



Department of
Education

Shaping the future

Little Grove Primary School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Little Grove Primary School is located approximately 8 kilometres from the centre of Albany, within the South West Education Region.

The school has an Index of Community and Socio-Educational Advantage rating of 1028 (decile 3).

It currently enrolls 209 students from Kindergarten to Year 6 and became an Independent Public School in 2013.

Little Grove Primary School has the support of a Parent and Citizens' Association (P&C) and the School Board.

The first Public School Review of Little Grove Primary School was conducted in Term 2, 2019. This 2024 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- A review of progress towards implementing the recommendations of the 2019 Public School Review report provided a starting point for the school's self-assessment and improvement process.
- A culture of reflective school self-assessment, as the foundation for effective planning and continuous improvement, is apparent at the strategic and operational levels.
- Quality evidence was selected for the Electronic School Assessment Tool (ESAT) submission, with a clear alignment between performance evidence and planned actions.
- During the validation visit, a representation of enthusiastic staff, students and community members engaged in discussions with the review team, contributing authentic reflections to support the evidence in the school's ESAT submission.
- The school leadership team reported that the review process was beneficial in highlighting areas of school performance to be celebrated and areas for ongoing development.

The following recommendation is made:

- In future ESAT submissions, consider distilling evidence to that which demonstrates the Standard has been met and that which has the strongest impact on student outcomes.

Public School Review

Relationships and partnerships

Authentic and productive relationships between staff, students and families support school success and provide a benefit to all stakeholders. The impact of these relationships is evident in the positive school culture and reputation within the community it serves.

Commendations

The review team validate the following:

- The School Board has a sound understanding of its governance role and responsibilities to help guide school decision making and policy. The P&C work productively with staff, sharing a collective responsibility that supports the strategic goals of the school and enhances the physical environment.
- Professional and respectful relationships between staff are enabled through collaborative structures and the provision of support in terms of time to meet.
- Partnerships have been established with a variety of agencies and organisations that support learning programs for students. Some examples are YouthCARE, local therapists and paediatricians, various sections of the School of Special Education Needs, the Department of Primary Industry and Regional Development (Marine Studies) and the University of Western Australia's Children's University.
- Underpinned by genuine respect, opportunities to develop an understanding of Aboriginal culture and history are embraced by the school and community.

Recommendation

The review team support the following:

- Continue to establish and maintain positive relationships with Aboriginal students, their families and the local community.

Learning environment

The development of every student's physical, academic, social and emotional wellbeing is at the heart of the safe and positive learning environment. The community is proactive in creating an attractive and engaging physical environment that supports a range of learning opportunities for students.

Commendations

The review team validate the following:

- Processes are established to ensure that students at educational risk (SAER) are identified and supported in their learning. In consultation with parents, Special Educational Need plans outline goals and strategies to support students.
- The Aboriginal Cultural Standards Framework underpins the efforts of the school to create a culturally safe, respectful, and inclusive environment for Aboriginal students. This is evident in the work being undertaken in the development and implementation of a school Reconciliation Action Plan.
- Staff skilfully use data related to social and emotional learning to triage the need for support and guide the actions of those involved in pastoral care. The chaplain, school psychologist, education assistants - special needs and teachers provide a coordinated, caring approach for the identified students.
- The effective implementation of Positive Behaviour Support ensures a consistent language and set of processes for guiding behaviour across the school. Opportunities to reinforce clear expectations and reward students occur regularly at musters and assemblies.

Recommendation

The review team support the following:

- Through the Berry Street Education Model, implement trauma-informed practice to complement existing social and emotional development strategies.

Leadership

There is an acknowledgement that long term stability and strength in school leadership has positively impacted the success of the school's improvement agenda.

Commendations

The review team validate the following:

- Well defined leadership opportunities are made available to all staff, willingly embraced and supported through professional learning, time allocation and mentoring.
- Staff are passionate about the diverse projects they manage. Identifying the strengths of individuals and encouraging a collaborative team approach to problem solving ensures attention is paid to priorities such as the Response to Intervention model for SAER and provision of opportunities for gifted and talented students.
- The leadership team strives to provide effective instructional leadership and are focused on supporting staff to implement whole-school programs with fidelity.
- There is a strong commitment to supporting strategic, operational and classroom planning across the school. Aligned to this, shared planning time has been created to support the change management process and development of sound organisational structures.

Recommendation

The review team support the following:

- Embed a change management model, within a schedule, to illustrate to staff and the community the success already achieved and the plans for future improvement to help manage staff workload.

Use of resources

The Principal and manager corporate services work productively to allocate resources to meet the needs of students. Their knowledge and expertise have ensured that resources are allocated and managed in a manner that supports the operation of the school and the achievement of school priorities.

Commendations

The review team validate the following:

- Staff are recruited with roles aligned to identified focus areas. An example is the innovative utilisation of an ICT¹ coach and technician to build the ICT capacity of teachers and provide contemporary learning opportunities in STEM² for students.
- Significant effort to gather full information on enrolment, and close collaboration with agencies to identify specific student need, ensures that support for students with a disability can be planned for and is maximised.
- Prudent management of grant funding, along with considerable support from expert community members, has allowed the school to enhance playgrounds for the school and local families.
- The play-based philosophy, selected for the early years, is well supported by the innovative use of spaces and furniture to create engagement opportunities.
- The school has invested significantly in STEM resources to support the creativity and higher-level thinking of students.

Recommendations

The review team support the following:

- Monitor the changing needs of students to identify trends and refine the workforce plan to meet those needs.
- Further develop the capacity of allied professionals to implement intervention strategies.

Teaching quality

Successful schools are characterised by a culture of high academic expectations where teachers take personal and collective responsibility to deliver school-wide pedagogy. This is evident at Little Grove Primary School.

Commendations

The review team validate the following:

- The school has operational plans, linked to the strategic plan, that outline whole-school programs, teaching frameworks and monitoring tools for key learning areas. There is a shared agreement that all need to be embedded with fidelity to maximise effectiveness.
- The provision of a consistent suite of professional learning is valued by school leaders. Staff have access to professional learning that ranges from attending external opportunities through to one-on-one coaching with school-based experts.
- The leadership team is striving to create a culture that prioritises student academic achievement through the collective efficacy of staff. This includes using data and providing opportunities for staff to collaborate and participate in decision making.
- Early intervention is well implemented by staff who have a clear understanding of benchmarks that indicate a need for support. Staff focus on teaching and learning adjustments outlined in individual education plans and tailored to the specific needs of students.

Recommendation

The review team support the following:

- Continue to investigate effective ways to meet the needs of students identified as needing academic extension in every classroom, every day.

Student achievement and progress

The school has created a culture where the importance of data-informed decision making is embraced by all, embedded across classrooms, and informs the school improvement agenda.

Commendations

The review team validate the following:

- Staff prioritise raising student academic achievement by increasing data literacy to the point where they work collaboratively and use student data to inform conversations about student progress to target future classroom planning.
- Colour coded student maps, illustrating achievement relating to NAPLAN³ proficiency bands, have been created to help set up reading groups and highlight students needing support in mathematics.
- In collaboration with local schools, staff have developed moderation processes that support teachers to provide parents and carers with consistent and accurate information about their children's achievement and progress.
- The implementation of the Talk for Writing and Letters and Sounds programs has led to measurable improvements in student performance in standardised tests.
- Year 5 students achieved strong and exceeding bands in greater proportions than their peers in like schools.

Recommendation

The review team support the following:

- Maintain a focus on evaluating the efficacy of implemented approaches and programs to ensure that the impact on student achievement is maximised.

Reviewers

Jennifer Graffin
Director, Public School Review

Amanda Robinson
Principal, Bindoon Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is to be scheduled for 2027. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands
Deputy Director General, Schools

References

- 1 Information and communications technology
- 2 Science, technology, engineering and mathematics
- 3 National Assessment Program – Literacy and Numeracy