Welcome to Little Grove Primary, where we continue to ‘Endeavour to Excel’

Little Grove Primary School commenced operations in 1997. We are a proud Independent Public School with a small town feel located within the rural city of Albany, Western Australia. Our proximity to both the pristine Princess Royal Harbour and surrounding bushland makes our school a very attractive place to learn and one that provides endless opportunities for its students to experience variety and success. This is achieved through the diversity of our programs, the enthusiasm of our staff and the support of our wider school community. Our excellent reputation rests in our strong sense of partnership with the parents and community and the values we celebrate. We are committed to realising the potential of all students, providing a balanced education that addresses the academic, social, emotional and physical aspects of our students’ lives. To enable the students at Little Grove Primary School to achieve their academic and social potential, our school has developed a strong positive, collaborative culture within the school community. The learning needs of students, the professional knowledge and enthusiasm of staff, and the expectations of the community are used to establish quality learning and teaching programs and to maximise the educational opportunity and potential for each student.

Our Vision

At Little Grove Primary we strive to ensure that our students develop individual potential, self-esteem and confidence, as well as the knowledge, skills and attitudes required to contribute to the development of our changing society.

Our Values

Little Grove Primary School is guided by the following four core values:

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<tr>
<th>Learning</th>
<th>Care</th>
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<td>We have a positive approach to learning and encourage it in others. We advance student learning based on our belief that all students have the capacity to learn.</td>
<td>We treat all individuals with care. Our relationships are based on trust, mutual respect and the acceptance of responsibility.</td>
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<th>Excellence</th>
<th>Equity</th>
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<td>We have high expectations of ourselves and our students. We set standards of excellence and strive to achieve them. These standards and expectations challenge all of us to give of our best.</td>
<td>We have a right to an environment that is free of discrimination, abuse or exploitation. We recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for all.</td>
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In stating these values we acknowledge that the words alone are not sufficient. It is the actions, based on these values, which are important.
Value Adding

Little Grove Primary School endeavours to ‘value-add’ through a variety of programs and strategies including provision of a School Chaplain, early intervention support for students with learning difficulties and extension for high ability learners. The Reading Keys program is used extensively from Kindergarten to Year 3 to improve reading attainment for all students, especially those with a strong visual/spatial orientation. The provision of a class called Reach, consisting of students in Years 4 to 7 who are identified as gifted and talented, caters for these students by offering a challenging and extended curriculum delivered by a trained specialist teacher. The Reach class operates five mornings per week and in the afternoon these students return to their home classroom. This unique program has two main benefits. Firstly, these students are being extended and accelerated in a classroom with like-minded students to enable them to achieve their full potential. Secondly, the remaining students in the home classes are reduced in number and academic range so the class teacher can more successfully cater for their teaching and learning needs.

Our Self Assessment

Little Grove Primary School uses an evidence-based approach to self assessment, a key part of which encompasses the use of NAPLAN (National Assessment Program Literacy and Numeracy) data which focuses on analysing student performance in Mathematics, Reading, Writing, Spelling and Language Conventions. NAPLAN assessment is undertaken with all students in Years 3, 5 and 7. We monitor and assess progress in Science and Society and Environment using the Western Australian Monitoring Standards in Education (WAMSE). All teachers participate in the collection, analysis and review of school data as per our data collection timeline and collectively contribute to planning for improvement in our four key focus areas.

ACADEMIC ASSESSMENT

NAPLAN – Reading

Our students’ performance in reading is strong. In 2012 all years demonstrated good results, especially in Year 5 where they performed well above statistically similar schools, in fact 53% scored in Band 6 (two bands above the National Minimum Standard). Since 2007 all cohorts have improved over time. The Year 5 and Year 7 cohort has shown high progress and high achievement since their last NAPLAN test in 2010. For the past two years, the school has had no students below the National Minimum Standard in Year 3. In 2012 in Years 3, 5 and 7 the school had no students below the National Minimum Standard.

NAPLAN – Writing, Spelling, Grammar and Punctuation

Our students’ performance in writing is very strong. In 2012 all years demonstrated good results in Writing, especially Years 3 and 5 where they performed well above statistically similar schools, in fact 64-65% of students in Years 3, 5 and 7 scored two to three bands above the National Minimum Standard for that year level. In 2012 Years 3, 5 and 7 the school had no students below the National Minimum Standard in Writing.

In Spelling, Years 3 and 5 groups continue to perform well when compared to statistically similar schools. In Years 5 and 7 the school had no students below the National Minimum Standard. In Year 5, 73% scored in bands 6 and 7 (two and three bands above the National Minimum Standard). However both Year 5 and 7 groups showed low progress since they were last tested in 2010. In Grammar and Punctuation for 2012, Years 3, 5 and 7 performed at or slightly above statistically similar schools. In Years 5 and 7 the school had no students below the National Minimum Standard. In Year 5, 45% scored in bands 6 (two bands above the National Minimum Standard). The Year 7 group showed high progress however the Year 5 group showed low progress since they were last tested in 2010.

NAPLAN – Numeracy

Our performance in Mathematics continues to be strong, in particular for Years 3 and 5 in 2012, compared to statistically similar schools. Our Year 5 groups performed extremely well against statistically similar schools and also made high progress since they were last tested in 2010. This group will need to be monitored to ensure they make good progress and have high achievement in 2014.

WAMSE – Science

For 2012, our Year 5 and 7 students participated in the WAMSE assessment. In Science, 36% of the Year 5 students and 36% of the Year 7 students achieved in the top 20% of the State.

WAMSE – Society and Environment

In Society and Environment for 2012, 32% of the Year 5 students and 24% of the Year 7 students achieved in the top 20% of the State.
NON-ACADEMIC ASSESSMENT

Each semester our students are assessed in non-academic areas of attitude, effort and behaviour through 8 key indicators. The areas of strength are found in the indicators of: cooperates positively, builds positive relationships with others, and shows self respect and care. The indicators to monitor and strive for improvement are: sets goals and works towards them with perseverance, and works to the best of their ability.

Attendance

Little Grove Primary School’s 2012 attendance rate was 92.5% compared with the State average of 92.3%. The school’s attendance rate has dropped from 94.1% in 2010 and 94.5% in 2011. The regular attendance rate (students who attend 90% or more) has also dropped from 83.2% in 2010 and 88.1% in 2011 to 75.5% in 2012. This drop was mainly in Years 2, 3 and 6 in 2012. However it must be remembered that due to small cohort sizes, a few students can make a big difference to attendance rate percentages.

Boys and Girls

Students are assessed each semester in report grades A to E. Boys generally score fairly similar to girls in the distribution of grades. However very few boys are obtaining A or B report grades in Visual Arts. There is a group of boys in Year 1 (2012) who have been identified at Educational Risk in the areas of English, Mathematics and Health and Physical Education. There are more boys identified as gifted and talented than girls in Years 4 to 7.

Notable Achievements

Little Grove Primary School students who voluntarily participated in the 2012 University of NSW International Competitions and Assessments for schools achieved pleasing results. In English, Writing, Spelling, Science, Computing and Mathematics, Little Grove Primary School students received 1 High Distinction, 2 Distinctions and 13 Credit Certificates.

In 2012, Little Grove Primary School had 11 students from Years 5 to 7 attend Primary Extension and Challenge (PEAC) course and one student from Year 6 selected in the online GATE program for 2014. In addition, we have 20 students from Years 4 to 7 attend our Reach class five mornings per week.

2013-2015 Targets

ACADEMIC AREAS

Literacy

• Performance of continuing Year 3 students tested in NAPLAN in 2012 will be equivalent to or higher than statistically similar schools in all NAPLAN literacy assessments in 2014.
• Performance of continuing Year 5 students tested in NAPLAN in 2012 will be equivalent to or higher than statistically similar schools in all NAPLAN literacy assessments in 2014.
• Performance of continuing Pre-Primary students in 2012 as Year 3 in 2015, 90% will achieve at or above the National Minimum Standard in all NAPLAN literacy assessment in 2015.

Numeracy

• Performance of continuing Year 3 students tested in NAPLAN in 2012 will be equivalent to or higher than statistically similar schools in Numeracy in 2014.
• Performance of continuing Pre-Primary students in 2012 as Year 3 in 2015, 90% will achieve at or above the National Minimum Standard in NAPLAN numeracy assessment in 2015.

Science

• In 2012-2015 the school mean will be equivalent to or higher than the Western Australian Monitoring Standards in Education [WAMSE] WA mean.

Society and Environment

• In 2012-2015 the school mean will be equivalent to or higher than the Western Australian Monitoring Standards in Education [WAMSE] WA mean.

Arts

• By 2015 the amount of A and B report grades given to boys and girls will be similar in Visual Arts.
NON-ACADEMIC AREAS

Attendance
• By 2015 overall attendance is to exceed the State average, with 80% or higher of students in the ‘regular’ attendance category (75.5% in 2012).

Attitudes, Effort, Behaviour Key Indicators
• By 2015, 80% of students will demonstrate consistent achievement of the key indicator ‘is enthusiastic about learning’ (69% in Semester 2, 2012).
• By 2015, 75% of students will demonstrate consistent achievement of the key indicator ‘sets goals and works towards them with perseverance’ (65% in Semester 2, 2012).
• By 2015, 85% of students will demonstrate consistent achievement of the key indicator ‘shows confidence in making positive choices and decisions’ (76% in Semester 2 2012).

Focus Areas

1. Excellence in Learning

*Little Grove Primary School will provide quality education by inspiring our students to strive for personal best and to leave our school well prepared for their future.*

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<th>Milestones</th>
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<td>Maintain and improve standards of achievement in literacy and numeracy.</td>
<td>Maintain and improve standards of achievement in literacy and numeracy as per NAPLAN targets. Identify all Students At Educational Risk (SAER) subgroups, including those making limited progress on NAPLAN to inform Individual Education Plans (IEP) and Group Education Plans (GEP) to ensure targeted students make progress. Gifted and talented identification to incorporate Kindergarten to Year 3. Profile all students in Reach class (gifted and talented) to identify literacy and numeracy gaps in all appropriate NAPLAN bands. Revise and review the whole school approach to teaching spelling. Focus on strategies to improve spelling particularly with the view to build phonics knowledge, etymology and develop a word consciousness. Revise and review the whole school approach to teaching language conventions (punctuation and grammar) with a focus on proof reading and editing.</td>
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| Maintain and improve standards of achievement in Society and Environment.        | Fully implement the Australian Curriculum History learning area. Explore and become familiar with the Geography Australian Curriculum learning area.  
Develop a Society and Environment (S&E) scope and sequence of skills based on Australian Curriculum standards and Western Australian Monitoring Standards in Education (WAMSE).  
Refine and develop a whole school approach to teaching the Investigation, Communication and Participation (ICP) process.                                                                                                                                                                                                                     |
| Teachers will use a variety of instructional strategies to cater for various learning styles and increase student’s engagement in learning. | All teaching staff to be provided with Instructional Strategies professional learning.  
Embed cooperative learning strategies in daily teaching.  
Teachers will use a variety of instructional strategies in their teaching. This is linked to the Performance Management process.                                                                                                                                                                                                                                                                 |
| Teachers will differentiate the curriculum to cater for all students learning levels. | Teachers will use a variety of strategies to cater for all students in their class (e.g. guided reading, guided maths, guided spelling, focus groups).  
Continue to implement gifted and talented programme across Years 4 to 7 (Reach class 4 to 5 mornings per week). Year 4 to 7 classroom teachers will use this time to employ effective instructional strategies for the remainder of their class to differentiate the curriculum. Explore and implement strategies to cater for gifted and talented students in Kindergarten to Year 3.  
Explore and implement gender based learning styles / strategies or activities to improve student results especially in Music and Visual Arts.  
Build a tool kit to foster critical and creative thinking skills across the curriculum.                                                                                                                                                                                                                                                   |
| Continue to enhance rigor in Early Childhood Kindergarten to Year 2 education.   | On Entry Assessment of Pre-Primary students will be used to identify the needs of students for both extension and remediation.  
Kindergarten to Year 2 Students at Educational Risk (extension, remediation and gender subgroups) will be targeted through point of need teaching. IEPs and GEPs will be implemented based on diagnostic testing to ensure students make progress.  
Teachers will use a variety of strategies to cater for all students in their class (e.g. intentional play-based learning, targeted focus groups, guided reading groups, guided maths groups, guided spelling and writing groups).  
Teachers will be vigilant in their assessment of children’s capacities and needs in order to ensure students learn and progress at their optimum potential.  
Teachers will ensure that children are required to make decisions and stretch the boundaries of their learning in their daily programming.  
Teachers will focus as much on the process of children’s learning [the thinking dispositions we want them to develop] as on the content of lessons and activities.                                                                                                                                                  |
| Promote student leadership and independence across the school.                   | Provide opportunities for students to develop leadership qualities (e.g. sports leaders, ICT leaders, buddy class program, student council).  
Students to set and review personal learning goals to increase responsibility for their own learning.                                                                                                                                                                                                                                                                                     |
# 2. Excellence in Teaching

Little Grove Primary School continues to provide an environment which supports staff and builds their capacity to deliver quality learning opportunities.

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<td>Develop teacher expertise to implement data/research informed planning.</td>
<td>Engage in and share educational research amongst colleagues. Provide opportunities for collaborative planning, moderation and assessment of student learning. Systematic analysis and distribution of data for classroom and whole school planning. Develop a system for tracking individual student progress through a school wide system of data collection.</td>
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<td>Building staff capacity from Kindergarten to Year 7 for excellence in teaching through quality and relevant learning opportunities.</td>
<td>Teachers will explore and share a small area of learning linked to educational research and how this impacts on student learning. This will be incorporated into the performance management process. Explore contemporary pedagogy and develop a model of best practice for each phase of learning Kindergarten to Year 2 and Years 3 to 7 and each year level within these phases. All teachers consistently use whole school literacy and numeracy strategies as outlined in the school strategic plan. Provide staff with opportunities to learn and deliver a variety of instructional strategies to match individual student learning needs.</td>
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<td>Plan for implementation for the Australian Curriculum across Kindergarten to Year 7.</td>
<td>2013: Full implementation of Maths and Science Australian Curriculum and explore English and History. Back map Foundation (Pre-Primary) standards for expectations in Kindergarten. 2014: Full implementation of English and History Australian Curriculum and explore Phase 2 learning areas. Back map Foundation (Pre-Primary) standards for expectations in Kindergarten. 2015: Full implementation of Australian Curriculum Phase 1 learning areas. Explore Phase 2 learning areas.</td>
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<td>Provide opportunities for staff to build their capacity in the use of innovative technologies to assist in the delivery of learning opportunity for students.</td>
<td>Provide professional learning opportunities for all staff in the use of technologies to enhance their teaching (during staff meetings, school development days, common DOTT, collaborative planning time, cyber café). Develop a professional learning community willing to learn and model the use of Information Communication and Technology (ICT) in the classroom. Maintain and enhance infrastructure (hardware, software and technical support) to embed ICT implementation in the classroom.</td>
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<td>Provide support and encouragement to develop distributed leadership.</td>
<td>Encourage and provide opportunities for staff leadership roles. Highlight and celebrate staff achievement. Build the leadership capacity of the Kindergarten to Year 2 staff in early childhood Maths to confidently deliver professional learning across the network and other schools.</td>
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3. Positive and Supportive Learning Environment

Little Grove Primary School will provide a positive, healthy and supportive environment for students and staff, underpinned by a values-rich learning culture that supports quality learning and positive behaviours.

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<td>Promote the development of a positive school community</td>
<td>Implement Kids Matter and the School Wide Positive Behaviour System across the school. Provide professional learning to staff in the area of children’s mental health issues, School Wide Positive Behaviour System and Kids Matter. Form a school community ‘Improving Students Mental Health’ Committee and complete getting started/introduction modules of Kids Matter and School Wide Positive Behaviour System. Investigate and implement programs to improve staff and student awareness of resilience and anxiety. Teach specific social skills to improve students’ ability to create and maintain healthy relationships. Maintain the school Chaplaincy program and school volunteer mentoring program. Develop and implement school-based programs to instill pride in our school, self and community. Students will begin to collect evidence towards developing a digital ‘Citizenship Portfolio’ to demonstrate their participation and cooperation in school and community initiatives and programs that support the development of positive mental health.</td>
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4. Sustainable Learning Environment

Little Grove Primary School will strive to develop in students a commitment to care for and nurture a sustainable natural and physical environment.

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<td>Foster a sustainable physical environment.</td>
<td>Develop and adopt a whole school approach to environmental sustainability. Aim to appoint a whole school Sustainability Coordinator with time allocated. Establish an environment sustainability committee to develop a 5 year plan for environment sustainability, linking goals with a whole school plan of action. Investigate the installation of solar panels to reduce mains electricity usage utilising available environmental grants and incentives. Plan for the development of the Little Grove Primary School bushland including concept plans, pathways, signage/plans for bush Tucker, and outdoor nature play. All classes participate in and contribute to at least one area of environmental sustainability each year [e.g. waste management, marine study, bushland area, aquaponics, worm farm, foreshore clean-up, school vegetable garden, Kindergarten and Pre-Primary garden nature play].</td>
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