



**LITTLE GROVE PRIMARY SCHOOL**

# **Business Plan**

## **2016-2018**





# 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:*

### **Learning**

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.

### **Care**

We treat all individuals with care. Our relationships are based on trust, mutual respect and the acceptance of responsibility.

### **Excellence**

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.

### **Equity**

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.

*In stating these values we acknowledge that the words alone are not sufficient. It is the actions, based on these values, which are important.*

## 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 that focuses on analysing student performance in Mathematics, Reading, Writing, Spelling and Language Conventions. NAPLAN assessment is undertaken with all students in Years 3 and 5. 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

#### Reading

Our students' performance in Reading is very strong. In 2015 all Year 3 and 5 students demonstrated good results in NAPLAN testing, especially in Year 5 where they performed well above statistically similar schools. In fact, we had 41% of our Year 3 and 5 students achieve in the top 2 bands of the NAPLAN assessment. Over the past five years, Year 3 and 5 students' average performance has been above statistically similar schools except Year 3 in 2013. In 2015, the school has had no students below the National Minimum Standard in Year 3 and 5.

In 2015, 76% of our Year 3 to 6 students progressed between 1 to 4 stanines from 2014 in Progressive Achievement Testing (PAT) in Reading Comprehension. However there are still a small number of Year 3 to 6 students at educational risk in this area achieving lower than average results.

One area that was highlighted from multiple assessments that could be improved is students' inferential and evaluative comprehension. Therefore using a common whole school approach to teaching comprehension with metacognitive strategies will be a focus.

#### Writing, Spelling, Grammar and Punctuation

Our students' performance in Writing continues to be strong in particular for Years 3 and 5 in 2015, compared to statistically similar schools. In 2015, the school has had no students below the National Minimum Standard in Year 3 and 5. In 2015, we had 19% of our Year 3 and 5 students achieve in the top 2 bands of the NAPLAN assessment. Over the past five years, Year 3 and 5 students' average performance has been at or above statistically similar schools except in 2014. However there are still a small number of Year 3 and 5 students at educational risk in this area achieving at National Minimum Standards.

In Spelling, Year 3 and 5 groups continue to be very close to statistically similar schools but have varied above or below over the past five years. In 2015, the school had no students below the National Minimum Standard in Year 3 and 5. In 2015, we had 23% of our Year 3 and 5 students achieve in the top 2 bands of the NAPLAN assessment. In Spelling age assessments students generally scored at or above their chronological age. Over the past five years, Year 3 students' average performance has been declining compared to statistically similar schools in NAPLAN testing that assesses spelling in context of writing and editing, in particular identifying misspelled words and correcting them. The explicit teaching of phonic sounds connected to spelling combinations to develop a student's spelling visual consciousness needs to be a whole school focus strategy, as does teaching students to spell high frequency words earlier.

In Grammar and Punctuation for 2015, Year 3 and 5 students performed above or slightly below statistically similar schools. In Year 3 the school had no students below the National Minimum Standard. In 2015, we had 35% of our Year 3 and 5 students achieve in the top 2 bands of the NAPLAN assessment. However there are still a small number of Year 3 and 5 students at educational risk in this area achieving at or below National Minimum Standards.



## **Numeracy**

Our performance in Mathematics continues to be very strong, in particular for Year 3 and 5 students in 2015, compared to statistically similar schools. Over the past five years, Year 3 and 5 students' average performance has been above statistically similar schools, however the Year 3 performance has been declining over that period. In 2015, we had 35% of our Year 3 and 5 students achieve in the top 2 bands of the NAPLAN assessment.

In 2015, 59% of our Year 3 to 6 students progressed between 1 to 4 stanines from 2014 in Progressive Achievement Testing (PAT) in Mathematics. In general, we have more students achieving an A grade on their semester reports than any other learning area. There are still a number of Year 3 to 6 students at educational risk in this area achieving lower than average results. An area of weakness was the interpretation of mathematical vocabulary in the word problem questions leading to the incorrect mathematical operation being used. Strengthening students' understanding of mathematical vocabulary and giving students more strategies to analyse and process multi step mathematical word problems will be a focus.

## **Online Assessments**

Students often performed better if doing the paper based assessment rather than the online assessment. With the online version, students commonly did not read the passage thoroughly or link the appropriate multi choice question with the previous text read. Also many high achieving students performed poorly on the online test but in class based assessments demonstrated they could read and comprehend to a high level or could do the mathematical skill or problem. Also students commonly did not show their mathematical working out therefore leading to more guessing of the multi choice question. So with the advent of online testing becoming the norm, it is important to teach students the skills to undertake online testing from an early age.

## **Value Adding**

Little Grove Primary School endeavours to 'value-add' through a variety of programs and strategies including the provision of a School Chaplain, a mentoring program using local volunteers, early intervention support for students with learning difficulties and extension for high ability learners through a differentiated curriculum.

## **NON-ACADEMIC ASSESSMENT**

Each semester our students are assessed in non-academic areas of attitude, effort and behaviour through 3 or 8 key indicators. The areas of strength are found in the indicators of: enthusiastic about learning, shows courtesy and respect for the rights of others, and works to the best of their ability. The indicators to monitor and strive for improvement in are: sets goals



and works towards them with perseverance (in Pre-Primary to Year 2).

## **Attendance**

Little Grove Primary School's attendance rate over the past 3 years has been at or above the State average. Regular attendance of students (above 90%) has continued to increase from 75.5% in 2012 to 80% in 2015. This is a result of focused attention and intervention strategies to increase regular attendance.

## **Emotional and Social Learning**

Since 2014 we have been surveying all Year 3 to 6 students on their emotional and social wellbeing. Overall, we have more students that have high or very high levels of social emotional wellbeing compared with the Australian average. This can be contributed to the introduction of Positive Behaviour Support in our school as well as explicitly teaching expected behaviours and emotional/social learning. The survey however, also highlighted that we have more students than the Australian average with the lowest level of social emotional wellbeing. In 2015 we had 21% with a low level of social emotional wellbeing, particularly in Years 3 to 5.

Areas to improve include: students' attitude that they can do it, being organised with equipment, remembering tasks (Open to Learning); controlling feelings of being nervous, communicating their feelings, stopping their feelings from being easily hurt (Resilience); being trusted to be honest all the time, controlling what they say so they do not hurt others feelings (Social Skills).

### ACADEMIC AREAS

#### 3 year targets

- In 2016 -2018 the Year 3 and 5 continuing students will be at or above statistically similar schools in NAPLAN Numeracy.
- By 2018, the Year 3 NAPLAN Numeracy results compared to statistically similar schools will improve.
- By 2018, the Year 3 NAPLAN Spelling results compared to statistically similar schools will improve.
- Reduce the percentage of Year 3 to 6 continuing students in stanines 1 to 3 and increase the percentage in stanines 4 to 9 in Progressive Achievement Tests (PAT) in Reading Comprehension and Maths by 2018.
- Increase the number of continuing students reading at or above Springboard level 30 by end of Year 3 in 2018.

#### Yearly targets

Each year we will include (as an appendix) a set of base and aspirational targets based on:

- Students reaching benchmark reading levels by the end of the year from Pre-Primary to Year 3.
- Students reading and knowing phase sounds (phonics) by the end of the year from Pre-Primary to Year 3.
- Students being able to read and spell high frequency words from Pre-Primary to Year 3.
- Year 4 to 6 students spelling age compared to their chronological age.

- Students recall of basic facts in mental mathematics in addition, subtraction, multiplication and division from Year 3 to 6.
- Increasing the percentage of students correctly answering inferential and evaluative comprehension questions in Reading Comprehension assessments in Years 3 to 6 students.

### NON-ACADEMIC AREAS

- Reduce the percentage continuing of students with a low level of social emotional wellbeing in Year 3 to 6 by 2018.
- Increase students' consistent application of behaviour expectations in Open to Learning, Being Resilient, Being Responsible and Being Respectful areas by 2018.
- Increase the percentage of students who are able to set goals and work towards them with perseverance in Pre-Primary to Year 2 by 2018.
- Increase staff and student application and attitudes towards environmental, economic, cultural and social sustainable practices by 2018.
- Sustainability data collection will be robust and ongoing across the school to assess success by 2018.
- The school will achieve an Eco-Schools Australia Silver Award (or equivalent) by the end of 2018 for its sustainable practices.



# Focus Areas

## 1. Excellence in Learning and Teaching

*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. To facilitate this, we will continue to provide an environment which supports staff and builds their capacity to deliver quality learning opportunities.*

Broad Strategies	Milestones
Teachers will use contemporary knowledge and understanding of Curriculum Areas to improve learning.	<p>Maintain and improve standards of achievement in literacy and numeracy as per school targets.</p> <p>Use diagnostic learning assessment strategies to ensure learning is engaging, purposeful and challenging for all children.</p> <p>Differentiate the curriculum to cater for all students.</p> <p>Identify Students Educational Needs using the RTI (wave) model and implement programs to support these children.</p> <p>Continue to revise and review the whole school approach to literacy, numeracy, humanities and social sciences skills informed by contemporary research and pedagogical ideas.</p>
Build staff capacity using the Australian Institute for Teaching and School Leadership.	<p>Facilitate staff in the use of AITSL standards and resources to improve professional practice and knowledge.</p> <p>Build staff knowledge and use of instructional strategies which match individual students' learning needs.</p>
Develop teacher expertise in the use of data and research to inform pedagogical planning.	<p>Engage in and share educational research amongst colleagues to foster a professional learning community.</p> <p>Provide opportunities for collaborative planning, moderation and assessment of student learning.</p> <p>Use systematic analysis and distribution of data for classroom and whole school planning.</p> <p>Maintain a system for tracking individual student progress through a school wide system of data collection.</p>
Build staff capacity in the use of innovative technologies.	<p>Provide professional learning opportunities for all staff in the use of technologies to enhance their teaching.</p> <p>Maintain and enhance infrastructure (hardware, software and technical support) to embed ICT implementation in the classroom. Explore other strategies to maintain up to date resources for ICT.</p>



Broad Strategies	Milestones
Develop staff leadership capacity.	<p>Provide opportunities and encourage staff to engage in leadership roles.</p> <p>Provide opportunities and encourage staff to take on mentoring roles.</p> <p>Encourage and acknowledge staff achievement.</p> <p>Investigate and implement strategies to acknowledge staff.</p>
Promote student independence across the school.	<p>Provide opportunities for students to develop leadership.</p> <p>Students to set and review personal learning goals to increase responsibility for their own learning, equipment and self-management.</p>
Continue the implementation of the National Quality Standards in Early Childhood Education.	<p>Ongoing assessments will be used to identify the needs of students for both extension and remediation.</p> <p>Teachers will use a variety of intentional play-based learning strategies to cater for all students in their class for Kindergarten to Year 2 students</p> <p>We will meet all seven National Quality Standards in Early Childhood education by 2018.</p>
Continue implementation of the WA Curriculum across Kindergarten to Year 6.	<p>2016: Familiarisation with Phase 2 learning areas – Humanities and Social Sciences (HASS) and Health and Physical Education.</p> <p>2017: Reporting to parents Phase 2 learning areas – Humanities and Social Sciences (HASS) and Health and Physical Education in Semester 1.</p> <p>Familiarisation with Phase 3 learning areas – Arts, Technologies and Languages</p> <p>2018: Full implementation of all WA Curriculum learning areas including reporting to parents in Semester 1.</p> <p>Revisit revised WA Curriculum Phase 1 learning areas – English, Maths, Science, and History when available.</p>

## 2. Positive, Supportive and Inclusive 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.*

Broad Strategies	Milestones
Promote the development of a positive school community	<p>Maintain and develop the School Wide Positive Behaviour Support across the school.</p> <p>Aim to appoint a whole school PASLET Coordinator with time allocated.</p> <p>Continue professional learning for staff in the area of children’s mental health issues, School Wide Positive Behaviour Support and Kids Matter.</p> <p>Investigate expertise and implement programs to assist with mental health issues with Wave 2 students across the school, especially in early intervention of K-2.</p> <p>Maintain a school community ‘PASLET’ Committee and complete remaining modules of Kids Matter and School Wide Positive Behaviour Support.</p> <p>Maintain programs to improve staff and student awareness of resilience and anxiety.</p> <p>Teach specific social skills to improve students’ ability to create and maintain healthy relationships.</p> <p>Maintain the school Chaplaincy program and school volunteer mentoring program.</p> <p>Investigate and implement strategies to foster and display students’ positive participation and contribution to the local community to promote the development of positive mental health.</p>

### 3. 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 that embeds sustainability within the culture of the school.*

Broad Strategies	Milestones
<p>Foster a sustainable environment with the three concepts of systems, world views and futures.</p>	<p><b>Systems</b></p> <p>Explore the interdependent and dynamic nature of systems that support life by:</p> <ul style="list-style-type: none"><li>• Continuing to follow seasonal planting.</li><li>• Harvesting of vegetable gardens and fruit trees.</li><li>• Upgrade and maintain the aquaponSystemics system.</li><li>• Maintain and extend our re-use, recycle and reduce principles across the school.</li><li>• Continue and expand our rainwater collection.</li><li>• Install solar panels.</li><li>• Promote the consumption of healthy food through Health and Stephanie Alexander Kitchen Garden Program lessons and demonstrations.</li></ul> <p><b>World Views</b></p> <p>We will explore, maintain and extend our knowledge of our school grounds, our local community and also the local waterways. Recognising the dependence of living things on healthy ecosystems and value their diversity through incursions of experts in various fields and excursions to further our understandings.</p> <p><b>Futures</b></p> <p>The sustainability of ecological, social and economic systems will be achieved by:</p> <ul style="list-style-type: none"><li>• Appointing a Sustainability Coordinator with time allocated.</li><li>• Having a robust committee of staff and parents who will refine and review our 3 year plan, set up and run our Eco Schools Australia program.</li><li>• Plan and implement stage 1 and 2 of the LGPS bush land overview.</li><li>• Inform and educate our parents through articles and news on the website and newsletter.</li></ul> <p>Collect, assess and determine the impact of data trends across the initiatives.</p> <p>All staff and students will be included in all aspects of the sustainability plan.</p> <p>We will investigate and implement strategies to foster and display students, staff and school positive participation and contribution to the local community.</p>

