



Department of
Education

D19/0211038

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Little Grove Primary School

Public School Review

May 2019



PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed every three years 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 that a school is operating effectively and delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the principal and staff with their improvement planning.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.


Expectations of schools

For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

School performance rating

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	Effective
	The school demonstrates effective practice in creating the conditions required for student success.

	Needs Improvement
	The school has aspects of its practice below expectations and needs supported action to improve student success.

Context

Little Grove Primary School commenced in 1997. The school is located approximately eight kilometres from the centre of Albany within the Southwest Education Region. The area around the school is comprised of a combination of suburban sub-divisions of Little Grove, Goode Beach, Robinson and small rural lots ranging from one to 20 hectares.

The school, with an Index of Community and Socio-Educational Advantage rating of 1017, currently caters for 177 students from Kindergarten to Year 6.

Three key focus areas at Little Grove Primary School include: Excellence in Learning and Excellence in Teaching; Positive, Supportive and Inclusive Learning Environment; and Build Student Twenty First Century Skills.

The school became an Independent Public School in 2013 and is supported by a Parent and Citizens' Association (P&C) and School Board.

School self-assessment validation

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

The following aspects are confirmed:

- The Principal facilitated the opportunity for staff to reflect as to school progress against each of the SIAF¹ domains. This reflection identified areas of both strength and improvement which informed the ESAT² submission.
- During the validation phase, feedback was sought from the School Board and P&C representatives.
- The school has a record of continuous reflection and self-assessment using data analysis and research to inform the business plan and support school initiatives
- Program efficacy is discussed at staff meetings and learning area meetings.
- A broad range of classroom teachers, specialist teachers, support staff, administrators, parents and student leaders provided valuable insights during the validation visit.

The following recommendations are made:

- Continue to build the capacity of staff to analyse and utilise data.
- Maintain the focus on research to discover contemporary methodologies for assessing the impact of existing programs.

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Relationships and partnerships	
<p>Parents shared that the staff are ‘naturally welcoming’ demonstrating the school’s commitment to building trust and collaborative partnerships. These partnerships strengthen communication and staff collective commitment to student health and wellbeing.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • School community members value the positive partnership with the school and feel that there is a natural focus on creating a welcoming environment. • P&C members feel well-supported in their role and have a positive investment in the school stating that quality communication with the school results in a greater understanding of decisions made. • The School Board is confident to undertake its role with knowledge and understanding due to the level of authentic consultation with the school. • There is a renewed focus on attracting a range of community expertise. • A strong culture of collaboration and common moral purpose is developed through the PLGs³ building positive and productive staff relationships.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Maintain and expand where possible the school’s community volunteers program to continue its positive impact on the support for students. • Continue to promote the culture of ‘open to learning’ through the school’s extensive partnership program.

Learning environment	
<p>The school has established a positive and caring learning environment where students, staff and families feel valued and supported. It has worked extensively with the community to enhance the physical environment.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The extensive training and consultation of the expected behaviours for staff, students and community is evident and embedded through the implementation of PBS⁴ (Groovy Grover). • An inclusive and supportive environment is evident with student leaders commenting that students know and care for each other. • Students are actively involved in sustainability programs in the school. • The school actively harnesses the skills in the community and within the school to meet the needs of the students. • Tier 3 students involved with SSEN:B&E⁵ have individual behaviour plans, escalation plans and risk management plans.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Periodically consider the ongoing impact of the range of programs used to underpin the school’s social and emotional curriculum.

Leadership

A culture of consultation and collaboration is a feature of the school leadership. Staff respond by working together as a team across learning phases and curriculum areas. This culture is built on high levels of relational trust and belief in the values that contribute to organisational success.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A culture of distributed leadership builds on staff capacity and creates meaningful opportunities for aspirant leaders. • Leaders actively empower staff to take on leadership roles to whole-school processes through PLGs. This is particularly evident in the social and emotional wellbeing of staff. • Professional learning is tied to the school business plan, the Department's annual Focus documents and the differentiated needs of staff. • The leadership team actively engages with the ACER⁶ Principal Performance Improvement Tool to drive self-improvement. • Change management is predicated on staff understanding the purpose of change in combination with targeted training options.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to implement the <i>Aboriginal Cultural Standards Framework</i>. • The leadership team to meet regularly to problem solve curriculum areas requiring improvement.

Use of resources

Resource planning is linked to school improvement and planning. The MCS⁷ supports leaders at all levels to manage and monitor cost centres. The Board is informed of budgetary matters each term. The school engages in proactive workforce planning in response to student need.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Alignment between school improvement planning and deployment of physical and human resources is evident. • Cost centre managers received finance management training and support from the MCS. Budgets align directly with operational plans. • Opportunities are created for staff to engage in special projects through the leadership's success in securing innovation grants from a variety of sources. • The proactive and well-connected P&C, in combination with the School Board, supports the school through funding ongoing community projects. • Staff are regarded as a reliable source of feedback when resource planning is required to respond to areas of school improvement.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Maintain the existing focus on building the school's digital learning options and upskilling staff with Teachers Can Code professional learning.

Teaching quality

<p>Consistent application of teaching pedagogy is supported by curriculum and learning area leaders. Collective beliefs about effective lesson design are emerging through the iSTAR⁸ approach.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Teachers have a common understanding of what constitutes excellence in teaching and are supported through regular peer and line manager observation. • PLGs provide strong professional learning communities for staff to conduct disciplined dialogue based on the needs of students and underscored by rigorous data analysis. • There is an elevated level of program and subject integration based on the school's teaching belief statement – How Learning Works. • Teachers, in combination with EAs⁹, actively pursue strategies and methods that recognise prior knowledge and develop mastery of tasks and skills. • Staff receive support and training in ways to embed ICT¹⁰ in the curriculum.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Implement instructional rounds to ensure teachers are following whole-school approaches with fidelity.

Student achievement and progress

<p>Sustained evidenced-based teaching and learning practices support the achievement and progress of all students.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Close monitoring of student achievement and progress, together with high expectations, strengthens the teaching and learning process. • The school has an effective and efficient process for analysing school and systemic based student performance data to inform appropriate interventions. • The school's focus in 2019 is to develop skills in giving and receiving feedback, goal setting and learning through experience. • The school's holistic approach in achieving a balance between academic, social and emotional aspects, strengthens the student's capacity to focus on learning. • High frequency acknowledgement (PBS) fosters student confidence.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Consider using schools in the local network for grade allocation moderation processes. • Maintain a focus on case management of students, especially TAGS¹¹.

Reviewers

Rod Lowther
Director, Public School Review

Helen Demiris
Principal, Halidon Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'effective'.

Your next school review is scheduled for 2022.



Stephen Baxter
A/Deputy Director General, Schools

References

- 1 School Improvement and Accountability Framework
- 2 Electronic School Assessment Tool
- 3 Professional Learning Group
- 4 Positive Behaviour Support
- 5 School of Special Educational Needs: Behaviour and Engagement
- 6 Australian Council for Educational Research
- 7 Manager Corporate Services
- 8 Framework for professional learning and teaching
- 9 Education Assistant
- 10 Information and communication technology
- 11 Talented and Gifted Students