



Annual Report 2022

Subiaco
connecting minds and hearts

Acknowledgment of Whadjuk Noongar Boodja

We acknowledge that Subiaco Primary School is situated on Whadjuk Noongar land in a place of great cultural and spiritual significance. We acknowledge the Traditional Owners past, present and the emerging leaders.

The lakes around this area including Lake Jualbup, Jolimont Swamp and Lake Monger were

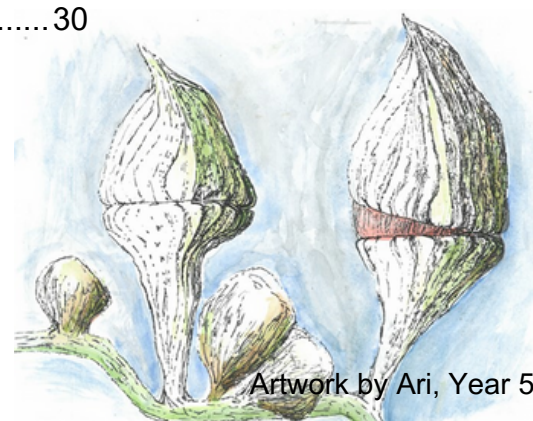
integral to hunting and gathering places and were linked together by the Dreaming trail known as the Yakkan Bidi – the 'Turtle Trail'.

Noongar people walked this trail in search of turtles for food from each of these lakes. As a community we are all connected together learning here on Whadjuk Noongar country.



Artwork by Kellie, Year 5
Titled: Red Mallee

INTRODUCTION.....	3
SCHOOL BOARD.....	5
OUR VALUES AND BELIEFS.....	7
P&C.....	8
OUR SCHOOL COMMUNITY.....	9
125 YEARS.....	10
BUSINESS PLAN ACHIEVEMENTS.....	11
Enrolments.....	11
Student performance targets.....	12
NAPLAN.....	12
On Entry Assessment.....	14
Attitudes and behaviour.....	15
STUDENT ACHIEVEMENTS AND PROGRESS	
Literacy.....	18
Numeracy.....	19
ICAS.....	19
Science.....	20
HASS.....	20
Physical Education.....	21
The Arts.....	23
Languages- French.....	27
Digital Technologies.....	27
Social Justice Group.....	28
FINANCIAL SUMMARY.....	29
Glossary.....	30



It is my pleasure to present to you the Subiaco Primary School 2022 Annual School Report.

In 2022, Subiaco Primary School celebrated 125 years of educating children in the heart of the Subiaco community and 125 years of committing to our motto “Our Best.” Established in 1897, Subiaco Primary School has a long and celebrated history and culture of high expectations, academic excellence and community partnerships.



The 125th celebrations provided opportunities to come together and connect after the challenges of COVID. Connecting minds and hearts is the core of our Business Plan and our school community celebrated through collaboration, connection and community.

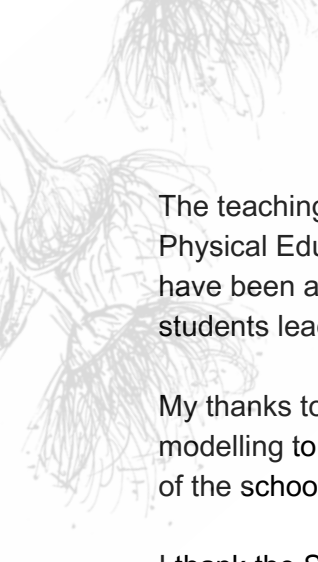
Connection to our environment was strongly represented through the collaborative art mural designed by local artist Melski and painted by our students, teachers, staff, parents and community members.

The best part of my role as Principal is getting into classrooms and supporting the informed approaches and fantastic teaching programs delivered by our dedicated staff each day. Our focus on High Impact Teaching strategies ensures that time in the class is optimal.

The Business Plan 2020-2023 “Connecting Minds and Hearts” outlines broad directions with focus areas on teaching excellence, data informed approaches, growth mindset, diversity, inclusivity and our partnerships with parents and the community.

The alignment between our Business Plan, Operational and classroom planning is key to our processes and successes. Some of the highlights across 2022 included:

- Increased commitment to our Reconciliation Action Plan and to Aboriginal cultural awareness and standards
- 125th Concert with a smoking ceremony, student performances and guest performances
- Support of our English as an Additional Dialect (EALD) families
- Performances of our Interschool sporting teams
- NAPLAN results in the top 5% of all Western Australian schools
- Performances by the school choirs at numerous events including Massed choir festival
- Orchestra performances across a range of contexts
- The success of our students at events academic events and competitions -Numero, Scitech Challenge Day
- ICAS Medal winner Ethan T
- Our annual Open Night
- Our IMSS concert
- The work of the Board and P&C to support our school.



The teaching program is complemented by the development of exemplary specialist programs in Physical Education, Art, Music, French and Digital Technologies. The Music and Art programs have been acclaimed at a system level. These programs continue to support extension of students leading into secondary settings.

My thanks to our Year 6 student leaders and peer mediators for continuing a rich tradition of modelling to younger students. Our Social Justice Group who continue to give to the betterment of the school community and other communities in need.

I thank the School Board for their work and support of the teachers and the leadership team, this support and encouragement allows us to remain focussed on improving outcomes for our Subiaco Primary School students.

I acknowledge our outgoing board chair Zoe Schaffer and board member Kah Yee Loh for their expertise and support in ensuring that the functions of the school Board are completed in a timely and professional manner.

I thank the outgoing P&C president Tim Braslin for his work over the past 3 years. I acknowledge and thank all the members of the P&C Executive and members of the subcommittees who have worked tirelessly in 2022 to support and grow the school.

I acknowledge the families who have volunteered endless hours supporting the school.

The dedication of our teachers to sustain our success and to continually improve ensures that we will continue to meet the needs and improve the outcomes of the students in our care.

Go well!



Dr Melinda Harris
Dip Ed., B.Ed., M.Ed., PhD.



Dear Subiaco Primary School community,

On behalf of our school Board I reflect on 2022, a wonderful year which saw us celebrating the 125th anniversary of our amazing school. We thank each and every one of you for your contributions in making this historic milestone such a memorable occasion. The celebrations were filled with exciting activities, including a magnificent concert and a beautiful mural capturing local flora and fauna painted by our talented students in the school colours. These events were a true reflection of the creativity and spirit of our school community.

As a school Board we were fortunate to see and hear from the Subiaco PS staff the significant strides towards achieving the 2020-2023 Business Plan. The focus on Data Informed Teaching, Connected Curriculum, Student Voice, Resilience, and Community has yielded great results, and we are excited to see these continue to develop in 2023.

As part of our commitment to continuous improvement, the Board has played a vital role in reviewing several policies, including Class Placement, Attendance, Communication Devices, Year 6 Graduation Awards, Positive Behaviour and Good Standing, Annual Business Plan Targets and Tracking, and Strategic Plan recommendations for 2023. We are pleased to report that these policies have been updated and improved to better serve our students and school community.

In addition, we have introduced a Policy Review Schedule, which has been warmly welcomed by the community. This schedule ensures that our policies remain up-to-date and relevant, and that we are continuously improving our practices.

It has been a productive year for the school, and as representatives of the school community the Board has played an essential role in ensuring that Subiaco Primary School maintains high standards in line with the motto 'Our Best'. One of the significant achievements was the ratification of the Sun Safe Policy, which has made Subiaco Primary School an accredited Sun Safe school. The Board has also been diligently working on a range of important matters. The agenda schedule has included appropriate financial statements, the drafting of the annual budget, an overview of the NAPLAN results, the 2022 Board Survey, the endorsement of the 2023 school development day, the endorsement of the 2023 personal book lists, and contributions and charges.

Furthermore, the Board met with Subiaco Children's Centre to discuss options for use of our school's facilities. This meeting was an excellent opportunity to explore potential partnerships and collaborations that will benefit both our school community and the wider community.

We are proud of these achievements and grateful to the Subiaco Primary School community for their support and contributions. We look forward to continuing to work together to provide an exceptional education for our students.

Zoe Schaffert
Board Chair 2022

SUBIACO PRIMARY SCHOOL BOARD 2022

The Subiaco Primary School Board works with the school community to achieve the best outcomes for students. Members play an important role in contributing to good school governance so that school resources are used efficiently and community expectations and the school's priorities reflect the needs of our students.

Target - Performance of school as measured by School Board meeting minutes, and survey results.

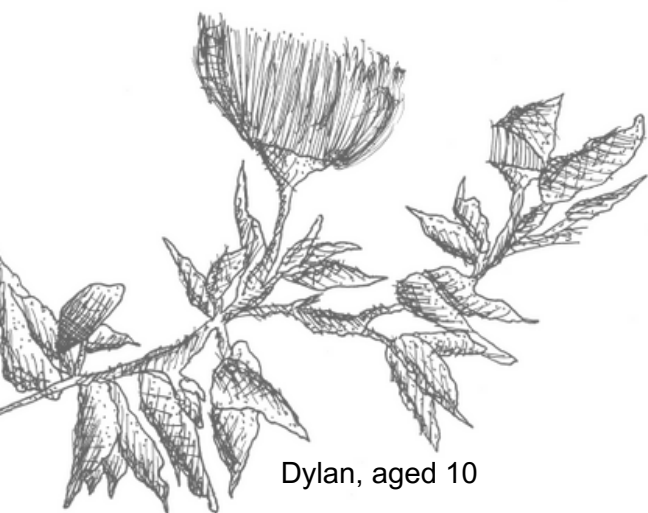
Regular reports are provided to the School Board on student performance. There is robust discussion and members rigorously look at the school's self-assessment and school performance. Our 2022 Board members; Zoe Schaffert, Louis Martin, Kah Yee Loh, Simone Janney, Emma Thunder and Chris Shorter provided expertise to help the school achieve the best outcomes for our students.

The Board has played an essential role in ensuring that Subiaco Primary School maintains high standards in line with the motto 'Our Best'. One of the significant achievements was the ratification of the Sun Safe Policy, which has made Subiaco Primary School an accredited Sun Safe school. Notable Board business in 2022 included:

- The introduction of a Policy Review Schedule ensuring that our policies remain up-to-date and relevant. Policies reviewed: Class Placement, Attendance, Communication Devices, Year 6 Graduation Awards, Positive Behaviour and Good Standing, Annual Business Plan Targets and Tracking, and Strategic Plan recommendations for 2023.
- Meeting with Subiaco Children's Centre to discuss options for use of our school's facilities was an excellent opportunity to explore potential partnerships and collaborations.
- Drafting of the annual budget, an overview of the NAPLAN results, the 2022 Board Survey, the endorsement of the 2023 school development day, the endorsement of the 2023 personal book lists, and contributions and charges, involvement in the 125th celebrations and cultural responsibility.

Significant strides towards achieving the 2020-2023 Business Plan have included the focus on Data Informed Teaching, Connected Curriculum, Student Voice, Resilience, and Community has yielded great results, and we are excited to see these continue to develop in 2023.

An Internal Board Survey was conducted in 2022. The following statements are rated out of a possible total score of 5.0. The following table shows the range of responses for each item:



Dylan, aged 10

INTERNAL BOARD SURVEY 2022

Strongly Agree 5.0, Agree 4.0, Neither Agree nor Disagree 3.0, Disagree 2.0, Strongly Disagree 1.0

Board Governance Recommendations	Range
Board Members understand roles and responsibilities.	4.8-5.0
Strategic Direction Recommendations	
Strategic Discussions feature regularly in Board discussions.	4.8-5.0
Performance Monitoring Recommendations	4.7-5.0
Appropriate processes have been established at management and operational levels.	
Board Relationships Recommendations	4.7-5.0
The Board represents the school to key stakeholders.	4.8-5.0
Board Meetings (Papers and Conduct) Recommendations	
Agenda and time enable sufficient time to deal with key issues.	4.7-5.0
Board Composition and Development Recommendations	
The Board has an Induction Program which assists with contributions from new members.	4.5- 5.0

OUR VALUES AND BELIEFS

OUR BELIEFS...

Our philosophy is based on developing the whole child in an environment that is exciting and challenging.

We maintain a relaxed, happy, stimulating and supportive environment. It is important to us that the children feel secure, nurtured and enjoy themselves at school.

We provide a program that will cater for a wide range of developmental abilities and interests. This will allow each child to develop to their fullest potential, cognitively, physically, socially and emotionally.

We provide a variety of opportunities for each child to demonstrate their potential and demonstrate their personal best.

We believe a positive learning environment will build confidence and a love of lifelong learning in each child.

...OUR BEST

OUR CULTURE

Our culture is our responsibility. We collaborate, connect, communicate and together we contribute to a dynamic environment that is underpinned by a strong set of values promoting effective relationships and partnerships between parents, staff and students to enhance learning outcomes.

The practices embedded at Subiaco Primary School allow us to build and maintain a culture of teaching excellence. These practices include data collection and analysis; teaching for impact, ongoing evaluation of teaching practices; collaborative planning, peer support and mentoring among staff; and educational leadership.

P&C

We thank the P&C for their continued efforts to enhance the experiences, opportunities and environment for our students. Fundraising efforts and events that were impacted by COVID-19 were back with vengeance and enthusiasm.

Significant upgrades continued in 2022 with the completion of the painting and carpeting in the Upper Hall and classrooms to create flexible and inviting spaces for our staff and students.

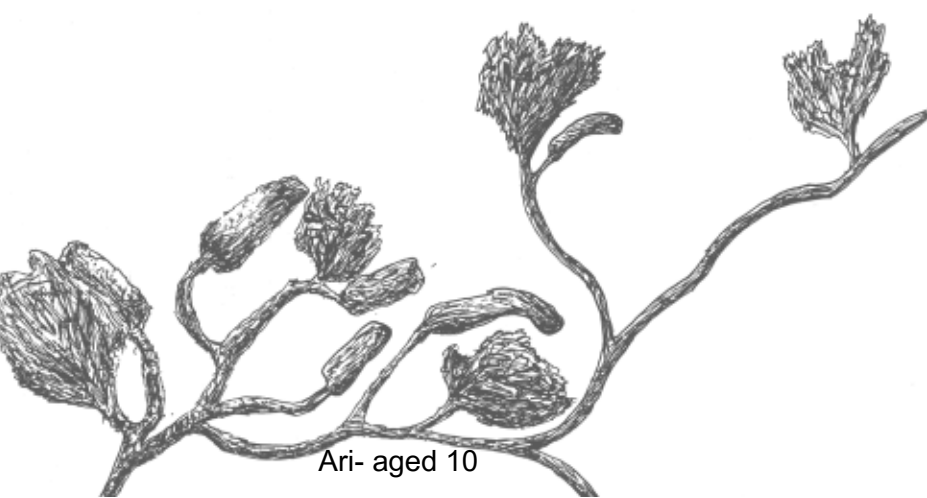
The Class Liaison Parent (CLP) role continued to be a vital conduit between families and school. In 2022, a termly CLP morning tea was held to meet and network with our Class Liaison parents. Each class teacher works closely with their CLP to ensure that new families are welcomed, social activities are communicated and that the link between home and school is supported.

The annual P&C Funding Round allows all members of the school community to put forward a submission that will improve outcomes for our students. In 2022, \$40,00 was directed to much needed priorities including the installation of the early years playground equipment which has been very popular. Teachers and staff collaborated on the core objectives of improving core body, upper body strength and large motor skills of our younger students. Playmaster WA made our designs come to life and installed the equipment in the January school holidays ready for the start of the year. We thank the P&C for supporting and taking the reigns of the other playgrounds across our school site.

Special thanks to the P&C, the Executive, subcommittees including, Healthy Hub, Fathering Project, Building Fund and Grounds, Class Liaison Parents, Events & Fundraising, Sustainability Committee, Pool Committee and the uniform shop with the fabulous Shan!

The P&C worked tirelessly and we thank the P&C for their generous support of \$5000 towards the amazing 125th Mural. We also thank the P&C for assisting with the following initiatives:

- Interschool swimming
- Upper Block painting
- Sporting Equipment
- 125th Mural -artist
- Swim coach
- Early years Playground Equipment
- Interactive Panels to Classrooms
- Pool Licence Fee
- Mini Lit and Multi Lit Literacy Targeted Reading Program
- Students 125th Botanical Artwork Fundraiser



OUR SCHOOL COMMUNITY

Subiaco Primary School's motto "Our Best" shone in 2022, as we celebrated 125 years. Established in 1897, Subiaco Primary School's long and celebrated history and culture of high expectations, academic excellence and community partnerships affords all students the opportunity to develop the learning dispositions required for new work capabilities and a pathway to a successful future.

Teachers are highly motivated to work collaboratively and use data informed evidence to examine the impact of their teaching strategies on student achievement. Informed pedagogy in innovative learning spaces engage students in purposeful learning, and promote teamwork, critical and creative thinking.

Our school is a vibrant, culturally responsive community where student-centred learning is prioritised, emotional wellbeing is supported, friendships are formed and every student feels a strong sense of connection and belonging.

With over 52% EALD students enrolled at Subiaco Primary School our diversity is our strength. We are committed to making a difference for every student by providing a learning environment where children feel safe, valued and confident to tackle academic and personal challenges.



WHOLE SCHOOL EVENTS

In 2022, our 125th celebrations were the centrepiece of school events. A comforting sense of normalcy was felt as many regular school events returned to the school including:

Year 6 Camp, Harmony Day, Botanic native floral drawings, Year 6 Cake Stall, Book Week Parade, Annual Book Fair, Apple Slinky Days, Icy Pole Thursdays, ANZAC Day, Year 6 Fun Day, PP - Edu-Dance Concerts, Winter Appeal and PJ Dress Up Day, Food Bank, Movie Night, Silver Coin Challenge.

Music Events: Remembrance Day choral performance, Massed Choir singing, IMSS Concert and choir performances, National Simultaneous Story time, junior and senior choir, 125th celebration concert.



BUSINESS PLAN ACHIEVEMENTS 2022

In 2022, there was a renewed focus on alignment between the Business Plan focus areas; Operational Plans and year level collaborative planning. This alignment ensures that our Operational Plan Targets are actioned and monitored through our “pathways to success”

A more distributed approach was adopted involving Operational Planning groups taking responsibility for year levels target and monitoring.

With over 52% of our families speaking English as an additional language or dialect (EALD), a refined focus was placed on EALD profiling, professional learning for teachers and support was a large focus during 2022.

Each term, the plan is frequently reviewed and monitored by staff and the School Board throughout the year. The nominated focus areas for 2022 include:

**Data Informed Teaching
Collaboration
Student Voice**

**Connected Curriculum
Resilience
Community**

Our Pathways to Success details achievement and tracking of our targets in each area of the Business Plan. Our achievements and recommendations related to each Business Plan Focus area are summarised below:

Index of Community Socio-educational Advantage (ICSEA)
Our ICSEA decile is 1173

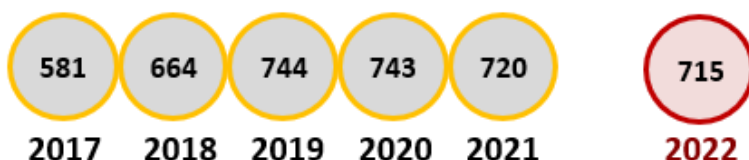
Student Enrolment Trends

The beginning of 2022 saw an increase in enrolment of students Kindergarten to Year 6. A large proportion of EALD families enrolled. Pre-primary to Year 6 experienced steady enrolments throughout the year.

As a result of increased numbers, SPS has planned for a year 4/5 classroom in 2022 to cater for the growth.

Student enrolments

KINDY ENROLMENTS ARE INCLUDED



2022 School destinations of the 2021 student cohort

Destination Schools	Male	Female	Total
Shenton College	16	17	33
Bob Hawke College	16	10	26
Iona Presentation College		5	5
Perth Modern School	1	4	5
Scotch College	4		4
Methodist Ladies' College		3	3
Alkimos College	1		
Applecross College	1		
Other			2

NAPLAN DATA SUMMARY 2022

Subiaco Primary School's NAPLAN results in 2022 indicate that we have achieved the NAPLAN targets we set in our Business Plan.

In 2022, the data across all areas tested in year 3 and in Year 5 indicates that the mean performance has been matched or improved across since 2021.

The performance data in Years 3 and 5 indicated that the cohorts matched or exceeded WA Like Schools in those assessments. A summary is provided in Table 1.1 below.

SUBIACO PRIMARY SCHOOL CONTEXT

Subiaco Primary School (SPS) has quite a different demographic from many of our Like Schools, with 41 Languages other than English spoken at our school, which represents 36% of our school population. Our students reside in a variety of dwellings from apartments to houses and government housing flats. Our proximity to the city and to major hospitals means we have a number of transient students as many families come to the school on short-term working contracts.

In 2022, the opening of Western Australian state borders resulted in a surge in enrolments at SPS with a high proportion of these families with English as an additional dialect (EALD).

ICSEA AND DECILE

ICSEA= Index of Community Socio-Educational Advantage (ICSEA) to allow the comparison of "like schools" the statisticians divide the schools' ICSEA list into 10 "supposed" equal groups.

This year our ICSEA is 1173. There are 71 primary schools across the state in Decile 1 including: Dalkeith PS, Rosalie PS, North Cottesloe PS, Nedlands PS, Kapinara, and Wembley.

COMPARATIVE PERFORMANCE SUMMARY

The 2022 Comparative Performance against Like Schools is represented in Table 1.1



NAPLAN COMPARISON – 2022 Like Schools and all WA Public Schools

Band	NAPLAN Score Range	2022 Subiaco PS	2022 Like Schools	2022 All Public Schools
6 to 10	478 & above	38%	38%	12%
5	426 - 477	27%	27%	20%
4	374 – 425	23%	22%	28%
3	322 - 373	7%	10%	22%
2	270 - 321	5%	5%	12%
1	Up to 269	0%	1%	6%

Above

At

Below

Improve student literacy and numeracy progress and achievement Targets 2022

School Progress - NAPLAN Year 3

Targets Met in 2022

**MATCH OR EXCEED LIKE SCHOOL MEAN IN
NAPLAN YEAR 3**

Writing

Reading

Punctuation & Grammar

Numeracy

Spelling

Below	At	Above
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Improve student literacy and numeracy progress and achievement Targets 2022

School Progress - NAPLAN Year 5

Target Met in 2022

**MATCH OR EXCEED LIKE SCHOOL MEAN IN
NAPLAN YEAR 5**

Writing

Reading

Spelling

Numeracy

Grammar & Punctuation

Below	At	Above
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

**ACHIEVE ABOVE THE
NATIONAL MEAN IN
NAPLAN YEAR 3**

Target Met in 2022
Below At Above

Writing



Reading



Language Conventions



Numeracy



**ACHIEVE ABOVE THE
NATIONAL MEAN IN
NAPLAN YEAR 5**

Target Met in 2022
Below At Above

Writing



Reading



Language Conventions



Numeracy



Like Schools Year 3 NAPLAN Comparison 2019 - 2022

NAPLAN Area	2022 Above Like Schools			2021 Above Like Schools			None 2022	2019 Above Like Schools		
	Below	At	Above	Below	At	Above		Below	At	Above
Writing			●		●					●
Reading		●		●						●
Spelling			●	●						●
Grammar			●	●						●
Numeracy			●	●						●

Like Schools Year 5 NAPLAN Comparison 2019 - 2022

NAPLAN Area	2022 Above Like Schools			2021 Above Like Schools			None 2022	2019 Above Like Schools		
	Below	At	Above	Below	At	Above		Below	At	Above
Writing	●					●				●
Reading	●			●						●
Spelling			●			●				●
Grammar			●	●				●		
Numeracy	●			●						●

ON-ENTRY ASSESSMENT Pre-Primary

Target - Median score matches or exceeds Decile 1 ICSEA schools (Like Schools) in On-Entry assessments in Pre-Primary.

	Public School	Like School	Subiaco	Difference
Reading	456	478	484	+6
Writing	210	242	242	-
Numeracy	435	464	464	-

Subiaco Primary scored positively against Like Schools across Numeracy, Writing and Reading.

Reading- Subiaco Primary scored above our Like school comparison.

This was a focus area for Subiaco PS. An early years literacy support teacher is working with teachers and small groups using Heggerty, daily reviews and high impact teaching strategies.

Reading 2022	Subiaco	Like Schools
Top 20%	46%	41%
Middle 60%	47%	52%
Bottom 20%	7%	8%

Writing- Subiaco Primary scored the same as our Like school comparison. Specific Writing Areas have been identified for targeted teaching.

Writing 2022	Subiaco	Like Schools
Top 20%	40%	37%
Middle 60%	54%	58%
Bottom 20%	6%	5%

Numeracy- Subiaco Primary scored the same as our Like school comparison.

Specific Mathematical Areas have been identified for targeted teaching.

Additional data sources completed since ON Entry have shown progress across all areas.

Numeracy 2022	Subiaco	Like Schools
Top 20%	33%	36%
Middle 60%	58%	56%
Bottom 20%	9%	7%

ATTITUDES, BEHAVIOUR AND EFFORT (ABE) ON SEMSESER REPORTS

Target

Achieved

Yes No

-ABE moderation focus



-ABE judgements within 1/2- 1 Standard



Deviation with Like schools



-Improved ABE alignment from 2021



Behaviour

In 2022, 1.0% of the total enrolment were suspended for a total of 3 days in line with the school's Behaviour Management Policy.

- › This was a decrease of 2.0% from the previous year
- › Good standing Policy was enacted
- › Behaviour Management Policy was endorsed by the School Board
- › Good Standing Policy was endorsed by the School Board.
- › Violence in Schools Policy was endorsed by the School Board

ATTENDANCE LEVELS

Target	Target Met in 2022 YES NO
<i>School attendance average 94%</i>	●
<i>Attendance levels to match Like Schools</i>	●
<i>Attendance levels exceed WA Public Schools</i>	●

Attendance % - Like Schools Comparison

Year	Subiaco PS	Like Schools	WA Public Schools
2021	94%	95 %	91%
2022	91%	91 %	86%

Attendance Levels in 2022 were slightly down on the previous year. There was a state-wide fall in attendance levels in 2022. Subiaco Primary School Attendance levels fell by an average 3% whereas Like school attendance fell by an average of 4% and all WA Public Schools fell by an average of 5%

Year Level attendance levels are detailed below and indicate that attendance levels fell in:

- Year 1 by 6%
- Year 4 by 5%
- Year 5 by 5%

COMPASS indicated attendance reasons are below:

- Visiting family after extended period due to COVID
- Covid
- Unwell

Attendance % - Primary Year Levels

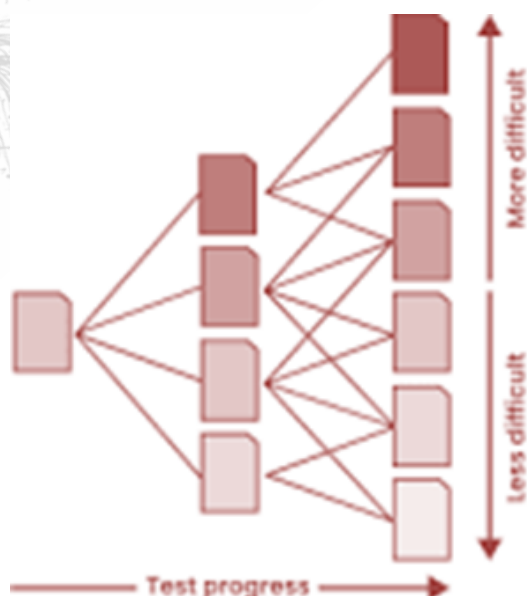
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2021	94%	96%	94%	94%	95%	95%	94%
2022	90%	90%	92%	90%	90%	90%	91%
WA Public Schools 2022	86%	87%	87%	87%	87%	87%	86%

Achieve the national benchmark in all 7 Quality areas in the National Quality Standards (NQS)

	Target Met in 2022 YES NO
2022 internal self-assessment indicated the outcomes of the 7 NQS are being met.	●

PATS ADAPTIVE ASSESSMENT AT SUBIACO PRIMARY SCHOOL

What is Pat adaptive?



PAT Adaptive creates personalised test pathways determined by student responses, giving a more precise picture of student achievement and even greater diagnostic power.

- Subiaco Primary School has been using PATS assessment to inform teaching since 2014
- Subiaco Primary School has been utilising PATS adaptive testing since 2022
- Students in Years 2-6 undertake the Mathematics and Reading assessment
- Assessments are scheduled according to the Assessment Schedule throughout the year once a year in Term 2
- Students can undertake different assessments according to their ability to ensure progress can be measured accurately
- Students are assessed against the Australian mean
- Not all Australian schools use ACER PAT assessments to measure student progress.

STUDENT ACHIEVEMENT AND PROGRESS

Achieve above the National Mean in Progressive Achievement Tests (PATS) in Reading and Maths as evidenced below:

Learning Area Focus	Target Met in 2022	
	YES	NO
Mathematics	●	
Reading	●	

**Our aim is to achieve
National Mean in PATS
in priority learning areas**

Mini Lit/Macq Lit Targeted Reading Program

Macq Lit and Mini Lit have been a successful intervention strategy to achieve both curriculum change and lift student performance in Reading

Macq Lit and Mini Lit are an explicit and systematic reading intervention program for small groups of readers. The focus has been on building confidence in students as readers, increasing their reading fluency and strengthening their decoding and spelling skills.

LITERACY ACHIEVEMENTS

2022 specific improvement strategies		PATs Adaptive Reading 2022		
		Australian Year Level Mean		
		Below	At	Above
<ul style="list-style-type: none"> › Strengthen whole school approaches for teaching literacy › Embed Min 		Year 1	●	
		Year 2	●	
		Year 3	●	
		Year 4	●	
		Year 5	●	
		Year 6	●	

Learning Area Focus	Target Met in 2022	
	YES	NO
Mathematics	●	
Reading	●	

Lit and Multi Lit

- › Refined Targets in K-2 and 3-6 literacy
- Improve the teaching and learning of spelling and with consistent differentiated practice in every classroom
- › Follow guided reading as an instructional practice in every classroom
- › Use High Impact Teaching Strategies (particularly Daily Reviews) to ensure explicit, consistent and regular practice of key curriculum concepts in every class
- › Extend targeted teaching to improve literacy teaching into Preprimary
- › Engage in disciplined dialogue around student data and the curriculum
- › Utilise Best Performance for targeted teaching and to measure effectiveness and impact for every student.
- › Review and refine SAER processes.
- › Link all performance and development to data informed and differentiated teaching.



MATHS ACHIEVEMENTS

Maths remains a priority with LightHouse Maths, STEM, Problem Solving, differentiated teaching and learning. The focus areas identified for 2022 included: lesson design, use of concrete materials to build understanding and problem solving, developing mathematical vocabulary, refining Elastik data to address specific learning targets for each student.

- Strategic use of "Back 2 Front" Maths resources
- Consolidate coaching and mentor model
- Lighthouse maths mentor model 0.2FTE
- Problem Solving
- Staff survey results demonstrated significant improvements in vocabulary, problem solving and High Impact Teaching Strategies (HITS) Daily Reviews and Differentiated assessment.
- Support teacher worked with all year levels to support teacher development and strengthen whole-school numeracy programs
- Shoulder-shoulder teaching programs including Daily Reviews.
- Numeracy specialist extension withdrawal classes in Year 4 and 5 with a focus on problem solving, reasoning and growth mindset.
- Data informed and differentiated teaching.
- Scitech's Lighthouse Powerful Problem-Solving PL to extend to families.

PATs Adaptive Mathematics 2022		
Australian Year Level Mean		
	Below	At Above
Year 1		●
Year 2		●
Year 3		●
Year 4		●
Year 5		●
Year 6		●

ICAS RESULTS 2022

Thank you to all the students who participated in the ICAS English and Maths assessments. There were a number of fantastic results, highlighted by 5 students receiving a Distinction, finishing in the top 10% of all students in Australia and New Zealand. Well done to Year 5 student, Dhiksha K who achieved a Distinction in both tests.

Year 4

Malakai U-W - English

Lexie S - Maths

Year 5

Eleanor M - English

Dhiksha K - English and Maths

Oscar S - Maths



A special congratulations to another Year 5 student, Ethan T who scored a High Distinction in both the English and Maths tests, finishing in the top 1% of all participating students. Ethan also won the coveted ICAS medal with the top English score, an amazing effort!

INTEGRATED STEAM APPROACH

At Subiaco PS, one of the key roles of science education is to develop the scientific literacy of the students using an integrated STEAM approach. This approach made learning more relevant and enables students to apply their scientific knowledge and understandings of concepts to solve real-world problems. The whole school inquiry approach with science strands integrated into the learning threads provided students with the opportunities to practice and reinforce the scientific skills of investigating a problem, searching for possible solutions, making observations, asking questions, testing out ideas and thinking creatively. Using a guided Inquiry approach and asking probing questions that challenged the students' thinking encouraged the students to become more responsible and curious science learners.

SCIENCE CURRICULUM

The Science Specialist continued with the development and integrated delivery of the WA Science curriculum in all four strands for years 1-2 with classroom teachers being responsible for teaching Science in years 3-6 in classrooms.

RECOMMENDATIONS IN 2023

We recommend that the Science Specialist teacher teach year 1-6 to interconnect assessment with SCSA documents. The use of science vocabulary daily reviews should be implemented in classrooms, and Daily Reviews should be created to deepen science students' understanding of science literacy.

We also recommend the creation of Elastik Assessments for Science across all year levels to gain science knowledge and understanding and to continue to develop science skills.

Subiaco remains committed to providing quality science education to our students. We will continue to implement strategies and programs that support student engagement in science and provide them with opportunities to apply their scientific knowledge and skills to solve real-world problems.

HUMANITIES AND SOCIAL SCIENCES (HASS)

Our 125th celebrations offered many opportunities to authentically focus on connecting to our local environment and the history of Subiaco Primary School over the past 125 years.

Specific activities included:

- A heritage trail with a QR code was developed by students and teachers to focus on significant places around the school over the past 125 years.
- A Subiaco Museum collaboration ensured that an impressive 125th display of historic artefacts on display at the museum. This included school uniforms across the decades, sporting and debating shields and beautiful memories for the generations of families who have been at Subiaco Primary School.

HASS has been implemented across the school with staff confidently teaching the four strands. Assessment and moderation tasks have been integrated across Learning areas specifically STEM, Digital Technologies and English planning.

The Dandjoos "Coming Together"

The Noongar Boodjar Language Cultural Aboriginal Corporation collaborated with Subiaco Primary School on suggested Indigenous names for the Nature play. The Student Representative Council ran the process of gathering words that describe how the Nature Play makes us feel. The collection of words were then provided to the linguist at the Noongar Boodjar Language Cultural Aboriginal Corporation to translate. Staff and students voted for the Indigenous word and associated feelings. Dandjoos was chosen by the majority of students and staff meaning "Coming together."



The Dandjoos were officially opened by the Mayor at the 125th concert. The Men's shed built the signs for Subiaco Primary School and celebrated at the opening at the 125th concert.

Focus Areas Achieved

Acknowledgement to country and the Wanjoo song incorporated into all assemblies and special celebrations. At the 125th concert Gina and Guy House (creators of the Wanjoo song) performed the Wanjoo song with the students, orchestra and community.

The Reconciliation Actions Plan was revisited and integrated across learning areas including integrating Aboriginal seasons into aspects of coming together and at the core of learning activities.

PHYSICAL EDUCATION

Mr Ashley Clancy and Mr Brendan Egan provide a specialised physical education program for all students in Pre-Primary to Year 6.

Physical Education highlights included:

Swimming Carnival - Students in Year 4-6 participated in the Senior Swimming Carnival at Claremont Aquatic Centre. It was a warm and sunny day with students participating in freestyle, breaststroke, backstroke, butterfly and relays.

We also had a range of team games across the day with body board and dolphin dive relays. We ended up completing over 150 events across the day. The eventual winner was Klein with 1988 points, followed by Llewellyn 1855 and Julius 1629.

Primary Champion Interschools Swimming Carnival – We had 34 students from year 4-6 take part in the Interschools Swimming Carnival at HBF Stadium. The carnival was held outdoors and was a brilliant day. The students did the school extremely proud and managed to finish in second place.

Junior Splash Carnival - The Year 2 & 3 students took part in the Junior Splash Carnival held at the school pool. Students participated in freestyle races and the Year 3 students also competed in breaststroke races. The morning was full of smiles and great sportsmanship. The students enjoyed a series of team activities- Duck Rescue, Super Sponge, Treasure Hunters, and the DuckWash. Later in the day it was the Year 1 students' turn to join in the fun. It was an extremely enjoyable day.

Running Club & Cross Country – Term 2 saw us hit the ground running and start our preparations for our Faction Cross Country. This event is extremely well supported by all class teachers who place time and effort in preparing their students for the big day. Along with class run training sessions we had the return of our popular *Before School Running* club. At these sessions we had over 50 students regularly participate. The Faction Cross Country event was held at the end of the term saw Klein take home the trophy with a score of 857, Julius 727 and Llewellyn 700.

Primary Schools Cross Country Champions Carnival – Early in Term 3 saw 78 eager students take part in the State Cross Country Primary Champs. This year there were over 2600 competitors from all over WA that competed across the day. We had a Top 10 and top 20 placing in our Year 6 girls and Year 6 boys.



Winter sports – The Year 5 & 6 students participated in the Winter Carnival activities during Term 2. These sports included AFL, Netball, ModX and Soccer. We participated in a few Fridays Friendly's against other schools. At the end of the term, we participated in the round robin Winter Lightening Carnival Day. We played against Highgate PS, Mount Hawthorn PS, Wembley PS and West Balcatta PS. It was a great day, and we had some outstanding results across the sports.

Faction Athletics Carnival- All Year 3-6 students participated in our Faction Athletics Carnival in Term 3. The students represented their faction in championship events including; long jump, throwing, sprints and middle-distance and finished the day with team games and relays. The eventual winner Klein with 1186 points, followed by Julius 1159 and Llewellyn 1039.

The Interschool Athletics Carnival was hosted by Mount Hawthorn Primary with five schools competing: Subiaco PS, Floreat Park PS, Karrinyup PS, Mount Hawthorn PS and Subiaco PS. Day 1 events consisted of long Jump, throwing and 400/800m. Day 2 moved on to sprints, team games and relays.

Red ball Tennis Comp – The Year 4 students jumped on the bus and made their way across to Shenton Tennis club to compete in the Red ball Tennis Competition run by Tennis West. The students paired up to play in a Round Robin competition against students from Rosalie Primary School. A great day was had by all who attended.

THE ARTS—MUSIC

The expansive classroom programs lead by Mr Andrew Angel (Years 1 to 6) and Mrs Nicky Green (PP and Year 1) focuses on teaching music through the joy of singing, performing and composition incorporating a contrast of classroom instruments. The music room has a variety of tuned and un-tuned percussion instruments, ukulele and keyboards. The Music Programme is aligned with the requirements of the PP-Year 6 Western Australian Curriculum. The goal is to provide high engagement music activities that motivate students to develop their musical skills and knowledge that will benefit them not only as a musician, but in other areas of their lives.

Highlights and events included:

Weekly Music Classes

In Music classes, students respond to a variety of activities based on the Arts Curriculum objectives. These activities include creating/composing, performing and listening/responding. Students use a range of tuned and untuned percussion instruments when performing. Appropriate technologies are used to enhance student learning including. IMSS Program (Instrumental Music Schools Services).

An instrumental program is provided through the Instrumental Music School Services(IMSS) with several performance opportunities throughout the year. The selective program provides tuition in Violin, Viola, Cello, Double Bass, Trumpet, Trombone, Flute and Clarinet. More than 70 students participate in this program from Year 3-6. A school information session for parents was held in term 4.



School Choir

The school Choral Program contributed to several school and community events held throughout the year with the highlight being the Massed Choir Festival held at the Perth Concert Hall. One of our Year 6 students was successful in her audition and took on a solo role for one of the songs at this concert.

The choir also performed a choral performance video for our ANZAC assembly that was sent out to the school community during Covid restrictions.



The choir also participated in school assemblies as well as the 125th celebratory concert with Gina Williams and Guy Ghouse.

Junior Choir

A junior choir was formed in Semester 2 to give junior classes an opportunity to sing together. This was a big success and will be offered to students in Year 2 and 3 in 2023.

Music Incursion by WASO (West Australian Symphony Orchestra).

WASO (West Australian Symphony Orchestra) visited the school and presented performances as part of their ECO (Education and Community) interactive program which featured their Chamber Orchestra performing to all Year 1-6 classes.

Year 6 French/Music

Year 6 students were treated to a performance and workshop by the three person Melanesian folk group "I Nu." Marianne, Eric and Gustave on an Australian tour from New Caledonia (a territory of France) played their island music for us, spoke to us in French and helped us make a traditional percussion instrument, traditionally made from banana leaves. The morning collaboration of the French and Music programmes at Subiaco Primary School was a great success.

End of year Concerts IMSS concert for parents

All IMSS students performed in small ensembles for parents during our end of year concert. This also featured our school orchestra.

Whole School Music and Art Assembly

The school choirs and orchestra performed for the whole school community and an exhibition of student artwork was projected and displayed during performances.

Meetings

Andrew Angel presented an overview of teaching practices at the meeting of the School Board. An information session was presented to parents outlining the requirements of the IMSS programme at our school prior to completing the selection process for 2023.

THE ARTS—VISUAL ARTS

The skill and process-based classroom program lead by Mrs Elliott focuses on teaching Visual Art through the joy of art making. Students explore and reflect on the work of other artists before designing and creating their own works in response to a theme. The art program focusses on student resilience, growth mindset and critical and creative thinking skills. The goal is to improve mental health and positive mindset. This is supported by Mrs Elliott's tuition and leadership with extension art classes, art clubs and interest in artist-residence programs.

Highlights and events included:

Weekly Art Classes

In Art classes, students respond to a variety of activities based on 'The Arts' Curriculum objectives. After learning new art skills, techniques and processes, students are provided opportunities to apply new skills to process driven carrier projects. Students explore and experiment with printmaking, textiles, sculpture, drawing, painting, collage, ceramics, and mixed-media artforms. Several year level projects were designed with a STEAM focus, making cross- curricular links to Maths, Design and Technology, and Science. Appropriate technologies are incorporated into various projects to enhance student learning. A successful P&C grant allowed for the purchase of valuable health and safety materials which students and teachers can now use when working in the art room.

Another highlight of the 2022 Art program was a whole school wildflower art project aligned to the 125th anniversary celebrations. Students spent several lessons studying drawing techniques and native flora, they then created a series of observational drawings that were used to create student art cards as a P&C fundraiser. Students and the wider school community also selected several drawings of each plant species to become official promotional artwork for the school.

Art Excursions and Incursions

Students in Year 4 attended Author/Illustrator workshop sessions with Gabriel Evans and Gavin Aung at the Subiaco Council Library in the lead up to their street art illustration paste-up sticker projects. Year 6 students worked with Junkadelic, a sculpture artist group, to design and create a collaborative hybrid creature recycled sculpture which was installed in the trees at Earthwise, Bagot Rd. Students from Pre-primary to Year 6 participated in a 'paint by numbers' mural incursion where students helped to paint one of the schools two new murals.

Artist-in-residence projects

As part of the schools 125th anniversary celebrations, students were able to study and work with WA mural artist 'Melski and Siski' as part of the 125th anniversary artist-in-residence mural project. Mrs Elliott facilitated the design of a small botanical mural based on some of the student's native flora drawings. Students were then able to assist Mrs Elliott, Ms Binns, Ms Seager and Ms Somoff paint the mural.

Extension Art classes and Art clubs

Students were able to participate in a variety of different Art clubs during lunch hours. Year 5 and 6 students were provided with the opportunity to attend extension art classes during lunch to help prepare them for entry exams associated with high school art extension programs. Mrs Elliott also offered students a range of lunch time art and craft clubs, the most popular being the French knitting club.

Showcasing Student Work

In Term 4, Mrs Elliott and Mr Angel collaborated on an Arts Assembly item that saw student artwork projected behind musical performances. Students also participated in the global yarn bombing movement by creating long French knitted tubes that were then 'yarn bombed' onto posts, fences and trees around the school.

Sharing examples of good practices

Leith Elliott presented an overview of 125th Anniversary art projects at a CLP meeting as well as to the School Board. She also shared good practice exemplars from our Visual Art program and lead discussion on the SCSA Visual Arts curriculum and curriculum support materials to Primary Art Teacher Networks as part of her ongoing Curriculum Support Teacher department initiative role. She was also invited as a guest PL speaker at Obertha Primary School about how to unpack the Visual Arts curriculum and how to effectively implement the Visual Arts curriculum into generalist classrooms.



LANGUAGES — FRENCH

Madame Binns taught French to all students from Year 3 to Year 6

Students:

- Improved their conversational French, both formal and informal, learning to greet people and ask questions, both in the formal and informal mode.
- Learned to tell the time, date, days, months and numbers to 100.
- Increased their understanding of learning an additional language and of metalanguage (how language works).
- Extended their working knowledge of written French in different contexts.
- Learned to conjugate and use an increasing range of nouns, adjective and verbs.
- Extended their knowledge of French gastronomy and their ability to speak about Food in French.
- Learned to speak about themselves and their favourite sport and past times in French.
- Increased their knowledge of the Francophone world and the impact of this major world language on the world and its people. This culminated in an in-house incursion by I NU, the New Caledonian group sponsored by Alliance Francaise.

DIGITAL TECHNOLOGIES

Subiaco Primary School prides itself on being a 1:1 BYOD Year 4-6 school for more than ten years, with a ratio of 1:2 iPads in many other classes. The school has been able to embed authentic integration of Information and Communication Technology (ICT) into each classroom to support pedagogy through the support of the Parents and Citizens Association (P&C). The P&C support the school to provide the necessary resources to ensure that teachers and students have access and opportunities to use ICT in the classrooms.

The school has a number of leased laptops that are regularly upgraded and used across all learning areas in classes every day. In line with its sustainability plan, Subiaco Primary School replaces interactive screens and whiteboards throughout the school. In 2022, with the generous support of the P&C, the school was able to upgrade four screens with additional funding.

Subiaco Primary School supports a modern learning environment that enables teachers to provide students with enhanced opportunities to express their learning in multimodal ways. Teachers receive professional learning in Microsoft, Seesaw, and creative iPad apps throughout the year.

Coming out of the COVID-19 pandemic, teacher-leaders in ICT continued to ensure that staff felt well supported to navigate the evolving teaching and learning environment.

Seesaw digital learning portfolio platform continues to be the main platform from Kindergarten to Year 6 for teaching and learning, with Compass being the platform for formal school communication. Seesaw allows students to share their learning journey with parents throughout the year, providing a strong home-school connection.

Digital Literacy

We recognize the importance of digital literacy skills in the modern world, and our school has taken steps to ensure that our students are equipped with the necessary skills. Our teachers engage in ongoing professional learning to develop digital literacy skills themselves. Our Digital Technologies teacher has incorporated digital literacy into our curriculum, running programs that include coding, digital citizenship, and cybersecurity to help students understand the importance of responsible and safe online behaviour. The Digital technologies survey for teachers indicated a need to further integrate some of the skills and language that the students need to be able to navigate online testing environments.

Design Technologies and STEM Programs

Our school has implemented STEM programs which focus on Science, Technology, Engineering, and Maths. These programs are designed to encourage students to develop their problem-solving and critical thinking skills and they include hands-on activities such as robotics and coding. The teachers have had time to examine their current STEM projects and look for further opportunities to purposefully integrate other curriculum areas. The STEM programs have been popular with students, and we have seen an increase in student engagement and interest in these subjects, such as the out of school young engineers club.

In conclusion, Subiaco Primary School's integration of Digital and Design Technologies is well-supported by the P&C, allowing teachers and students to access and utilize technology resources for teaching and learning. The school's focus on sustainability ensures the responsible replacement of ICT devices and screens, while professional development opportunities for teachers support their integration of ICT in the classrooms.

SOCIAL JUSTICE GROUP

Social Justice Group: SJG participation was made available to students in Years 5 and 6.

The group met regularly and continued to support a variety of groups including our sister school in Cambodia, through frozen fruit sales.

The group ran a highly successful Winter Appeal and Free Dress PJ Day. All food donated was given to Food Bank to support families in need during the COVID crisis. The Silver Coin Challenge encouraged students to add coins to their class challenge jars. All proceeds went to making Care Bags for children going into foster care.

The group also organised Crazy Sock Day to raise money for CARAD.

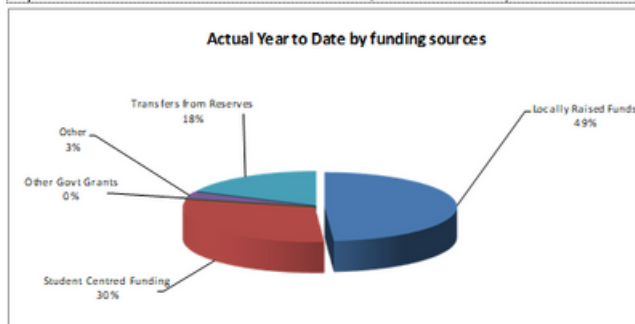
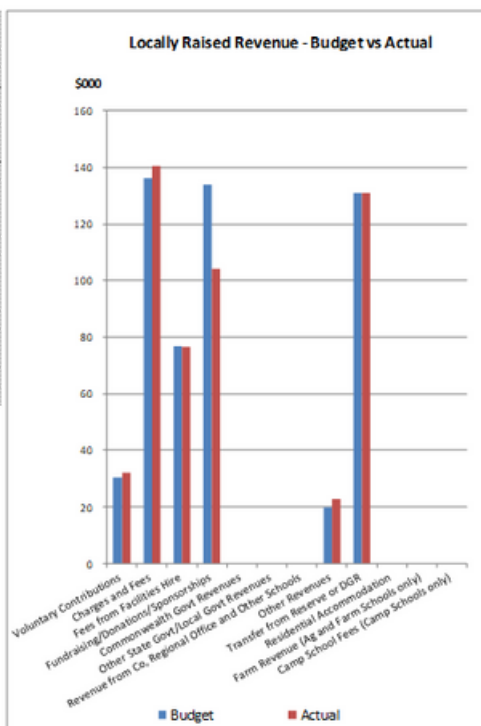


FINANCIAL SUMMARY

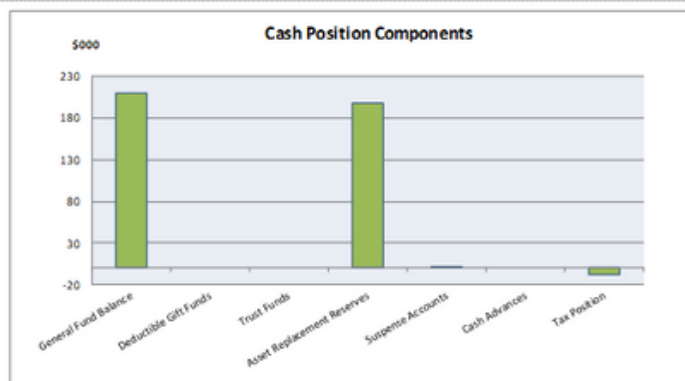
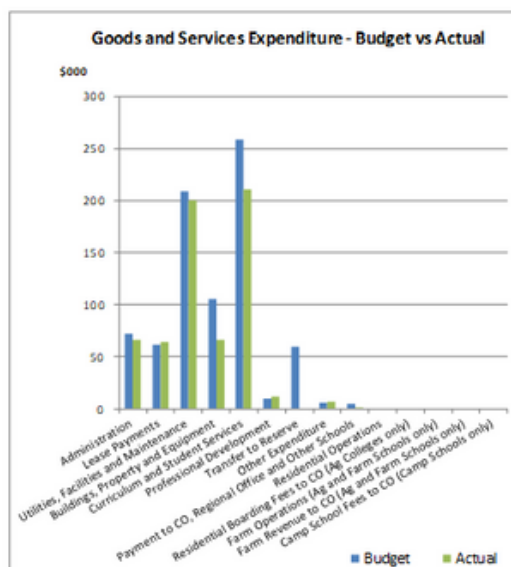
Subiaco Primary School Financial Summary - 31 December 2022

In 2022, COVID-19 continued to have a minor overall impact on the collection of voluntary contributions (10%) and compulsory charges at Subiaco Primary School.

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 30,359.50	\$ 32,188.50
2	Charges and Fees	\$ 136,266.87	\$ 140,402.85
3	Fees from Facilities Hire	\$ 76,925.44	\$ 76,544.20
4	Fundraising/Donations/Sponsorships	\$ 133,773.00	\$ 104,065.95
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 19,868.48	\$ 22,961.73
9	Transfer from Reserve or DGR	\$ 130,943.00	\$ 130,943.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 528,136.29	\$ 507,106.23
Opening Balance		\$ 114,977.00	\$ 114,976.52
Student Centred Funding		\$ 212,566.53	\$ 215,466.53
Total Cash Funds Available		\$ 855,679.82	\$ 837,549.28
Total Salary Allocation		\$ 5,996,061.00	\$ 5,996,061.00
Total Funds Available		\$ 6,851,740.82	\$ 6,833,610.28



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 72,268.00	\$ 66,540.83
2	Lease Payments	\$ 61,286.02	\$ 63,850.11
3	Utilities, Facilities and Maintenance	\$ 209,075.00	\$ 200,283.94
4	Buildings, Property and Equipment	\$ 105,993.00	\$ 66,564.18
5	Curriculum and Student Services	\$ 258,736.70	\$ 211,263.44
6	Professional Development	\$ 9,514.00	\$ 11,364.38
7	Transfer to Reserve	\$ 60,000.00	\$ -
8	Other Expenditure	\$ 6,292.13	\$ 6,366.50
9	Payment to CO, Regional Office and Other Schools	\$ 4,450.00	\$ 1,300.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure		\$ 787,614.85	\$ 627,533.38
Total Forecast Salary Expenditure		\$ 5,987,705.00	\$ 5,987,705.00
Total Expenditure		\$ 6,775,319.85	\$ 6,615,238.38
Cash Budget Variance		\$ 68,064.97	



Cash Position Components	
Bank Balance	\$ 402,763.96
Made up of:	
1 General Fund Balance	\$ 210,015.90
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 188,036.15
5 Suspense Accounts	\$ 2,251.91
6 Cash Advances	\$ -
7 Tax Position	\$ (7,540.00)
Total Bank Balance	\$ 402,763.96

Glossary

AEDC Australian Early Development Census BMP Behaviour Management Plan
DSF Dyslexia Speld Foundation
EAL/D English Additional Language/Dialect ESAT Electronic Schools Assessment Tool EYE Early Years Extension
FTE Full Time Equivalent
GATE Gifted and Talented Extension
GEP Group Education Plan
HOTS Higher Order Thinking Skills
ICSEA Index of Community Socio-Educational Advantage ICAS International Competition and Assessment for Schools ICT Information and Communications Technology
IEP Individualised Education Plan
IMSS Instrumental Music Schools Services
KAT Kindergarten Assessment Tools
K/PP Kindy/ Pre-primary learning team
LDC Language Development Centre
NAPLAN National Assessment Program – Literacy and Numeracy NQS National Quality Standards
PALS Partnership, Acceptance, Learning, Sharing
PAT Progressive Achievement Tests
PEAC Primary Extension and Challenge
PL Professional Learning
P&C Parents and Citizens
RAP Reconciliation Action Plan
RAT Rainbow Assessment Tool
SAER Students at Educational Risk
SAMR Substitution, Augmentation, Modification, Redefinition STEM Science, Technology, Engineering, Maths
STEAM Science, Technology, Engineering, Arts, Maths
SOE Standard Operating Environment
VET Vocational Education and Training