



ANNUAL REPORT 2021



Together we Grow



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Message from the Principal

It is with great pleasure I present the 2021 Southern Grove Primary School Annual Report.

We started our year with an enrolment of 454 students and an increased team of highly professional, dedicated staff. Our first week with students starting was delayed due to a COVID-19 lockdown and in true Southern Grove style our staff, students and community took this in their stride.

Our staff continued to work tirelessly throughout 2021 to support our students emotionally and to provide them with quality teaching and learning programs both face to face and online as the year progressed, despite the interruptions of Covid-19 lockdowns and regulations in place.

Our School Board and P and C continued their partnership in working with the school to ensure our students are provided with an optimum learning environment.

The Southern Grove community continued to contribute to our positive school culture and supported each other and the school through the challenging times. The students continued to display our 4 core values and strived to achieve their personal best.

I am honoured to work with highly professional staff, engaged students and a supportive community. I am proud to present this Annual Report with genuine thanks to the staff, students and community for their highly valued and appreciated contributions to our school.



Rebecca Burns
Principal



From the Board Chair

2021 was another year which was continually impacted by Covid-19 and our staff and families have, as always; worked together and adapted to the ever-changing environment in order to deliver the best possible outcomes for our children.

Throughout the year as a part of our compulsory Board Training requirements we undertook a significant review of ourselves as a Board and we looked at what we do well and where we could improve. We focused on academic research which looks at developing highly effective School Boards and then implemented a number of improvements to the Boards reporting mechanisms in line with this research including linking agenda items to the Business Plan, introduction of new more comprehensive document templates and we introduced board effectiveness surveys at every meeting to measure KPIs.

We have also implemented the publication of the board agenda prior to each meeting to the schools' website and welcomed the appointment of a dedicated minute taker at every meeting. As part of this improvement, we're pleased to see that parent feedback has improved significantly throughout the year and the Board has been able to discuss things that are of specific concern to our families. Moving into 2022 we intend to continue with this reflection and have already introduced a confidential feedback collection point in the Administration building to communicate questions and issues directly with the Board.

The School Board is responsible for the review of a number of significant strategic documents central to the running of our school and throughout the year we looked at the School Business Plan; reviewed the 2020 Annual Report; considered the Statement of Expectations from the Department of Education and the collection of student data, in particular considering how that data is used by staff in order to build robust and student-centred teaching practices for each child.

We also looked at the Mobile Phone Use policy, received information regarding the effectiveness of behaviour management strategies and reflected on the outcomes of the Reporting to Parents surveys with a view to feedback from parents on the noted strengths and on the improvements that could be found. We investigated a number of initiatives throughout the school that are aimed at encouraging an inclusive, individually appropriate and supportive environment for every student and for their families.

Our Board members have supported a number of key initiatives within the school and the community throughout the year including (among many others) traffic safety and the ongoing parking concerns, Men's Health and the Giving Cycle. A number of our members also sit on the Parent's and Citizen's Association and the Board continues to support the P&C, our staff and our school community.

Anni Thompson
School Board Chair



Our Context

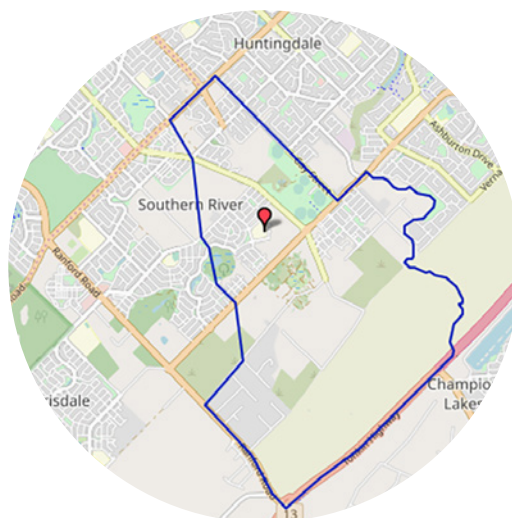
Southern Grove Primary School is located in the growing suburb of Southern River. Our local intake area is enclosed in a boundary formed by Warton Road, Gay Street, Southern River Road and Reflections Road.

Southern River College or Harrisdale Senior High School are the local secondary schools for students who live within our area and boundary of Southern Grove Primary School.

Southern Grove Primary opened in 2018 in a Stage 1 build catering for Kindergarten and Pre-primary students only. In 2019 Stage 2 was completed and we opened our doors with 207 K-6 students. We have a diverse community with 56% of our students having English as a Second Language or Dialect.

Yarralinka Primary school was opened in 2021 for K/PP students and the impact of this on Southern Grove Primary was the loss of approximately 65 Kindy and Pre-primary enrolments.

With a reputation for having a diverse and outstanding team of teachers and support staff who provide a learning environment where students feel happy, challenged and inspired to optimize their learning journey; Southern Grove Primary has very quickly become the school of choice in Southern River with enrolments increasing from 207 enrolments in 2019 to 497 K-6 enrolments in 2021.



Our Staff

As student enrolment numbers increase so do our staffing numbers. All staff at Southern Grove have been recruited through a highly competitive selection process, ensuring the recruitment of high-quality staff in all roles across the school. The table below provides a snapshot of our staff recruitment since the inception.

Year Commencing	Administration Staff	Teaching Staff	Support Staff	Total Staff
2017	2	0	1	3
2018	2	6	8	16
2019	2	17	20	39
2020	3	28	24	55
2021	3	30	29	62



Our School Vision

As our students grow, they are shaped by so many influences. They are nurtured by their teachers, parents, leaders, community members, older siblings and other students. At Southern Grove Primary our vision 'Together we Grow' reflects our commitment to embedding a holistic foundation for our school community to achieve our personal best socially, emotionally, physically and cognitively.

The two arcs of our logo which wrap around these icons represent the togetherness of our community as we care for and protect our students through their learning journey. The design is circular which embraces the concept of the continuous cycle of learning and depicts a sense of unity and collaboration. Our colours are strong and clean and are drawn from our natural surroundings because they are warm, calm and natural.

Our Beliefs

- We believe in engaging our students in learning and helping them pursue their personal best through developing a sense of belonging, becoming and being.
- We believe the key to successful learning at Southern Grove primary is built upon authentic and positive relationships between, students, staff and families.
- We believe our students will learn best in a learning environment that nurtures their social, emotional, physical and cognitive development.
- We believe our students will learn best when engaged in authentic, meaningful and intentionally planned experiences.



Our Values

At Southern Grove Primary School, we are focused on creating an atmosphere in the school where students feel respected and capable and are actively engaged in the curriculum. Our core values ensure students feel safe and supported in accepting responsibility for their actions, are resilient, independent and self-motivated.



Be Kind	Be Brave	Be Caring	Be Polite
At Southern Grove we:	At Southern Grove we:	At Southern Grove we:	At Southern Grove we:
<ul style="list-style-type: none"> • Are inclusive of others • Are considerate of others <ul style="list-style-type: none"> • Speak respectfully to everyone • Treat all members of our community with respect and courtesy • Are friendly even to those who aren't our friends 	<ul style="list-style-type: none"> • Take responsibility for your own actions and be honest about the choices made • Actively participate in all school based experiences • Try your personal best at everything you do • Give things a go even if you don't like it or find it hard <ul style="list-style-type: none"> • Speak up for ourselves and others • Ask for help 	<ul style="list-style-type: none"> • Use words and actions to help people and not hurt them • Take care of property and the environment <ul style="list-style-type: none"> • Tell a staff member if you hear or see something that may be dangerous to others • Help people in difficulty 	<ul style="list-style-type: none"> • Follow instructions given by all staff • Act in a safe manner at all times • Complete all required tasks <ul style="list-style-type: none"> • Are invested in our own learning • Only enter a classroom when a teacher is present • walk bikes and scooters on school grounds <ul style="list-style-type: none"> • Walk on all pathways • Do not play with sports or play equipment before or after school • Are punctual and organised for learning <ul style="list-style-type: none"> • Are accountable for our own learning • Understand there are consequences, positive and negative, for behaviour choices • Wear the Southern Grove Primary School uniform



Student Attendance

Regular school attendance is recognised as a major factor in student success. The Department of Education recognises the importance of regular attendance and measures all schools against a minimum requirement of 90% attendance. At Southern Grove our aim is to have as many students as possible above this benchmark.

Attendance Report Southern Grove Primary School 2021,1 to 2021,2 Compulsory Student, by Year Group

Sem	Year Group	Attendance Rate			Regular 90% or greater		Indicated 80% - <90%		Moderate 60% - <80%		Severe <60%		Students		
		Attend. Rate	Auth %	Unauth %	Stud.	%	Stud.	%	Stud.	%	Stud.	%	Current	Former	Total
20211	PPR	92.6%	92.4%	7.6%	59	72.0%	15	18.3%	8	9.8%	0	0.0%	81	1	82
20211	Y01	93.7%	83.6%	16.4%	77	77.0%	22	22.0%	1	1.0%	0	0.0%	100	0	100
20211	Y02	94.6%	83.5%	16.5%	61	85.9%	7	9.9%	3	4.2%	0	0.0%	69	2	71
20211	Y03	93.2%	84.4%	15.6%	52	83.9%	8	12.9%	1	1.6%	1	1.6%	62	0	62
20211	Y04	94.5%	87.5%	12.5%	27	84.4%	5	15.6%	0	0.0%	0	0.0%	32	0	32
20211	Y05	94.9%	85.8%	14.2%	24	75.0%	8	25.0%	0	0.0%	0	0.0%	32	0	32
20211	Y06	93.5%	81.0%	19.0%	18	78.3%	3	13.0%	2	8.7%	0	0.0%	23	0	23
20211	Total	93.7%	86.1%	13.9%	318	79.1%	68	16.9%	15	3.7%	1	0.2%	399	3	402
20212	PPR	91.4%	76.7%	23.3%	58	69.0%	18	21.4%	7	8.3%	1	1.2%	82	2	84
20212	Y01	93.1%	79.4%	20.6%	72	74.2%	22	22.7%	3	3.1%	0	0.0%	96	1	97
20212	Y02	93.7%	67.5%	32.5%	62	88.6%	5	7.1%	2	2.9%	1	1.4%	66	4	70
20212	Y03	92.4%	74.9%	25.1%	46	73.0%	15	23.8%	1	1.6%	1	1.6%	63	0	63
20212	Y04	93.4%	73.8%	26.2%	29	80.6%	6	16.7%	1	2.8%	0	0.0%	36	0	36
20212	Y05	93.6%	64.1%	35.9%	28	82.4%	6	17.6%	0	0.0%	0	0.0%	34	0	34
20212	Y06	92.7%	72.6%	27.4%	17	73.9%	4	17.4%	2	8.7%	0	0.0%	23	0	23
20212	Total	92.8%	74.3%	25.7%	312	76.7%	76	18.7%	16	3.9%	3	0.7%	400	7	407



Student Assessment Data

In 2021 the data collected at Southern Grove Primary School included:

- Screen of Oral Comprehension Skills (SOCS)
- NAPLAN Years 3 & 5
- PAT Grammar and Punctuation Years 3 – 6
- Attendance
- On-Entry Pre-primary
- PAT Reading and Maths Years 1 -6
- Behaviour

Screen of Oral Comprehension Skills (SOCS)

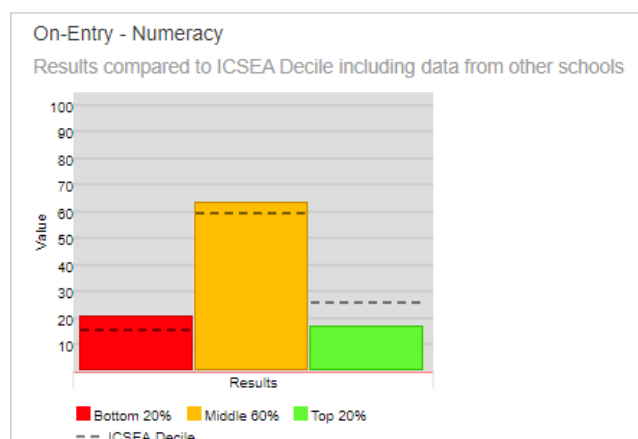
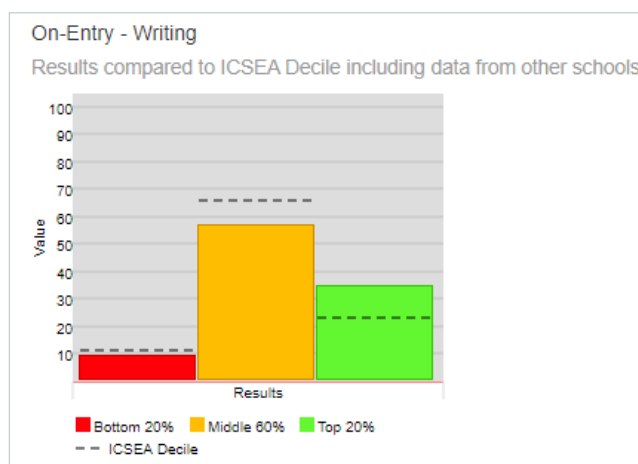
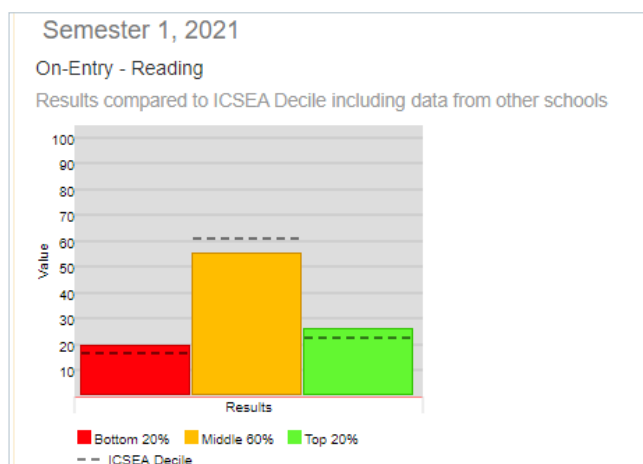
Total students	% students below average in March	% students below average in December	Comments
51	55 % (28 students)	0%	All 51 students were performing at level or above average by the end of Term 4 2021.

On Entry Assessment

Reading, Mathematics and Writing are assessed.

Student achievement is measured against a “median” score.

The median score used is dependent on the school's ICSEA of 1051 (Index of Community Socio-Educational Advantage). The ICSEA Decile SGPS students were measured against is 3.



NAPLAN

Progress and Achievement

Student Progress and Achievement Compared with Like Schools NAPLAN (2019 to 2021)

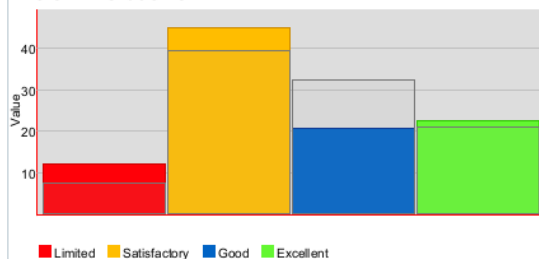


Reading

Cohort: SOUTHERN GROVE PRIMARY SCHOOL Y03

Reading - Achievement

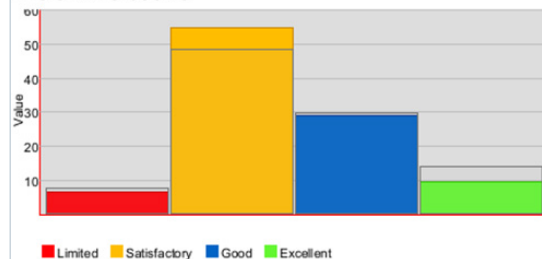
Filters : All Students



Cohort: SOUTHERN GROVE PRIMARY SCHOOL Y05

Reading - Achievement

Filters : All Students

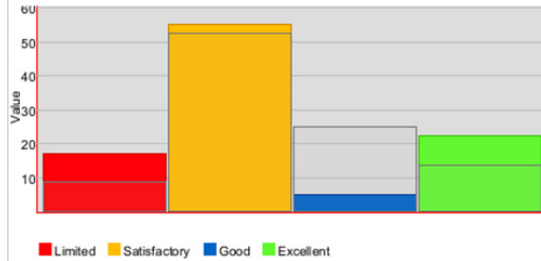


Mathematics

Cohort: SOUTHERN GROVE PRIMARY SCHOOL Y03

Numeracy - Achievement

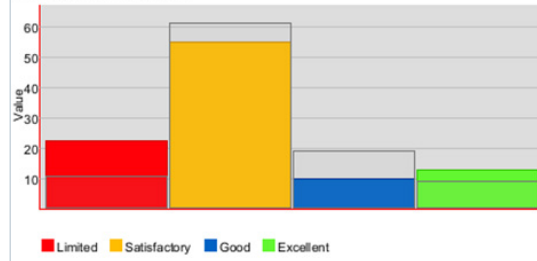
Filters : All Students



Cohort: SOUTHERN GROVE PRIMARY SCHOOL Y05

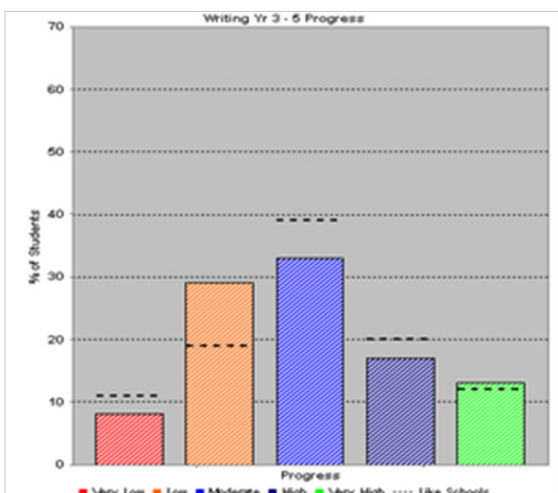
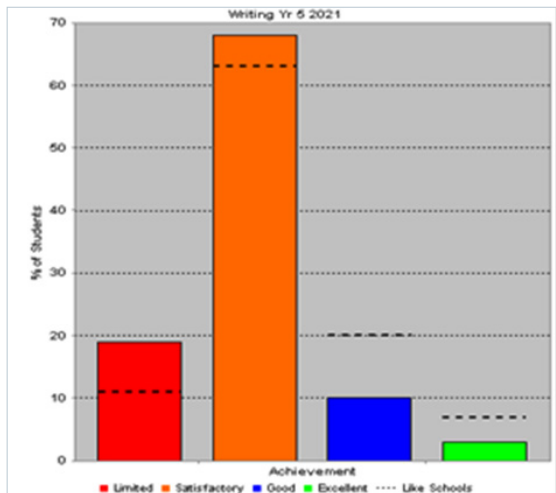
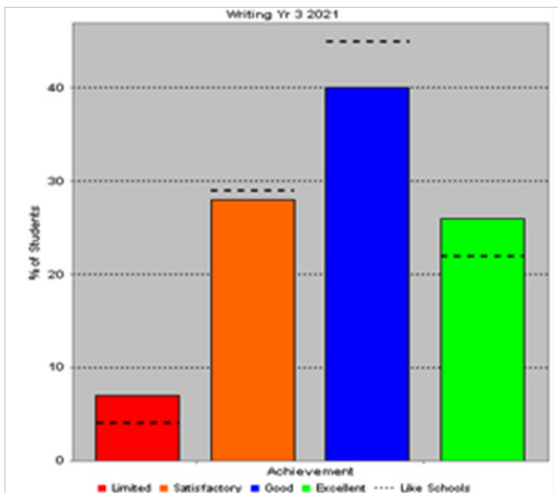
Numeracy - Achievement

Filters : All Students



Our Mathematics results in NAPLAN, show the number of our students achieving in the Satisfactory range is similar to Like schools. We have more students than Like schools whose achievement was Limited or Excellent. Our target is to decrease the number of students with Limited achievement and increase the number with Good or Excellent achievement.

Writing



PROGRESSIVE ACHIEVEMENT TESTING (PAT)

Reading

Stanine	1	2	3	4	5	6	7	8	9
	%	%	%	%	%	%	%	%	%
Year 1 96	6	16	15	13	36	0	14	0	0
Year 2 68	0	3	19	13	30	21	9	6	0
Year 3 60	5	7	8	20	25	17	12	7	0
Year 4 35	11	9	9	20	11	23	11	6	0
Year 5 33	0	12	18	12	21	18	6	6	6
Year 6 23	0	0	22	26	18	13	17	4	0

ACHIEVEMENT	% Below average	% Average	% Above Average
Year 1 96	36	49	14
Year 2 68	22	64	15
Year 3 60	19	62	19
Year 4 35	29	54	17
Year 5 33	30	51	18
Year 6 23	22	57	21

PROGRESS	% Below expected	Expected progress (points)	% Above expected
Year 1-2 61	21	13 points	79
Year 2-3 52	64	9 points	36
Year 3-4 28	43	8 points	57
Year 4-5 25	24	4 points	76
Year 5-6 19	37	3.5 points	63

In PAT Reading, most of our students scored within the average range, with 50-60% of each age group achieving a stanine of 4, 5 or 6. The progress of our students is higher, with the percentage of students making above expected progress greater than below expected in all year levels except Year 3. We have recognised Reading as a focus for 2022 and are introducing Talk for Reading, focusing on language comprehension.

Maths

Stanine	1	2	3	4	5	6	7	8	9
	%	%	%	%	%	%	%	%	%
Year 1 96	0	1	6	21	39	19	12	2	0
Year 2 68	0	1	4	19	25	26	16	4	2
Year 3 60	1	0	15	18	26	13	13	5	6
Year 4 35	0	2	20	8	46	11	8	2	0
Year 5 33	3	6	18	21	24	15	9	0	3
Year 6 23	0	8	13	26	17	8	13	13	0

ACHIEVEMENT	% Below average	% Average	% Above Average
Year 3 63	9	51	40
Year 4 35	17	60	23
Year 5 33	12	73	15
Year 6 23	21	79	0

PROGRESS	% Below expected	Expected progress (points)	% Above expected
Year 1-2 61	36	10 points	64
Year 2-3 52	56	8 points	44
Year 3-4 28	36	6 points	64
Year 4-5 25	60	4 points	40
Year 5-6 19	32	4 points	68

Punctuation and Grammar

Stanine	1	2	3	4	5	6	7	8	9
	%	%	%	%	%	%	%	%	%
Year 3 63	3	3	3	8	24	19	14	11	14
Year 4 35	0	3	14	8	31	20	11	11	0
Year 5 33	3	6	3	18	27	27	9	3	3
Year 6 23	0	4	17	13	35	30	0	0	0

ACHIEVEMENT	% Below average	% Average	% Above Average
Year 3 63	9	51	40
Year 4 35	17	60	23
Year 5 33	12	73	15
Year 6 23	21	79	0



PROGRESS		% Below expected	Expected progress (points)	% Above expected
Year 3-4	29	45	7 points	16
Year 4-5	25	48	4 points	52
Year 5-6	19	58	3 points	42

Behaviour Data

2021	Semester 1	Semester 2
Positive Behaviours	144	192
Negative Behaviours	89	145
Suspensions	0	7
Withdrawal	1	20

Semester 2 had an increase in positive behaviours as well as an increase in negative behaviours and suspensions. This can be accounted for by some changes to the behaviour process in Semester 2, following feedback from staff.



Our Programs

English

Written by Jen Forster

Key Strategies:

Reading

- Explicit teaching of phonics with the Letters and Sounds program and daily phonemic awareness using Heggerty.
- Focus group reading (small groups) to explicitly teach fluency, accuracy, vocabulary and comprehension.
- Whole class reading to explicitly teach vocabulary and language comprehension.
- Shared Reading using year level Literature Spine books
- Word a Day flip books implemented in Years 1-6 to explicitly teach a new word a day using the SGPS vocabulary instructional routine
- Mini-Lit Intervention Program implemented daily
- CAFÉ reading libraries established, with individual book boxes in each class and dedicated morning reading time Mon – Thurs
- Building and developing a reading culture across the school – Principals Reading Challenge, CAFÉ competition, NSS, Book Week, Southern Grove Reads and Book Fair.
- Screening of Oral Communication Skills (SOCS) administered in Term 1 and 4 in Kindy.
- Students' reading assessed using Little Learners Assessment of Reading and Spelling until they exit at Level 7.5) from PP until approx. Yr2
- York Assessment of Reading Comprehension (YARC) utilised to assess single word reading, accuracy, fluency and comprehension from years 1-6
- Story Box Oral Comprehension Program sent home for years K-2
- Home Reading books organised to contain decodable readers (in line with Letters and Sounds phases) and levelled readers.
- Library Officer to create a range of exciting book displays and cultural celebration displays to foster a love of reading and inclusivity of diversity

Writing

- Explicit teaching of writing using the Talk 4 Writing program
- Targeted PL to upskill new teachers in Talk 4 Writing
- Year Level units implemented over a two-year cycle – years: K, P, 1-2, 3-4, 5-6.
- Cold and Hot tasks assessed using a common rubric for each unit.
- K-2 - Two units taught per term.
- 3-6 – One unit taught per term with the genre integrated in ERP unit.
- Common Assessment tasks linked to Writing Assessment Schedule
- Targeted PL to upskill teachers in Brightpath assessment



- Brightpath used for formative and summative assessment of student learning and to moderate writing for reliability across the school
- Magpie books formalised and used across K-6
- Progress Map utilised to support and assess EAL/D students
- Team Leaders appointed to support and mentor Literacy in the classroom
- 8 FTE Literacy Consultant appointed to support and mentor Literacy in the classroom

Achievements:

- T4W Scope and Sequence documents developed and implemented in K, PP, 1-2, 3-5 & 5-6.
- SGPS Narrative Descriptors and NAPLAN Scoring Guide developed.
- T4W Files updated to include Scope and Sequence document, Assessment schedule, What Matters Most, NAPLAN content.
- Instructional Guides for Teaching and Learning in Literacy.
- Word a Day with Vocabulary Instructional Routine in classes 1-6.
- Heggerty Phonemic Awareness embedded in daily Letters and Sounds Lesson.
- Principals Reading Challenge.
- Updated Letters and Sounds Scope and Sequence
- Updated Letters and Sounds Tracking Booklet

Future Focus:

- Update T4W literature spine to include the Australian Literature as recommended by DSF.
- Complete 2022 units for T4W Scope and Sequence (2-year cycle).
- T4R professional learning for teachers K-6.
- Develop T4R scope and sequence of units
- Develop T4R units
- T4R resources purchased, e.g. sets of literature and T4R Teacher Resource book.
- Targeted PL with SEMLDC to upskill teachers in the explicit teaching of Language Comprehension.
- Home Reading books organised to contain decodable books only up to the orange/phase 5 band.



Mathematics

Written by Karen Glassby

Key Strategies:

- Continued appointment of 0.2 Mathematics Consultant to support the teaching of Mathematics across k-6
- Mathematics lessons follow the Istar lesson structure for all lessons K-6
- Pre-primary to Year 6 to use the Stepping Stones Mathematics Program based on WA curriculum
- Kindergarten use the Southern Grove K Scope and Sequence based on WA curriculum
- Pat Maths is used for data collection
- Westwood Basic facts is used for data 4 times per year (Year 1-6)
- PP/K collected school-based data wall assessment 4 times per year
- Stepping Stones Mathematics assessments will be completed after each module
- Stepping Stones Mathematics quarterly assessment will be completed 4 times per year
- Numero club operates before school 1 day per week
- Numero played every Friday morning for a minimum of 15 minutes
- Each class supplied with Mathematics Kit of resources and Stepping Stones Number case

Achievements:

- Numeracy policy updated to ensure consistency of practice
- Mathematics consultant provided professional learning on personalising Stepping Stones Mathematics Program for individual classes and students
- Individual teachers and year level team support to embed Stepping Stones Mathematics Program
- Additional numeracy resources purchased including Think Tanks to encourage problem solving
- Celebration of 'Math is Magic Day'

Future Focus:

- Embedding the teaching of Numero into all classes including undertaking additional PL for staff and students
- Utilising Best Performance data to personalise Numeracy teaching and target the needs of students
- Further embed the process of making direct, authentic links being made between the curriculum and Investigations, Education Research Projects (ERP), and reporter/photographer tasks as outlined in the Stepping Stones Module overviews
- Further embed the focus on the explicit teaching of mathematical vocabulary as outlined in Stepping Stones Program including purchasing mathematics dictionaries.



Science

Written by Kerry Mazzotti

Key Strategies:

- Specialist Science Teacher expanded from 0.8 to 1.0 FTE
- Students PP-6 received 1 hour lesson each week
- Primary Connections resources, developed by the Australian Academy of Science, are utilised across the school to ensure science is founded on an inquiry based, hands-on approach to the Western Australian Science Curriculum.
- Attended Professional Learning with Dr Elaine Lewis on Aboriginal and Torres Strait Islander perspectives on science understanding in the Primary Years
- Attended Science Teachers Association of Western Australia conference

Achievements:

- Investing in primary science funding Grants for Science Resources to Support WA Curriculum Science. Grant was used to purchase iPads for the science room as well as resources such as rock and mineral collections, bugs in resin, ramps and iScope stands for use in investigation areas in the early years. Green screens, robots and other STEM resources were also purchased to support upper primary students with their Education Research Projects.
- Led the Nicholson Network science group and coordinated two Professional Development days for Network teachers.
- Silver Connecting Schools Grant from Your Move enabling the purchase and installation of two scooter racks near the library.
- Parent visits to the science room to inspire careers in STEM – including a Lab technician and mechanical engineer
- Gifted a class set of handheld microscopes from Rotary
- Welcome to Country by Marie Taylor for NAIDOC week celebrations. Marie shared her cultural knowledge about the Koolbardi (magpie) and an image of the bird was then included in the diversity mural.
- Native planting in front of the science room for NAIDOC week and a focus on traditional uses of native plants as food and medicine. Plants were donated by the South East Centre for Urban Landcare (SERCUL).
- Included the Perth Festival – Storytellers in Schools programming in teaching and learning in the science room during NAIDOC week, videos of Noongar people sharing traditional Noongar stories.

Future Focus:

- Strengthen the accessibility of science content to all students including a focus on students with English as an Additional Language or Dialect and students at educational risk.
- Align Science Investigation areas in each classroom with the curriculum area being studied in the science room.
- Facilitate more incursions from traditional owners to share cultural and scientific knowledge
- Senior students to set SMART goals each term in science
- Embed technology in teaching and learning in science



Physical Education

Written by Kade McNamara

Key Strategies:

- Continued appointment of Physical Education specialist teacher.
- A whole school approach to the Physical Education program in which students in the early years learn skills that they will continue to develop in the following years.
- A focus on developing fundamental movement skills in the early years taught using small games and a wide range of opportunities to practice.
- A Year 3 – 6 program which helps to develop game tactics and understanding alongside fundamental movement skills by engaging students in a variety of different sports.
- One Senior Sport session per week to give students in years 4 – 6 extra opportunities to engage in sport and improve their skills.
- Running Club held once a week which motivates students to be involved in extra physical activity to improve their health.
- Using our Sporting Schools grants to provide students access to community sport and improving key skill areas through the inclusion of professional external coaches.

Achievements:

- Maximised participation in sport lessons and sporting activities through the successful application of four Sporting Schools grants which were used to purchase equipment and coaching sessions.
- From the beginning of Term 3 onwards, Volleyball Club was run at Tuesday lunchtime for Years 3-6 students which provided them with an opportunity to improve their skills in a different sporting context to that which would usually be available in lessons.
- Successfully hosted a PP – Year 6 Cross Country Carnival at Southern Grove during which, every student who could cross the finish line, did so.
- We were able to take competitive representatives to the Interschool VSSA Cross Country Carnival during which all competitors finished the race.
- Provided Kindy students with the opportunity to participate in friendly but competitive games and races in the Kindy Sports Carnival.
- The PP – Year 6 Athletics Carnival was also a success this year with both the jumps and throws day, and the sprints.
- Successfully hosted the VSSA Interschool Athletics Carnival at Southern Grove during which, one of our students excelled against the rest to be crowned as one of the champions for their year group.
- Providing students access to external coaches and programs to develop passion and life-long learning habits for different sports.
- Successfully ran a year 1-3 and 4-6 soccer tournament in term 4.

Future Focus:

- Developing students' soccer skills through our new weekly soccer club.
- Improving attendance across both running club and soccer club.
- Coordinate more lunchtime programs to further enhance students' opportunities and skill levels in physical education.
- Continue to apply for Sporting Schools funding to carry on building on Southern Grove's Physical Education curriculum and facilities.
- Continue to build relationships with Nicholson Network Phys Ed PLC.



Music

Written by Bec Burns

Key Strategies:

- 1.0FTE Music specialist appointed
- 1 hour of music per week from PP-Year 6
- IMSS program for instrumental tuition of identified extension students
- Multisensory learning through singing, dance and tuned percussion to learn read and play music in class bands
- Students learn to compose and notate music through simple arrangements based on songs and themes that interest them and link to their investigations
- Students come together and sing as a community, with set songs shared from K to 6

Achievements

- IMSS class started with 7 students participating
- Choir had 36 members and performed at our assemblies, One Big Voice, Year 6 Farewell and the 2021 Celebrate concert

Future Focus

- Choir to engage with more performance opportunities both live and digital
- Opportunity for performance with a School Musical or Arts Event (Arts in the Grove)
- Further extension through a lunchtime club



Art

Written by Natalie Bird

Key Strategies:

- 0.7 FTE Visual Art Specialist Appointed
- 1 hour of Visual Art per week for students from PP-Y6
- Throughout the year, students are given the opportunity to develop their skills across multiple art disciplines (painting, printmaking, drawing, sculpture, collage, and textiles).
- At least 1 focus Artist is studied each Term
- Lessons consist of whole class teaching followed by small group work/ independent activities.
- All students have a Visual Arts Journal to show their yearly learning journey.
- Literature is incorporated into lessons where appropriate.
- Students are assessed on their art making and art responding skills.
- Art Club is held for 30min one morning per week for students in years 4-6.

Achievements

- Consistent attendance of 16 Art Club members
- Completion of Diversity Mural (Art Club) to be displayed in the Art Room
- Inaugural 'Gallery in the Grove Exhibition'
- High student achievement of intended outcomes throughout the year

Future Focus

- Expansion of Art Club to include year 3-6 students
- Student participation in art opportunities within the wider community
- Continued improvement and expansion of the Gallery in the Grove Exhibition
- Creation of an online platform from which students can share their work
- Continue to build relationships with the Nicholson Network Visual Art PLC



Technologies

Written by Kerry Mazzotti and Brett Power

Key Strategies:

- Technologies is delivered through the Walker Learning Approach where it can be skilfully integrated using cross-curricular links.
- Using a distributed leadership model, the Technologies Committee coordinates a whole-school approach and provides each phase of learning with Robotics and STEM resources.
- Southern Grove Primary promotes a balance between Design Technologies and Digital Technologies, understanding that the explicit teaching of production and process skills (the Design Process) allows students the framework to work across multiple learning areas throughout Walker Investigations.
- During Education Research Projects, Students are supported and challenged to create digital and non-digital artefacts. This is supported by the development of a Projects Overview document to outline age-appropriate artefacts.

Achievements

- The Technologies Committee organised "STEM Day 2021: STEM can bring back the buzz"
- Incursion for K-2 students by Mr Roy Murphy from Bee Educated. Mr Murphy brought in a visible hive and shared the important role honey bees play in pollination and food production
- Incursion for Year 3-6 students by Miss Kit Prendergast, from Curtin University's School of Molecular and Life Sciences. Miss Prendergast shared her knowledge of the fascinating world of Western Australian native bees.
- Ms Faye Acaro, mini-beast enthusiast, horticulturalist and Curtin FM radio broadcaster, presented at a whole school assembly on the morning of STEM Day sharing her photos and stories, particularly of the charismatic Blue Banded Bee.
- All students and staff actively participated in a day long project working the Engineering Design Process to solve the problem "How could you attract pollinators to your garden and provide them with the things they need to survive?"
- Successfully implemented the Typing Tournament program across the whole school for Term 3.
- Year 5 students attended the Science Fair at Southern River College in Term 4 and experienced interactive workshops on chemistry, physics and technology including virtual reality and drones.
- All classrooms fitted with iPad dongles to connect iPads to classroom screens
- Digital Technologies was a specialist area in term 4 with a focus on exploring what it means to be a digital citizen and the 4R's of Internet Safety (responsibility, resilience, respect and reasoning) exploring Robotics



Future Focus

- Collaborate with Southern River College to participate in the Schools Plus Initiative with the aim of building a STEM community to support STEM professional learning and develop collaboration between the two schools.
- Increasing the number of ICT devices in our learning areas to allow for more accessibility for students.
- Lego has been included in the 2022 Tech budget.
 - o *Potential for use of Lego in classrooms/wet areas*
 - o *Incorporate Lego into Investigations and Education Research Projects*
- Better equip maker-spaces in senior block wet areas for use during Education Research Project time.
- Implement and evaluate the technologies Scope and Sequence for K-2.
- Develop and implement Scope and Sequence for Year 3-6

Auslan

Written by Isabel Lim

Key Strategies

- 0.2 Auslan Education assistant appointed and supported by a mentor teacher from SSEND
- Years 3-6 students included in program

Achievements

- All students in years 1-6 greet each other in Auslan
- Students and teachers very motivated to learn the language
- Southern Grove Reads story read in Auslan
- Auslan Club formed

Future Focus

- Continue to employ an Auslan teacher
- Incorporate Auslan into assemblies and events where possible



Learning Support

Written by Catherine Powell

Key Strategies:

- Learning support coordinator (LSC) employed full time to coordinate provision for K/PP students at educational risk (SAER) and learning support children.
- Deputies allocated SAER caseloads to closely monitor strategies, progress and impact.
- Rigorous systems in place to identify SAER children and ensure that provision is put in place as soon as it is needed, recognising the importance of early intervention.
- Case conference meetings to collaboratively plan goals for children – these include input from the LSC, teachers, education assistants, therapists and parents.
- LSC support with planning and goal setting (Individual Education Plans or Documented Plans) to ensure that learning is focussed on children's next steps in their learning.
- LSC offers PL through staff development days, curriculum cafes and 1:1 sessions with staff.
- Introduction of Zones of Regulation, Emotional Regulation plans to support children who struggle with emotional regulation.
- Behaviour education taught from K – 6 using the Play Is The Way and Zones of Regulation programmes.
- Clear behaviour matrix used consistently across the school to ensure consistency for children.
- Student Services Team meet regularly to assess, monitor and review strategies to support children at educational risk.
- Strong focus on data analysis which underpins all aspects of planning and enables the team to closely follow the assess, plan, do, review cycle.
- Data closely monitored to identify children who is making limited progress which informs the planning of 1:1 education assistant support and enrichment sessions (e.g Minilit).
- Impact Coaching implemented as a means to unpick challenges and implement strategies to enhance learning experiences for children.
- Collaborative practise promoted to share best practice across the school and learn from one another.
- Social Thinking Programmes (We Thinkers and Superflex) implemented weekly to support children with their social skills development.
- Life Skills programme facilitated weekly to support children with developing their knowledge and skills around life skills.
- Circle of Friends implemented twice a week to support children with social skills and making friends.



- Young Carers implemented termly to offer siblings of children with additional needs an opportunity to do something that is 'all about them'.
- Sensory grant awarded - \$10,000.
- Children scaffolded through a range of strategies to support them with their holistic development – e.g 1:1 support from special needs education assistants, visual resources, individual work stations, TEACCH stations to develop independence, sensory breaks, sensory room, access to sensory resources, technology, individual behaviour charts.
- Work closely with parents, outside agencies and therapists to ensure there is consistency in goals for children to maximise impact.
- Support sessions for parents to help equip them with the knowledge and skills they need to maximise their children's learning.
- Support accessed through the School of Special Educational Needs (disability, behaviour, medical and sensory) to upskill the school's team to ensure the best possible outcomes for all children.
- Strong focus on parent partnership - building relationships with parents, learning from parents, supporting parents and working as a team to ensure the best possible outcomes for children.
- Accessing the Nicholson Network to share best practice and learn from other schools.
- Development of a community resource to share with parents to help them access support where needed.

Achievements:

- SAER processes are rigorous and ensure that no child is left behind.
- Excellent relationships with parents and outside agencies to ensure collaborative practice.
- Systems in place to ensure case conference meetings, time is allocated for goal setting (IEPs/documentated plans) which is rigorous and data informed. Parents feel like they are valued and have a voice in all planning sessions.
- Staff have access to professional development opportunities through the Impact Cycle Coaching, staff development days and professional learning opportunities.
- Consistent and clear behaviour management processes – children understand what is expected of them, time is dedicated to educating children about behaviour and social/emotional development, consistent language to support children with managing their emotions.
- LSC upskilled in writing Zones of Regulation plans – these are in place for some children and are having a positive impact on the consistency of strategies used for children.
- Rigorous data collected and time allocated to analyse the data to inform planning. Progress closely monitored and impact assessed.
- Social skills and life skills programmes running consistently – the impact of these is measurable in the sessions and within the classroom and playground settings.



- Strategies to support children are used consistently and rigorously – time is allocated to upskill teachers and model strategies where needed.
- Parent support sessions (group and individual) facilitated to support and upskill parents.
- Accessed SSEN-D to upskill the team in assistive technology and SSEN-B to support with managing challenging behaviour.
- Community resource started – we will add to this in 2022 to ensure that it covers all possible services.

Future Focus:

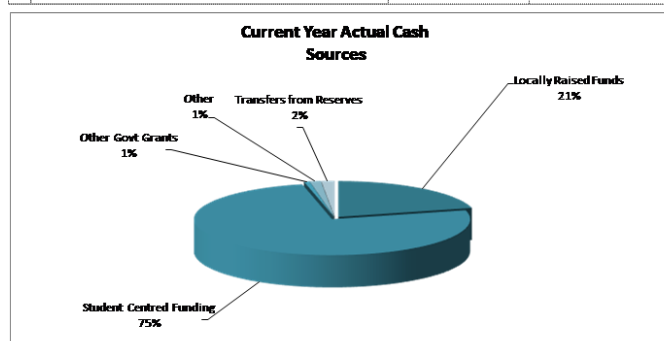
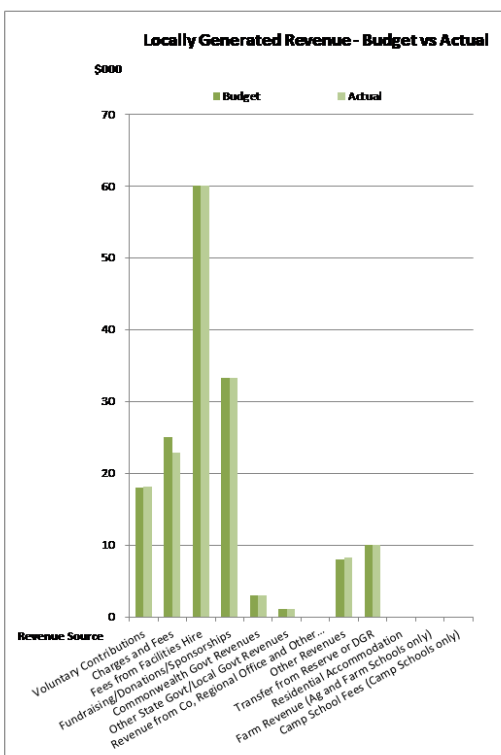
- Continue to ensure that all new staff have a solid understanding of all SAER and learning support processes.
- Develop circle of friends – provide educational sessions for student mentors to upskill them and introduce a buddy system.
- Make use of the new Year 1 on-entry data to monitor impact and use this to contribute to planning.
- Continue to ensure there is rigour in data analysis to inform all planning.
- Review planning processes for special needs education assistants to ensure clear and rigorous planning and assessment procedures.
- Continue to review teacher knowledge in relation to Play Is The Way and Zones of Regulation.
- Develop Power of Partnerships (POP) sessions further to provide parents with opportunities to network, share strategies and provide them with a support network.
- Continue to ensure that SAER processes are followed and implemented rigorously in line with early intervention.
- Plan for and implement the 'Project X – Code' reading intervention program for learning support children.
- Develop resources available for SNAPs to support children with individual goals.
- Continue to develop the relationships and communication with outside agencies to ensure consistency in practice.
- Plan case conference meetings prior to goal setting to provide ample opportunity for parent and therapist voice during the planning stage of children's goals.
- Disseminate the resources gathered from SSEN-B in relation to the Zones of Regulation and offer PL to upskills staff with using these.
- Attend training from SSEN-B re writing Stress Model of Crises to upskill team in writing these plans.
- Continue to develop the use of Zones of Regulation plans for children who need them.
- Continue to add to the community resource as new services are identified.



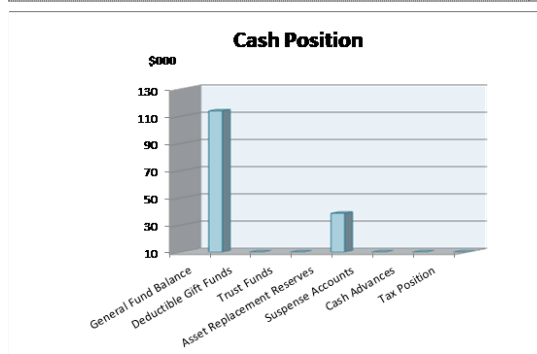
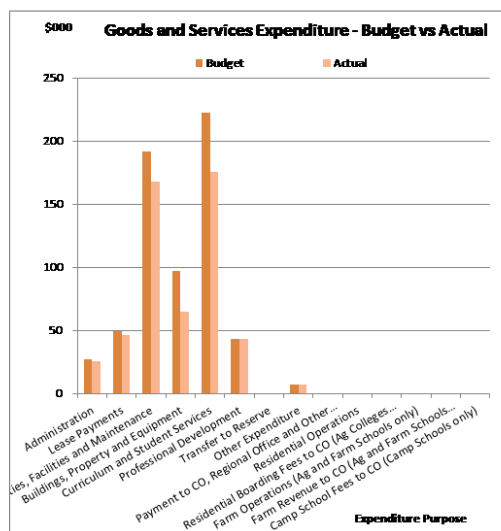
Financial Summary

Southern Grove Primary Financial Summary as of December 2021

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 18,021.00	\$ 18,172.00
2	Charges and Fees	\$ 25,060.10	\$ 22,804.04
3	Fees from Facilities Hire	\$ 60,091.09	\$ 60,090.92
4	Fundraising/Donations/Sponsorships	\$ 33,270.60	\$ 33,327.60
5	Commonwealth Govt Revenues	\$ 2,951.00	\$ 2,950.89
6	Other State Govt/Local Govt Revenues	\$ 1,100.00	\$ 1,100.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 7,987.43	\$ 8,208.61
9	Transfer from Reserve or DGR	\$ 10,000.00	\$ 10,000.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 158,481.22	\$ 156,654.06
	Opening Balance	\$ 2,003.99	\$ 2,003.99
	Student Centred Funding	\$ 482,953.66	\$ 483,953.66
	Total Cash Funds Available	\$ 643,438.87	\$ 642,611.71
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 643,438.87	\$ 642,611.71



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 27,117.06	\$ 25,559.87
2	Lease Payments	\$ 48,900.00	\$ 46,136.23
3	Utilities, Facilities and Maintenance	\$ 191,173.73	\$ 167,364.37
4	Buildings, Property and Equipment	\$ 96,862.10	\$ 64,369.95
5	Curriculum and Student Services	\$ 222,650.72	\$ 175,690.92
6	Professional Development	\$ 42,772.67	\$ 42,772.67
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 6,849.48	\$ 6,948.77
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 636,325.76	\$ 528,842.78
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 636,325.76	\$ 528,842.78
	Cash Budget Variance	\$ 7,113.11	



Cash Position as at:	
Bank Balance	\$ 160,765.32
Made up of:	
1 General Fund Balance	\$ 113,768.93
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 38,500.00
5 Suspense Accounts	\$ 9,849.39
6 Cash Advances	\$ -
7 Tax Position	\$ (1,353.00)
Total Bank Balance	\$ 160,765.32



Together we grow

through embedding a holistic approach where positive, authentic relationships form the foundation for our school community to achieve our personal best socially, emotionally, physically and cognitively.