<td>61</td>
<td>67</td>
</tr>
<tr>
<td>Year 5</td>
<td>46</td>
<td>56</td>
<td>56</td>
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<tr>
<td>Year 6</td>
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<td>38</td>
<td>55</td>
</tr>
<tr>
<td>Year 7</td>
<td>23</td>
<td>36</td>
<td>22</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>484</strong></td>
<td><strong>507</strong></td>
<td><strong>526</strong></td>
</tr>
</tbody>
</table>

Our enrolment figures for 2011 were approximately 526 children, from Kindergarten through to Year 7. Subiaco Primary School operates as a local intake area school, ensuring there is provision for local students to attend.

2011 HIGHLIGHTS

Staff, School Board, members of the P&C and the wider community should be acknowledged for their significant contribution to the education of our students. 2011 highlights include:

IPS status  
Being selected as an Independent Public School for the start of 2011. Teaching and support staff selected in 2011 have embraced our vision, our values and have demonstrated commitment to best practice.

Business Plan  
The development of our school’s Independent Public School Business Plan, which provides a powerful consensus for the future direction of Subiaco Primary School.

New four classroom block  
The opening of our new four-classroom block provides additional classrooms to accommodate our growing student enrolment. (4% in 12 months).

Website launch  
Launching the Subiaco Primary website at our school Open Night. The web site provides a vital communication link between home and school.

Social Justice Group  
The formation of the Years 4-7 Social Justice Group which honours inclusivity and diversity.

Sister school formation  
Forming a partnership with a sister school, Sangkum Siksa in the Kampong Speu Province of Cambodia, with the aim of children helping children.

Whole school events  
Whole school celebrations of noteworthy events such as Harmony Day; Walk Safely to School Day; Cycle to School; Stalls of Support (SOS) fundraiser; National Tree Day planting; NAIDOC Week celebrations; ANZAC Commemorative Service; Clean Up Australia Day; World Environment Day and National Recycling Week.

Sustainability initiatives  
Introducing Sustainability initiatives such as Package Free Friday and the formation of the Green Team. In 2011, Subiaco Primary School became a Waterwise accredited school.

Competitions  
The achievement of commendable results in the 2011 University of NSW International Competitions and Assessments for Schools (ICAS). In Mathematics, Subiaco Primary School students received 11 Distinctions and 26 Credits Certificates. In English, Subiaco Primary School students were awarded 2 High Distinctions, 14 Distinctions and 24 Credits Certificates.

PEAC  
42 students from Years 5-7 participated in the Primary Extension and Challenge (PEAC) program.

Scholarships  
Seven Year 7 students and three Year 6 students were offered academic or sporting scholarships for secondary schools.
Specialist area highlights

Music

Seventy 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 involved 56 students studying flute, violin, clarinet, brass or cello. The program culminated in an end of year concert showcasing students' talents. The school String Ensemble, conducted by Mrs Gwyneth Vaughan, achieved an Outstanding grade at the ABCDA Festival held at Perth Modern School. The school band performed regularly at assemblies and also played for several school events.

Many students were involved in the choral program, through Glee Club for Year 4-7 girls, and the Year 6/7 boys' choir. 60 students performed in the WA Government Schools Music Society Burswood concert series. Other highlights included a Choir Performance Evening, and performing at school and community events such as the ANZAC Day ceremony, Open Night, a local nursing home and at the parent 'thank you' lunch.

Visual arts artist in residence

A highly successful, P&C funded, Artist In Residence African Art Program, conducted in Term Three, introduced Year 1-7 students at Subiaco Primary to the culture, traditions and history of African art.

The aim of the program was to enrich and support ongoing art education with the specialist art teacher working alongside, and building the capacity of, the classroom teacher. Students grew through creative partnerships and developed new skills and understandings. The program embraced and integrated learning areas from across the curriculum.

The students were given the opportunity to explore their creativity and experience a variety of techniques and mediums through an artistic approach. The success of the program was evident in the students' enthusiasm to participate and in the high quality of artworks produced. A display of the activities was exhibited on Parents' Night, giving the children the opportunity to share their experiences.

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, values and cooperative learning were central to classroom activities, and our French Language Assistant, Sabrina Berger, provided valuable authentic input to the program.

Whole school themes included African colours, animals, adjectives and songs based on ‘Le Roi Lion’ (The Lion King). There was a maths focus on ‘Subi Sums’ and learning to tell the time. Years 6 and 7 participated in the online ‘Vocabulary World Championships’ competition with Subiaco Primary School's performance acknowledged at a UWA dinner.

Physical Education

Subiaco Primary School excelled in interschool swimming, winning first place in the interschool SSWA Gold Division Swimming Carnival.

Students were provided with opportunities to develop their skills further through exposure to a wide range of sports, including visits from Subiaco Lacrosse Club, Rugby League teams, Perth Glory and the Claremont Football Club. In addition, there was a growing focus on the development of a school swimming squad and making more use of the pool through water polo and swimming lessons.

Coles Sports for Schools Vouchers was a great success with over 80,000 vouchers brought in. These vouchers translated into sporting equipment for each classroom to use throughout the year at recess, lunch and extra physical education lessons.

The 2011 Subiaco Primary School Annual Report articulates and demonstrates the dynamic nature of our school, our commitment to excellence and our relentless pursuit of achieving Our Best. Our teachers are reflective and responsive to student needs and there is quality commitment from the entire school community. On behalf of Subiaco Primary School and the School Board I commend the 2011 Annual Report to you. We look forward to 2012 with confidence.

Carolyn Press
Principal
April 2012
SUBIACO PRIMARY SCHOOL BUSINESS PLAN 2011-2014 TARGETS

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 Mathematics, Reading, Writing, Spelling and Language Conventions. NAPLAN assessment is undertaken with all students in Years 3, 5 and 7.

2011-2014 Numeracy targets

Arrest the downward trend in Year 7 numeracy achievement by 2012.
- Results from 2011 are showing positive signs towards meeting this target.

The numeracy achievement of matched Year 3 and 5 students tested in 2010 will equal or exceed their predicted achievement when tested again in 2012.
- Target achievement will be determined in 2012.

NAPLAN longitudinal summary average numeracy score

Over time, the Year 3 (2007) and Year 5 (2009) cohort was slightly above Like Schools and the Year 7 (2011) cohort was just slightly lower. The Year 3 line graph is stable and closed the gap with Like Schools. The Year 5 line graph was above Like Schools from 2008-2010 and meeting Like Schools in 2011. The Year 7 line graph was well below Like Schools in 2010 to almost meeting Like Schools in 2011.

2011-2014 Reading targets

Reading achievement for Year 3, 5 and 7 students tested in 2009 will match statistically similar schools when retested in 2011.
- Target has been achieved.

NAPLAN longitudinal summary average reading score

Longitudinally, the Year 3 (2007) cohort has improved from below Like Schools in 2007, to meeting Like Schools as Year 5 students in 2009 and again as Year 7 students in 2011.

2011-2014 Writing targets

Reduce the gap in Year 3 writing achievement when measured against statistically similar schools by 2013.
Raise Year 5 writing achievement to equal or exceed statistically similar schools by 2012.
- Results from 2011 are showing positive signs towards meeting both targets.

Raise the number of matched Year 3, 5, and 7 students achieving moderate and high progress in NAPLAN testing by 2013.
- Target achievement will be determined over next two years.

Arrest the decline in Year 7 writing achievement by 2012 and reverse the trend by 2013.
- Results from 2011 are showing signs towards meeting this target.
In 2011, the Year 3 cohort almost aligned and the Year 5 & 7 cohorts were above Like Schools. The Year 5 & 7 line graphs are on an upward trend.

2011-2014 Spelling targets

Reduce the gap in Spelling achievement of Year 3, 5 and 7 students to match statistically similar schools by 2013.

- The Year 3 line graph has closed the gap with Like Schools.
- The Year 5 line graph is stable and on a positive incline, sitting slightly above Like Schools in 2011.
- The Year 7 line graph has been below Like Schools for the past 2 years.

In Spelling, by 2013, reduce the number of boys in Years 3, 5 and 7 achieving in the bottom 20% to less than 10% when compared against All Australian Schools.

- 2011 disaggregated data shows that 12% of Year 3 boys, 15% of Year 5 boys and 0% Year 7 boys are in the bottom 20%.
- In order to meet the target of less than 10% when compared against All Australian Schools in 2013, the Spelling strategic plan will need to articulate strategies to target boys in the bottom 20%.

2011-2014 Grammar & Punctuation targets

Reduce the gap in Grammar & Punctuation achievement of Year 3, 5 and 7 students to match statistically similar schools by 2013.

- Longitudinally, the Year 3 (2009) cohort has improved from just-on Like Schools in 2009, to above Like Schools as Year 5 students in 2011.
- The Year 5, 2009 cohort almost met Like Schools in 2009, but was below Like Schools as Year 7 students in 2011.
- The Year 3 line graph has closed the gap with Like Schools.
- The Year 5 line graph is stable and on a positive incline slightly above Like Schools in 2011. The Year 7 line graph has been below Like Schools for the past 2 years.
- Spelling will continue as a focus area in 2012.
- The strategic plan will articulate strategies for consolidation and expansion of the spelling program for Year 5-7 students.

- In 2011, Year 3 students were just above, Year 5 students just met and Year 7 students were just below Like Schools, with the gap closing.
- In 2012, there will be a continued focus on Grammar & Punctuation with the introduction of content from the Australian Curriculum to help meet the set target by 2013.
NAPLAN longitudinal summary average Grammar & Punctuation score

- In 2011, the Year 3 cohort was just above, Year 5 just meeting and Year 7 below with the gap closing against Like Schools.
- In 2012 there will be a continued focus on Grammar & Punctuation with the introduction of content from the Australian Curriculum.
- The Year 3 and Year 5 line graphs are on a positive incline.
- The Year 7 graph, although below Like Schools, is closing the gap.

SUBIACO PRIMARY SCHOOL BUSINESS PLAN FOCUS AREAS

STUDENTS  Subiaco Primary School students achieve their potential

Progress and Achievement compared with all Australian Schools

Analysis of data shows that students at Subiaco Primary have higher progress and higher achievement when compared with students from Australian schools.

High Progress & Higher Achievement

- The top right quadrant indicates excellent results. Year 3-5 Spelling, Numeracy & Grammar & Punctuation and Year 5-7 Spelling, Numeracy, Reading & Grammar & Punctuation fall into this category.

Lower Progress & Higher Achievement

- The bottom right quadrant indicates very good results. Year 3-5 Reading falls into this category and is almost in the top right quadrant.

NAPLAN comparison over time

Given that Subiaco Primary School consistently outperforms State and Australian averages, we choose to compare our performance with statistically similar or Like Schools. These schools are similar in socio economic and educational advantage. In examining performance over time, we can determine our future focus and plan accordingly.

Data to the right of the x, y axis intersection is highly positive.
**Reading Year 3**

The above graph compares the achievement of students at Subiaco Primary with students at Like Schools in Reading.

- Subiaco Primary has made pleasing progress when compared with Like Schools.
- 30% of students have attained excellent achievement.
- 39% good achievement (9% higher than Like Schools).
- 25% satisfactory achievement.
- 4% limited, which is slightly lower than Like Schools.

**Numeracy Year 3**

- 27% of students have attained excellent achievement.
- 23% good achievement (6% lower than Like Schools).
- 48% satisfactory achievement.
- 4% limited, which is slightly lower than Like Schools.

**Reading Year 3-5 progress**

The above graph shows the student cohort who sat the Reading NAPLAN assessment in Year 3 and then in Year 5, comparing their performance with that of Like Schools (dotted line).

- 13% of students have made very high progress over time (5% lower than Like Schools).
- 21% received high progress.
- 28% received moderate progress.
- The pink shading refers to the percentage of students who attained excellent achievement over both assessments.
- Approximately 20% of students, (shaded pink), attained excellent achievement in Year 3 and again in Year 5.

**Numeracy Year 3-5 progress**

- Subiaco Primary has made pleasing progress when compared with Like Schools.
- 25% of students have made very high progress over time (3% higher than Like Schools), 25% received high progress.
- 20% moderate progress.
- Approximately 16% of students shaded pink attained excellent achievement over both assessments.
Reading Year 5-7 progress

The above graph compares the student cohort who sat the Reading NAPLAN assessment in Year 5 and then in Year 7.

- Subiaco Primary has made excellent progress when compared with Like Schools.
- Approximately 39% of students have made very high progress over time (18% higher than Like Schools).
- 11% received high progress.
- 39% moderate progress.
- Approximately 5% of students shaded pink attained excellent achievement over both assessments.

Numeracy Year 5-7 progress

- Approximately 11% of students have made very high progress over time (10% lower than Like Schools).
- 6% received high progress and 43% moderate progress.
- Although, very high and high progress is lower than Like Schools, approximately 30% of Subiaco Primary students shaded pink attained excellent achievement in Year 5 and again in Year 7 in Numeracy.

Science WAMSE

Our Year 5 and 7 students participated in the Western Australian Monitoring Standards in Education (WAMSE) assessment.

- 52% of Year 5 students and 41% of Year 7 students achieved in the top 20%.
- In 2011, Subiaco Primary Year 5 students performed 3% better than Like Schools in the top 20%.

Society and Environment WAMSE

- In 2011, 50% of Year 5 students and 59% of Year 7 students achieved in the top 20% of the State in Society and Environment.
- Year 5 results are comparable with Like Schools.
- Year 7 students performed 5% better than Like Schools in the top 20%.

<table>
<thead>
<tr>
<th>Year 5 Science</th>
<th>School</th>
<th>Like Schools</th>
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<tr>
<td>Top 20%</td>
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<td>45%</td>
</tr>
<tr>
<td>Middle 60%</td>
<td>48%</td>
<td>51%</td>
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<tr>
<td>Bottom 20%</td>
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<tr>
<th>Year 7 Science</th>
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<tbody>
<tr>
<td>Top 20%</td>
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<td>38%</td>
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<tr>
<td>Middle 60%</td>
<td>57%</td>
<td>59%</td>
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<tr>
<td>Bottom 20%</td>
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<tr>
<th>Year 5 Society &amp; Environment</th>
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<th>Like Schools</th>
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<tbody>
<tr>
<td>Top 20%</td>
<td>59%</td>
<td>50%</td>
</tr>
<tr>
<td>Middle 60%</td>
<td>41%</td>
<td>48%</td>
</tr>
<tr>
<td>Bottom 20%</td>
<td>0%</td>
<td>2%</td>
</tr>
</tbody>
</table>
Due to the success of the BUZ resilience program, it will be implemented school wide in 2012.

Critical and Creative Thinking was introduced as a new priority area for 2011. The focus in 2011 was on:
- Building staff capacity and confidence in order 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. Each term there was a whole school focus.

A parent workshop was held to provide information to parents on Critical and Creative Thinking. Late in 2010 a teacher survey assessed the teaching and learning of Critical and Creative Thinking, with structures and resources put into place and teachers regularly sharing ideas.

Honour Inclusivity and diversity

A comprehensive approach to the teaching of Grammar in 2011 focused on the way written language is structured to suit the context, the purpose and the audience. Teachers employed the gradual release of responsibility process, ‘DATS’; and
- Introduction of an extension spelling program for Year 5-7.

Attendance levels are influenced by a number of students who leave to go on extended holidays with their family. Strategies are put in place 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.

The following outlines progress in our 2011 priority areas:

Spelling, Grammar & Punctuation

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 meet 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. Eileen Burns conducted a workshop on Spelling for parents.

Spelling and Grammar & Punctuation are recommended to continue as whole school priority areas in 2012 with the following whole school strategies:
- Continuation of the *Letters and Sounds* program in K and where appropriate PP to develop and build a firm foundation of early literacy understandings;
- Continuation of *Words Their Way* (K-5) to differentiate spelling instruction to meet the needs of students and encourage a problem solving approach;
- Teaching of high frequency words;
- Continuation of *Speliodrome*, an internet based program for Year 1-7 students;
- Continuation of a whole school spelling editing process, DATS; and
- Introduction of an extension spelling program for Year 5-7.

A comprehensive approach to the teaching of Grammar in 2011 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 and integrated authentic use of technology where appropriate. Strategies in 2012 will include: explicit teaching of dictation; parts of speech and the integration of graphic organisers.

Writing

With the change from narrative to persuasive text in NAPLAN 2011, persuasive writing became a focus area. The Australian Curriculum requires that students identify, form, justify and support their opinions in written text,

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<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>
</tr>
<tr>
<td>2011</td>
<td>94.6%</td>
<td>92.7%</td>
</tr>
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</table>
which takes the form of persuasive writing. Through whole class, small group and individual teaching and learning opportunities in reading and writing, students are taught explicitly how to analyse texts. The teacher also explicitly models the structure of the written text; taking it apart and giving the students the language to understand the various features that make the written text a successful piece of persuasive writing.

Students at Educational Risk

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.

English as a Second Language

Subiaco Primary School appointed a new 0.4 ESL teacher in Semester 2, 2011. Total ESL staffing in 2011 was 0.6 FTE, shared between two teachers. Education Assistant time was also provided to support teachers with ESL students. The ESL teacher is 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 identify students requiring intervention across ESL Progress Maps Levels 1-9. There is ongoing liaison with classroom teachers so that the program is contextually based.

In October 2011, the administration staff and ESL teacher completed an audit of ESL Education in 6 domains: ESL student information, program management, program organisation, teaching and assessment, staff professional development and parent/community interaction. The domains range from Level 1: Initial awareness of ESL need to Level 5: Maintenance and ongoing development of ESL education for the school community. Generally the school sits within Level 3: Commitment to whole school integration of ESL Education progressing toward Level 4: Integration of ESL education across the school.

Enhance Science learning through explicit teaching of investigating Scientific Process

In 2011, Science was timetabled in Years 4-7 at the same time across the school and additional teachers allocated to ensure targeted Science teaching appropriate to individual year levels. This approach proved successful with smaller classes to maximise practical investigations and teachers sharing Science expertise. A review of the Australian Curriculum Primary Connections program found that the content did not allow for extension of our capable Year 6/7 students. Focus for 2012 is to ensure further breadth and depth of content in Years 6/7.

STAFF

Subiaco Primary School staff deliver and participate in quality learning opportunities

Building staff capacity for excellence in teaching through quality and relevant learning opportunities

Targeted professional learning builds staff capacity to support priority areas and departmental initiatives. Professional learning 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:

- Introduction to, and assessment related to, the Australian Curriculum in English, Mathematics and History;
- Sharing of learning technologies;
- Persuasive writing and spelling strategies;
- Outside facilitators provided professional learning to staff in using Interactive Whiteboards and Apple Mac platforms; and
- Literacy assessment linked with the Australian Curriculum for all K-2 staff.

Staff capacity was enhanced through the provision of support from expertise within our staff. Eileen Burns (0.2 FTE) supported teachers with literacy teaching and Lia Pike (0.3 FTE) provided teacher support and guidance with the development of Individual Education Plans and Group Education Plans as Learning Support Coordinator. A focus within all priority areas is a seamless K-7 implementation.

Ensure rigour in Early Childhood education

A locally developed assessment profile was developed to track the progress of Kindergarten and Pre-Primary students more effectively. This assessment profile has been selected by the WA Primary Principals’ Association (WAPPA) as an exemplar and shared with principals at workshops. Phonological Awareness skills are monitored using SPAT testing in Semester 2 for ‘at risk’ Pre-Primary students. Pre-Primary students are assessed
using the On Entry Assessment in Literacy and Numeracy.

**Develop teacher expertise to implement data informed planning**

There is the systematic analysis and distribution of data for whole school and classroom planning as articulated within the school strategic plan 2011-2013. Teachers collaboratively plan, moderate and assess student learning.

**Staff engage in the use of innovative technologies to deliver improved learning opportunities for students**

Subiaco Primary School ensured the continuation of ICT integration across learning areas aligned with appropriate resourcing and professional learning.

**Installation of interactive whiteboards**

Seven Promethean whiteboards were installed early Term 1. Every PP-7 class now has an interactive whiteboard to enhance the teaching and learning across learning areas, specifically the school focus areas of spelling, grammar and writing. Aligned with the installation of Interactive whiteboards (IWBs) has been professional learning provided by Concept AV. The focus of these sessions has been to familiarise teachers with the functions and resources associated with the integration of IWBs in their learning programs.

The recommendations from the extensive wireless audit undertaken in April 2011 resulted in additional wireless access points being installed to assist with connectivity. This appears to have made a significant difference in some locations around the school that were previously experiencing unreliable connectivity.

**STYLE (Subi Techno Youth Learning Environment)**

The School Board endorsed the development of a 12 month ICT plan, STYLE (Subi Techno Youth Learning Environment), developed with input from staff and parents. The title of the project was created and voted for by the Year 6/7 students. An important foundation is the link to the National Goal of Schooling in the 21st Century: *When students leave school they will be confident, creative productive users of new technologies*. Goal 1.6.

STYLE principles include:
- Whole-of-school focus (ie. Kindergarten to Year 7);
- Aligned with good teaching and learning practices and National Goal of Schooling;
- Aligned to the school’s priorities and Business Plan;
- Support individualised learning and educating children for their world;
- Explore all options;
- Ensure parents are able to see, touch, and understand what technology-enhanced learning means in a whole-of-school context;
- Ensure staff are supported and empowered;
- Ensure appropriate buy-in from all stakeholders – teachers, students, parents, School Board and P&C;
- Be able to ensure equity and continuity (ie. not just a year-by-year proposition); and
- Promote the ethical, responsible and confident use of technology.

**Parents as partners in technology**

The parent open evening proved to be a wonderful opportunity to engage parents with the STYLE ICT plan. On the evening, buzzers were incorporated to gather feedback from both students and parents on ICT priority areas. Two ICT workshops were held for parents: Technology and Your Child – Strengthening the Links, facilitated by Rosemary Collins and Gillian Murgia and a Cyber Safety Awareness Session with over 60 people attending the combined workshops.

**Plan for the implementation of the Australian Curriculum**

Western Australian schools have been allocated three years to implement fully the Australian Curriculum. The implementation process of the Australian Curriculum has three stages: familiarisation, transition and adoption. Subiaco teachers are at the familiarisation stage. Implementing a new curriculum is an ideal time to reflect on the principles of good teaching and learning.

In 2010, Subiaco Primary was selected as one of 5 WA trial schools for the draft Australian Curriculum. In 2011, Kathy Reger and Deb Beresford, were invited to take part in separate projects on History and the General Capabilities integrating Literacy, Numeracy, ICT, Critical and Creative Thinking, Personal and Social Competence, Ethical Behaviour and Intercultural understanding.

In 2012, the focus will be on collaborative planning to integrate aspects of the new curriculum within their teaching and learning programs and on using the new curriculum as a catalyst to revisit what makes good practice.
Partnerships

Subiaco Primary School develops and strengthens the involvement of local families and of the wider community in our school.

Utilise parent and broader community expertise

A data base of the ‘skills set’ of Subiaco parents was created and parents accessed via the data base were happy and willing to support school initiatives. On review, the Class Liaison Parent network was found to be a more effective and up to date way to reach out to parents.

Honour inclusivity and cultural diversity within the Subiaco Primary School Community

Teachers utilised and engaged parents to support class programs incorporating cultural diversity. Another highly successful Harmony Day was held where students from Kindergarten through to Year 7 were involved in an afternoon of cultural activity. The sessions were conducted by parents and the students engaged in activities, working together cooperatively to spread the message of cultural diversity and acceptance. The benefits of a culturally diverse community was considered at a staff meeting and at a Class Liaison Parent meeting.

With the aim of strengthening curriculum understanding for parents, information evenings on Spelling, Critical and Creative Thinking, Technology and Your Child Strengthening the Links and Cyber Safety were held in 2011. These sessions were well received by all the parents who attended them.

The Parent Open Evening showcased the students’ learning including high quality artworks produced from the Artist in Residence African Art program. The Open Evening was also the perfect opportunity to launch the Subiaco Primary School Website, to view This is Our School movie illustrating integrated literacy, numeracy and technology learning at Subiaco Primary as well as enjoy performances from our choirs and band. All staff members should be acknowledged for their contributions towards the highly successful Open Evening.

Develop partnerships in setting directions

There exists strong community participation through our School Board, the P&C Association and parent volunteers.

School Board

The role of the Subiaco Primary School Board is to set the long term future for Subiaco Primary School and to maintain oversight, not management, of the school’s operation. Our Board members, Marina Hogan, Phil Riley, Jon Greenaway, Peter Frizzell, Adrian Barich, Chris Shorter and Alice Brennan provided expertise to help the school achieve the best outcomes for our students. Our Independent Public School Board operates within functions consistent with the legislative role of School Councils. Achievements and decisions for 2011 include the School Board having a significant role in:

- Developing the Subiaco Primary School Business Plan. Our plan was selected as an exemplar on the IPS website;
- Developing and endorsing the Financial and Workforce Plans;
- Principal selection in 2011. Marina Hogan, as chair of the School Board, was a member of the principal selection panel;
- Reviewing the School Board Terms of Reference and attending School Board training. Peter Frizzell was selected as the Board’s Community Representative and Marina Hogan, our Board Chair, was invited to make a presentation to parents on the role and journey of a School Board Chair at a Department of Education’s School Board training session;
- Endorsing the annual budget and throughout the year reviewing revenue, expenditure and reserve accounts;
- Approving and endorsing the 2012 fees, charges and voluntary contributions, items of personal use (booklists) and approving extra cost optional components of programs; and
- Developing, updating and endorsing the Sponsorship, Behaviour Management, Healthy Eating, Working with Children, Volunteer and Dress Code policies.

The Subiaco Primary School Business Plan articulates key focus areas, targets, milestones, strategies and resources with the purpose of improving the school’s overall performance. Monitoring information is collected for all targets and milestones and presented to the School Board at various points throughout the year. Based on analysis of data, staff and School Board have identified and endorsed the following 2012 priorities:

- Continue English priority areas of Spelling, Writing, Grammar & Punctuation;
- Implementation of the English Australian Curriculum;
- Numeracy implementation of the Australian Curriculum; and
- Continue Critical and Creative thinking and integration of ICT across all learning areas.
The Buildings & Grounds, Chaplaincy, Events, Healthy Eating and Sustainability P&C subcommittees are active partners in setting school direction. In addition to these subcommittees, the P&C has established a Building Fund, operates the school uniform shop, manages the operation of the school's pool and maintains an effective communication network for parents.

In 2011, the P&C supported the provision of funding towards our School Chaplain, the ongoing maintenance of our pool, plus funding of various projects such as an Artist in Residence program, grounds development, ICT equipment, library & reading resources, Green Team and healthy eating initiatives.

The Subi Farmers Market provides support to the school community through its funding of the P&C.

Parent, teacher and student satisfaction surveys to identify and inform future direction

In 2011, 84 parents, 72 Year 6/7 students 28 staff responded to a comprehensive on-line survey. The results were very positive and the responses and graphs were collated and discussed in detail at School Board meetings. In addition, a summary was presented at a Class Liaison Parent meeting and information was provided to all of our parents over the course of four newsletters.

One aspect that I like most about the school

Parents

Parents’ comments highlighted the school's community spirit, a positive, friendly atmosphere, the embrace of Our Best motto and children who love going to school.

“Warm, friendly atmosphere and that everyone (teachers and children) embrace the motto of “our best”. (Subiaco Primary parent)

Students

The students’ comments centred on a friendly school, supportive teachers, sport lessons and the school pool.

“One thing I really like about this school is that everyone strives to be ‘our best’ in all areas. Each teacher has different talents and abilities so over the years, children will see each lesson from a different perspective.” (Subiaco Primary student)

Staff

The staff comments focused on the positive and collaborative work environment.

“Respect, trust and care between staff, students and parents.” (Subiaco Primary staff member)

Summary: Parent, staff and student satisfaction survey

As shown in the graph below, 80% or more of parents indicated their satisfaction across most areas, with question 7 and question 23 identified as areas to inform future direction.
Survey areas identified to inform future direction

Question 7: This school does not have a bullying problem.

Approximately 32% of staff and parents disagreed. In discussions with staff it was agreed that bullying is present in all schools as well as in workplaces, on sporting fields and in leisure pursuits. We do not have a bullying problem as such at Subiaco Primary, however, bullying occurs and there have been targeted cases of bullying at this school.

At Subiaco Primary we address bullying through:

• Targeted teaching and learning programs;
• Comprehensive Behaviour Management in Schools Policy. This policy was updated to include Cyber bullying, endorsed by the School Board and communicated to all parents via newsletter and the new Subiaco Primary School website;
• Addressing all reports of bullying. Teachers and the administration staff work closely with students and parents in all reports of bullying;
• Gaining input from Year 6/7 students as part of a Year 6/7 forum. Responses from Year 6/7 students included reinforcing consequences, discussing with students and having different adults on duty because some students don’t feel comfortable disclosing to teachers;
• In response to student suggestions Deb Hands, Assistant Principal regularly addressed all Year 4-7 students at fortnightly sub assemblies about bullying, bystander behaviour, consequences and strategies; and
• Trent Williams, Chaplain, regularly spoke at Year 1-3 fortnight assemblies about being a good friend, making friends and provided strategies to students, encouraging cooperative recess and lunch play.
Question 23: Parents are kept well informed about their child’s progress and achievement levels

To address parents’ concern regarding being kept well informed about their child’s progress and achievement levels, the School Board endorsed parent teacher interviews, to be conducted at the end of Term 1 2012, to provide timely and relevant face-to-face information about children’s progress and achievement.

Other partnerships

Community partnerships add value to our students’ educational experiences.

Valuable partnerships in 2011 included:
- City of Subiaco Year 1 home reading program linked with the local library, weekly paper recycling, provision of healthy breakfasts for Cycle to School and Walk to School events, involvement in NAIDOC week celebrations, finger knitting, seedling planting and managing the reticulation allocation for our ovals;
- Earth Carers providing support for sustainability programs;
- Placement of Seow Poh Lai, teacher, for Term 1 funded by the Ministry of Singapore;
- Placement of pre-service teachers and education assistants; and
- Subiaco Children’s Centre joint use of facilities agreement.

Develop and embed a branding and marketing strategy for Subiaco Primary

The 6 month development, and subsequent launch, of the new Subiaco Primary School website, with the ability to subscribe and receive regular updates, has provided an important communication link between school and home. The website has received extensive positive feedback by prospective and current parents, educators in other schools and central office personnel. In 2011, the school’s achievements were regularly marketed in local community newspapers.

ENVIRONMENT

Subiaco Primary School provides optimal physical and emotional conditions for teaching and learning

Provide a safe physical environment for our school community

A new, four-cluster classroom block was completed for the start of the 2011 school year as part of the Building Education Revolution funding. Twenty classrooms now cater for students from Kindergarten to Year 7.

In 2011, the upper and lower ovals were returfed and a sub-meter installed to enable increased watering of our grounds. The development of a 5 year master plan for grounds’ development is planned for 2012. The facilities are currently being audited, ready for stakeholder consultation early in 2012.

Further develop a caring and safe school that encourages resilience and respect

Our school community greatly values the support available through the Chaplaincy Program. Our Chaplain serves as a mentor through pastoral conversation, casually as well as by appointments with children, staff and parents. Upon review, it was decided to implement the broader base BUZ Friendly Resiliency program in preference to the Rainbows (grief-based) program. The program was trialled with the Year 2 classes. The program was facilitated by Audrey Crompton, our newly appointed school chaplain. Due to the success of the BUZ trial program, it will be extended across all Year 1-7 classes in 2012.

Our chaplains, Trent and Audrey, worked closely with the Year 4-7 Assistant Principal assisting in activities including fundraising for our Cambodian sister school, Social Justice Group meetings and were available to support teachers on school-related excursions and activities. The 40 Hour for World Vision to combat world hunger raised a very impressive $5059. Funding for our chaplain is provided through the Federal Chaplaincy Program and the school annual Chapathon event.
Maintain and expand focus on sustainability

In 2011, a number of new sustainability initiatives were introduced including Package Free Friday and the formation of the student led Green Team. The Green Team reported to parents via newsletters and to students at the sub-school assemblies on green initiatives, results of Package Free Friday and waste audits. Several classes utilised the garden beds as part of Science and Society & Environment educational programs.

The school applied for, and received, a Waste Wise Grant of $2,000 which was used to purchase two compost tumblers. The school also received a $12,500 grant from the WA Solar School Program to erect solar panels.

Subiaco Primary School became accredited as a Waterwise school through the development of a Waterwise policy, staff attending professional learning and embedding Waterwise curriculum content into teaching.

The City of Subiaco funded a detailed, level 2, energy and water audit of the school. The audit was undertaken by Ecoadvance, with a comprehensive report produced and a presentation given at a Year 4-7 sub-assembly. The sustainability committee is currently looking at the recommendations from the report, which includes many cost-efficient ways to reduce the energy and water usage of the school.

Whole school celebrations of events of note included Clean Up Australia Day, World Environment Day, Farmers’ Market Green Day, National Recycling Week and the Let’s Share a book, book exchange stall which was highly successful and generated a great deal of excitement.
## Subiaco Primary School
### Financial Summary as at 31 December 2011

### Current Year Actual Revenue Sources

<table>
<thead>
<tr>
<th>Revenue - Cash</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Voluntary Contributions</td>
<td>$27,748.00</td>
<td>$27,748.00</td>
</tr>
<tr>
<td>2 Charges and Fees</td>
<td>$87,255.00</td>
<td>$87,249.76</td>
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<tr>
<td>3 Government Allowances</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>4 P&amp;C Contributions</td>
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<tr>
<td>5 Fundraising/Donations/Sponsorships</td>
<td>$2,516.00</td>
<td>$2,515.77</td>
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<tr>
<td>6 DoE Grants</td>
<td>$254,490.00</td>
<td>$254,490.35</td>
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<tr>
<td>7 Other State Govt grants</td>
<td>$21,615.00</td>
<td>$21,615.00</td>
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<tr>
<td>8 Commonwealth Govt Grants</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>9 Trading Activities</td>
<td>$2,516.00</td>
<td>$2,515.77</td>
</tr>
<tr>
<td>10 Other</td>
<td>$32,288.00</td>
<td>$32,288.33</td>
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<tr>
<td>11 Transfers</td>
<td>$23,500.00</td>
<td>$23,500.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$522,846.00</td>
<td>$522,846.61</td>
</tr>
</tbody>
</table>

### Net Funds Available

| Net Funds Available | $636,596.00 | $636,596.11 |

### Revenue - Budget vs Actual

<table>
<thead>
<tr>
<th>Revenue Source</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voluntary Contributions</td>
<td>$22,689.56</td>
<td>$22,689.56</td>
</tr>
<tr>
<td>Charges and Fees</td>
<td>$30,591.89</td>
<td>$74,470.97</td>
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<tr>
<td>Government Allowances</td>
<td>$37,990.47</td>
<td>$37,990.47</td>
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<tr>
<td>P&amp;C Contributions</td>
<td>$32,288.33</td>
<td>$32,288.33</td>
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<tr>
<td>Fundraising/Donations/Sponsorships</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>DoE Grants</td>
<td>$254,490.35</td>
<td>$254,490.35</td>
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<tr>
<td>Other State Govt grants</td>
<td>$-</td>
<td>$-</td>
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<tr>
<td>Commonwealth Govt Grants</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Trading Activities</td>
<td>$23,500.00</td>
<td>$23,500.00</td>
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<tr>
<td>Other</td>
<td>$522,846.61</td>
<td>$522,846.61</td>
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</tbody>
</table>

### Expenditure - Budget vs Actual

<table>
<thead>
<tr>
<th>Expenditure Purpose</th>
<th>Budget</th>
<th>Actual</th>
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<tbody>
<tr>
<td>Administration</td>
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<td>$22,689.56</td>
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<tr>
<td>Leases</td>
<td>$30,591.89</td>
<td>$30,591.89</td>
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<tr>
<td>Utilities</td>
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<td>$74,470.97</td>
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<tr>
<td>Repairs/Maintenance/Grounds</td>
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<td>$37,990.47</td>
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<tr>
<td>Capital Works</td>
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<td>$32,288.33</td>
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<tr>
<td>Assets and Resources</td>
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<td>Education Services</td>
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<td>Other Specific Programs</td>
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<tr>
<td>Trading Activities</td>
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<td>$23,500.00</td>
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<tr>
<td>Salary Pool Payments to Central Office</td>
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<td>$40,000.00</td>
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<tr>
<td>Transfers to Reserves</td>
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<td>$28,762.00</td>
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<tr>
<td><strong>Total</strong></td>
<td>$520,726.79</td>
<td>$520,726.79</td>
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### Cash Position

<table>
<thead>
<tr>
<th>Cash Position</th>
<th>$166,795.82</th>
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</thead>
<tbody>
<tr>
<td>General Fund Balance</td>
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<tr>
<td>Deductible Gift Funds</td>
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<td>Trust Funds</td>
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<tr>
<td>Asset Replacement Reserves</td>
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<tr>
<td>Suspense Accounts</td>
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<tr>
<td>Cash Advances</td>
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<tr>
<td>Tax Position</td>
<td>$-</td>
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<tr>
<td><strong>Total Bank Balance</strong></td>
<td>$166,795.82</td>
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</table>