



Little Grove Primary School Annual Report - 2013

Endeavour to Excel



SCHOOL ETHOS

Our purpose is to ensure that our students develop individual potential, self-esteem and confidence, as well as the knowledge, skills and attitudes to contribute to the development of our changing society.

Little Grove Primary school is guided by the following 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.*

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 recognize the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for all.*

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

A Brief Message From the Principal

It is with pleasure I present our Annual School Report to our school community. This report provides you with a summary of our school operations and achievements for 2013. This year has been a very busy and enjoyable one especially being my first full year as Principal in this great school. I am delighted at the continued success our students make in their academic learning areas. The continued results from our testing confirm our teachers' professional judgements that our students are achieving good results. To gain maximum benefit from this School Report it should be considered in conjunction with other information that is readily available such as students written reports, parent teacher meetings, interviews, newsletters and our website—<http://www.littlegroveps.wa.edu.au/>

We have been very busy implementing and setting up structures to function as an Independent Public School this year. This year has proved to be successful in many ways this was made possible through the dedication and professionalism of staff and volunteers as well as the wonderful partnership with a thoroughly supportive community.

School Profile

COMMUNITY

Little Grove Primary School commenced operations in 1997. The area around the school is made up of a combination of suburban sub-divisions of Little Grove/Goode Beach and small rural lots ranging from 1 to 20 hectares. Despite its closeness to the City of Albany, Little Grove is a distinctive school.

The parents of students attending Little Grove value education and are prepared to support the school to achieve the best possible outcomes for their children. This support not only entails fundraising initiatives but also substantial involvement in the classroom working with teaching staff.



STAFFING

Little Grove Primary School staff pride themselves working as a team and contributing to the achievement of outcomes for students. The School operates 9 classes K—7 for its 230 students. There is a wide range of experience within the staff and most have taught at a variety of locations. The length of time staff has spent at the school ranges from 1 to 17 years.

Currently we have staff working in the specialist areas of Physical Education, Music, Japanese, Visual Arts and Gifted and Talented (Reach).

Deployment of staff is typical for a school of this size, Level 4A. There is a Principal and an Associate (Deputy) Principal. Many leadership opportunities are provided for staff, these opportunities range from undertaking curriculum leadership roles for the professional learning groups, cost centre manager roles, becoming a member of various school committees, school council and special projects associated with school or system priorities.



Support staff within the school are an integral part of the team and support staff have major roles in office administration and supporting classroom teachers.

STAFF INFORMATION

Staff Numbers 2013	Number	FTE
Administration Staff		
Principals	1	1.0
Associate (Deputy) Principal	1	1.0
Teaching Staff		
Teachers	17	11.4
School Support Staff		
Clerical / Administrative	4	1.8
Gardening / Maintenance	1	0.6
Other Non-teaching Staff	8	5.3
Total	32	21.1

Teacher qualifications

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the *Western Australian College of Teaching*.

Professional Learning

All teaching staff participated in a minimum of 7 days professional learning over the 2013 school year.

Specific Programs covered in 2013 included

Classroom Instructional Strategies, KidsMatter, Mental Maths Strategies, AITSIL Teacher Standards, Australian Curriculum Science and Maths, Ipad Apps, Positive Behaviour Support training, Autism, Excellence in Teaching documents, Cybersmart, Principals as Literacy Leaders, NAPLAN Data Analysis, Cost Centre Manager Training, Anaphylaxis, Network ICT PL Day, Science / Sustainability Futures Conference.

Total Expenditure on Professional Learning

Course Fees and Texts	\$ 4212.10
Travel/Accommodation	\$ 0.00
Relief Staff	\$10,508.00
Average Expenditure per teacher	\$ 774.74

School Performance

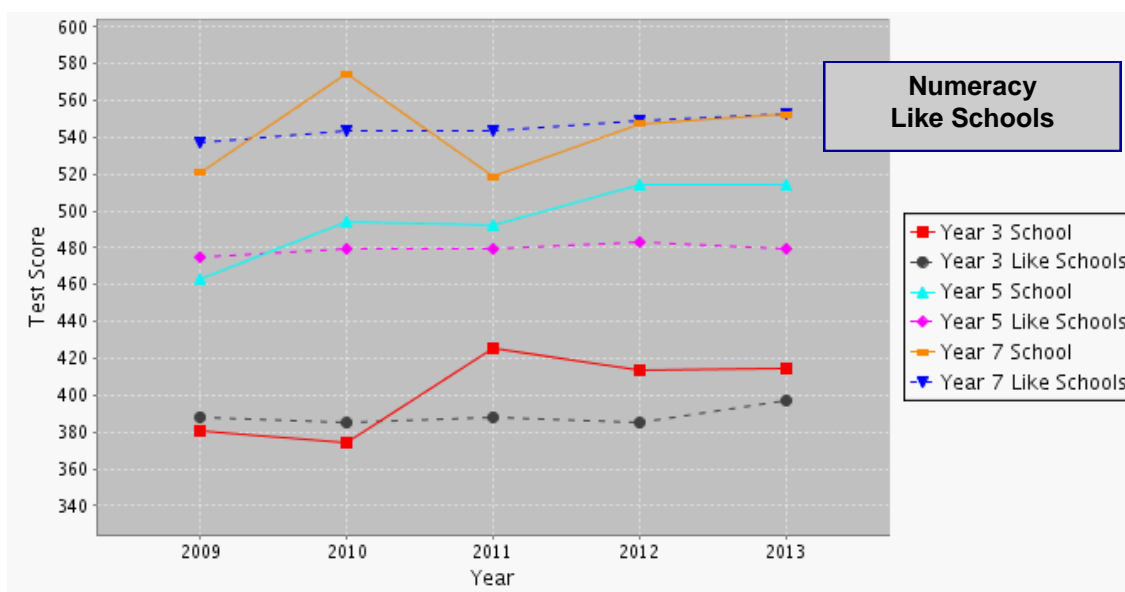
How Are We Going?

Below is a brief summary of the NAPLAN (*National Assessment Program Literacy and Numeracy*) 2013 results. The table below indicates the percentage of Year 3, 5 and 7 students at or above the minimum standards for reading, writing, spelling and numeracy.

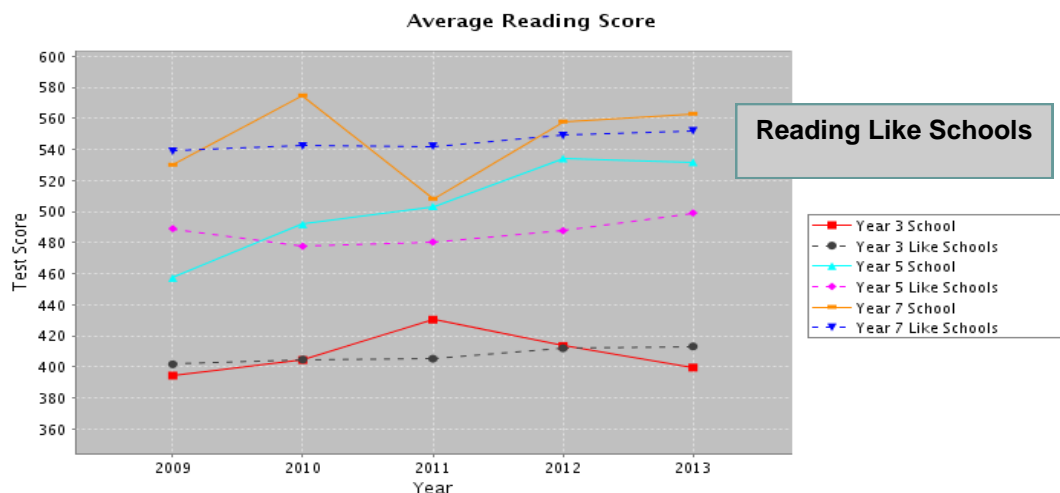
Year	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
Year 3	100%	91%	90%	95%	90%
Year 5	93%	93%	96%	88%	92%
Year 7	100%	87%	68%	84%	72%

Of particular interest is the comparison of our results in NAPLAN tests with schools of a similar socio-economic index across the state. As a school we also outperformed Australian Schools in Year 5 in all tested areas. Our Year 3 results outperformed Australian Schools in 3 out of the 5 areas tested and our Year 7 students outperformed or were the same in 2 areas tested. Where these cohorts were below like schools, they were often very close or the same compared to other WA schools. In general it can be said that our school performed very creditably as evidenced by the following graphs.

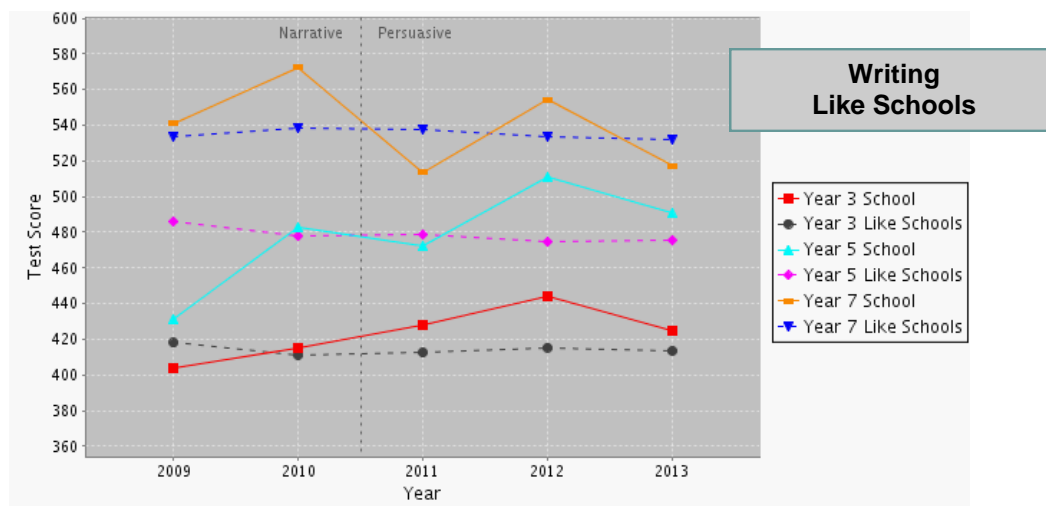
Numeracy Year 3 and 5 students out performed “Like” and Australian schools. Year 7 results were the same as like schools across the state and the Australian School mean.



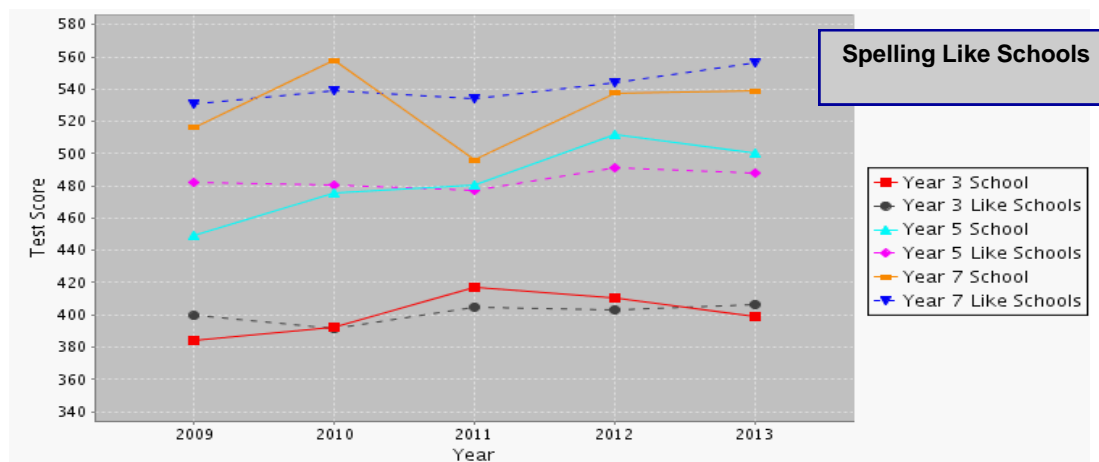
Reading In reading the Year 5 & 7 students out-performed their peers across the state in 'Like Schools' and the Australian mean. The Year 3 students were almost the same as the WA Schools Mean.



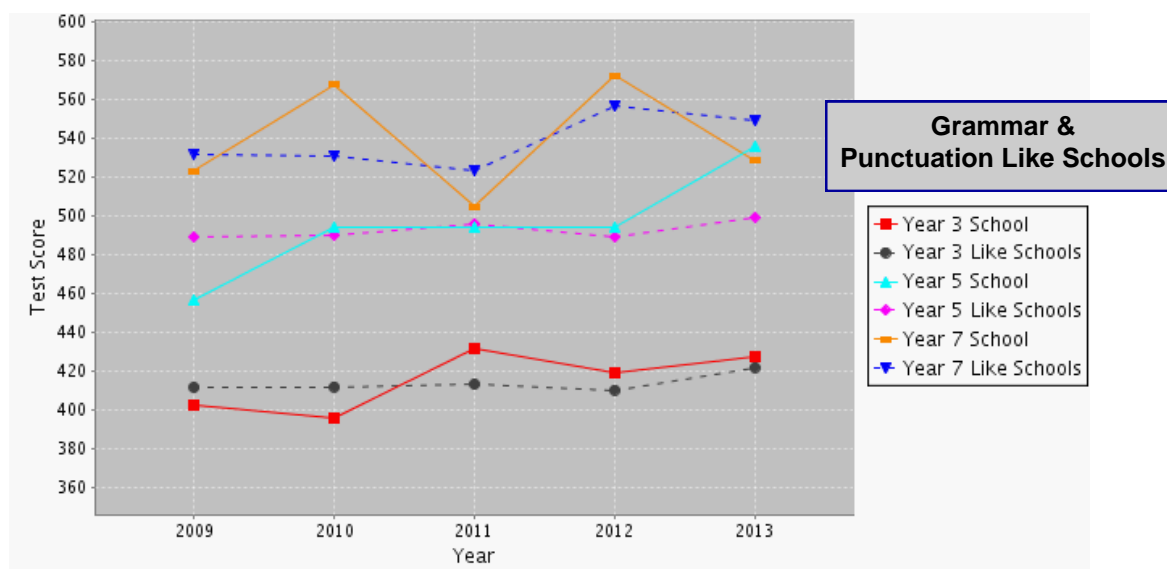
Writing In Writing the Year 3 and 5 students out-performed their peers across the state in 'Like Schools' and out-performed the Australian School mean. The Year 7 students achieved the same as the WA Schools mean and the Australian Mean.



Spelling In year 5 Little Grove students outperformed like schools and performed higher than the Australian mean. The year 3 achieved the same as the WA Schools mean. The year 7 students achieved very similar to the Australian mean and the WA Schools mean.



Grammar & Punctuation Our year 3 and 5 cohort out performed like schools. Our school mean surpassed the Australian Mean in Years 5. In Year 3 they achieved the same as the Australian mean. The year 7 students achieved slightly below the WA Schools mean.



Student Attendance

There is a direct correlation between attendance and achievement. That is why, from as early as Kindergarten, it's critical that children attend school regularly enabling the formation of the essential building blocks necessary for future academic success.

The average attendance rates for Little Grove Primary School are shown in the table below. These attendance rates are better than the average for like schools and WA Public schools in 2013. The overall attendance has increased from 2011/12 due to successful school strategies to improve attendance.

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2011	94.4%	93.8%	93.7%	95.5%	87.8%	81.6%	94.4%	93.7%	92.7%
2012	92.5%	93.1%	93.3%	86.6%	87.4%	81.1%	92.4%	93.0%	92.3%
2013	95.2%	93.9%	93.7%	89.3%	85.2%	80.7%	95.1%	93.7%	92.6%

86% of students achieved regular attendance (90% or higher) in Semester 1 2013. This dropped to 69% in Semester 2 2013 due to in term vacations. 27 students took in term vacation totaling 335 days which moved 13% of students into the 80-89% attendance category.

These attendance figures indicate we are on track to achieve the following target in our 2013-2015 Business Plan if authorised/unauthorised in term vacations were reduced:

- 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).

WAMSE results

In Society and Environment and Science, our year 5 cohort has more students attaining in the top 20% percentile than students for all Australian schools. Our school mean out-performed the Australian mean in S&E and Science.

	S&E WA Mean School Mean in brackets.	S&E Information, Communication and Participation	Science	Science Investigating
Year 5	434 (469)	436 (472)	407 (456)	407 (460)
% of Year 5 students in top 20% of the State	54%	54%	57%	61%

In Society and Environment and Science, our year 7 cohort has more students attaining in the top 20% percentile than students for all Australian schools. Our school mean out-performed the Australian mean in S&E and Science.

	S&E WA Mean School Mean in brackets.	S&E Information, Communication and Participation	Science	Science Investigating
Year 7	479 (503)	480 (503)	447 (468)	447 (472)
% of Year 7 students in top 20% of the State	33%	25%	32%	36%

These WAMSE results achieved the following targets in our 2013-2015 Business Plan:

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.

Student Attitude, Behaviour, Effort and Values Information

Using teacher's professional judgements from Semester 2, 2013 reports:

- 64% of students consistently work to the best of their ability.
- 88% of students consistently show self respect and care.
- 75% of students consistently show courtesy and respect for the rights of others.
- 83% of students consistently participate responsibly in social and civic activities.
- 77% of students consistently cooperate productively and build positive relationships with others.
- 71% of students consistently are enthusiastic about their learning.
- 63% of students consistently set goals and work towards them with perseverance.



67% of students consistently show confidence in making positive choices and decisions.

This non-academic data indicates we need to put more strategies in place in order to achieve the following target in our 2013-2015 Business Plan:

- *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).*

Teacher Judgements

These tables show the percentage of students from year 1 to 7 receiving an A to E on their end of year report in 2013 compared to like schools.

English

A		B		C		D		E	
LGPS	Like Schools	LGPS	Like Schools	LGPS	Like Schools	LGPS	Like Schools	LGPS	Like Schools
11%	6%	29%	28%	48%	52%	6%	10%	0.4%	0.7%

Mathematics

A		B		C		D		E	
LGPS	Like Schools	LGPS	Like Schools	LGPS	Like Schools	LGPS	Like Schools	LGPS	Like Schools
11%	7.5%	22%	26%	53%	49%	8%	12%	0%	0.7%

These results indicate that we are doing better than like schools in terms of more A grades and less D/E grades which are confirmed by our NAPLAN results compared to like schools.

School Focus Areas 2013-2015

The data from standardised testing, report grades, parent surveys and non-academic data was analysed by the staff and the recommended focus areas were selected.

These were:

- **Excellence in Teaching**
- **Excellence in Learning**
- **A sustainable learning environment**
- **A Positive and supportive learning environment.**

These focus areas were presented to the School Council late in 2012 and were approved.

Excellence in Teaching Focus Area

This year we have focused on developing a common vision for what Excellence in Teaching looks like at Little Grove Primary School. This process has involved numerous meetings and workshops with staff resulting in a detailed document that details what this entails linked to the Australian Institute for



Teaching and School Leadership – National Professional Standards for Teachers. This working document with interactive hyperlinks will be used as a self reflection tool for teachers in their Performance Management as well as providing a very useful tool for the induction of new teaching staff.

During our weekly Professional Learning Group (PLG) sessions, staff have been refining student data collection, administering and analysing common assessment tasks, moderating report grades, sharing teaching pedagogy to implement the Australian Curriculum in Maths and Science, sharing iPad apps for classroom use and sharing professional knowledge.

Excellence in Learning Focus Area

This year we have continued to focus on students at educational risk and implement intervention programs in numeracy and literacy. We have sourced and implemented a school wide student data collection software program to track student testing data and measure value adding from pre and post testing. We have profiled students in the Reach class to identify gaps using 2012 NAPLAN data to address future learning requirements needed. All staff have been provided with professional learning in Instructional Strategies to help differentiate the curriculum. The Reach class has continued to operate allowing classroom teachers to employ effective instructional strategies with the remainder of their class. In the area of Visual arts and Music we have created a gender based class for Year 5 and 6 girls and boys to allow the exploration of gender based learning styles.

Positive and Supportive Learning Environment Focus Area

The Positive and Safe Learning Environment Team was formed in Term 1 with the intention of establishing a common understanding of expected behaviours. This program helps students to develop into positive and productive members of the school and wider community. The team is made up of two sub-committees; one for Kidsmatter and the other for Positive Behaviour Support. Team members include the Principal, teaching staff from junior and senior school, support staff, the school psychologist and parents. Team members have completed training for 2 of the 4 modules for both these programs and delivered the training to the staff. Members of the team have also attended network sessions with other schools and outside agencies. Together with staff and students the team has begun the process of developing a draft school matrix listing the 4 expected behaviours and defining these behaviours in the different school settings. The goal is to have the matrix completed by Term 3 2014.

Sustainable Learning Environment Focus Area

The Sustainability Program has continued this year with more staff taking on different areas and thus distributing the load. We have continued to collect food scraps to sustain our worm farms and our wooden garden beds have seen a succession of seasonal crops planted, grown harvested and eaten over the year.

Our barrels continue to enhance the verandas of the school with more classes taking on the responsibility for them. The Kindy and Pre-Primary area gardens have also seen a revamp with herbs and vegetables been planted. The children delight in grabbing a few leaves and either eating them as they play or using them to decorate pretend cakes.



We have also continued our collection of reusable and recyclable items, which classes have used for craft, maths, science and language. The school still collects stamps, batteries, mobile phones and ring pulls to be sent on to other agencies.

Our rainwater tank has seen extensive use and saved the school money with a reduction in our water bills. Next year we hope to obtain funding to extend the pipes to the Junior Block to further increase our savings.

The bush regeneration has slowed this year, but hopefully next year we will continue the good work we have started and expand the project.

Early Childhood Focus

Early Childhood Education continues to be an important focus area for the school. The whole school philosophy of teaching in small groups, to ensure children are being taught concepts at their level of understanding, has been a key focus from Kindergarten to year three. Guided reading has been used as a key strategy in literacy across this phase of schooling. As a result there has been a dramatic improvement in the children's reading and understanding of texts. Common assessment strategies across this phase have also ensured that teachers are monitoring children's learning closely. Teachers have also linked current teaching and learning to the Australian Curriculum in preparation for full implementation in 2015.

Systematic and explicit teaching of key oral language skills has resulted in earlier success in the following areas:

Phonological awareness (hearing & manipulating sounds in words)

Phonic awareness (matching letters to sounds in words)

Comprehension (making meaning from texts)

Systematic and explicit teaching of fine motor pre-writing skills, along with correct pencil grip and correct letter/numeral formation in K & PP has had a major impact on the children's ability to write legibly.



Guided maths has also continued across kindergarten to year three with consistent and systematic early teaching of the Principles of Counting and a consistent approach to early years numeracy, based on the Australian Curriculum.

As a Teacher Development School (TDS) our early years focus has been to examine good practice in maths teaching as well as linking the *Early Years Learning Framework* with the *Australian Curriculum*.

Chaplaincy

Our School Chaplaincy program commenced in early 2008. Due to Mrs Mettam being on leave, the program had not been working at its full capacity in Semester 1 in which Mr Fisher was only working 1 day per week. This changed in Semester 2 when Mr Phil Goodall recommenced as our School Chaplain 2 days per week. Funded under a Commonwealth initiative, this program has enhanced the school's pastoral care focus. Our Chaplain provides a much-valued quality service to our students, their families and our staff focussing on pastoral care and mutual respect. In the past, Mrs Mettam has provided our students with programs such as Rock and Water, Girls Talk and Cyber Bullying. She has also worked in classrooms looking at values and supporting staff in this area of student's development. Mr Fisher and Mr Goodall have been ably supported by staff, the school psychologist and our teachers to meet the social and emotional needs of our students.

School Volunteer Program

Our School Volunteer Program has continued this year. We now have 5 volunteers in this program. Utilising the skills, abilities and knowledge of senior members of our community, our volunteers encourage and guide teacher nominated students to strive to achieve their potential by mentoring and encouraging positive attitudes to learning and improving their life skills.

Student Behaviour

92% of students have not displayed a negative behaviour highlighting the positive behaviour of our students. The negative behaviours recorded have been minor infringements except for one student who was suspended. However specific behaviour management plans are in place for them.

Plans for 2014

In the Excellence in teaching focus area, we will be reviewing our whole school approach to teaching Spelling, Editing and Vocabulary development. We will align our whole school reading practices with the reading 'Big 6' – oral language, phonological awareness, phonics, vocabulary, fluency and comprehension. We will continue to up-skill staff in the use of ICT tools such as iPads and interactive whiteboards. We will help teachers differentiate the curriculum by providing them with opportunities to share Instructional Strategies and educational research amongst their colleagues. Early childhood education will remain a focus area for early intervention and a source on value adding in literacy and numeracy learning areas. As the standards change in Early Childhood, we will continue to align our practices and ensure compliance with National requirements. We plan to fully implement and report on the Australian Curriculum in the areas of English and History.



In the Excellence in Learning focus area, we will refine the comprehensive electronic student data tracking system that was started in 2013, continue programs to help students at education risk and look into boys in education strategies especially in the specialist areas such as Visual Arts subject to available staffing resources.

In the positive, supportive and sustainable learning environment focus areas, we will continue to focus on sustainability and ways to teach students to reduce their carbon footprint. We will continue to implement the school wide positive behaviour system and the KidsMatter framework. This will include the formation of school wide behaviour expectations for all students, staff and school community members.

Staff will have the opportunity in 2014 to participate in numerous focus area committees and Professional Learning Groups. This will enhance our ability to implement whole school approaches and the Australian Curriculum.

Value Adding

Little Grove has endeavoured to 'value-add' through the provision of:

- Access to the districts '**Primary Extension and Challenge**' program. 13 of our Year 5-7 students were eligible to attend the courses after being identified through the GATE assessment. A further 2 were nominated through teacher identification where specific courses suited the student attributes.
- Differentiation of the curriculum
- Use of Guided Reading and Guided Writing strategies combined with Words Their Way in line with our Whole School Approaches
- Continued implementation of the Reach Class

Reach class has been operating since 2011. This class consists of students in Years 4 to 7 who are identified as gifted and talented. These students are catered for by providing a challenging and extended curriculum delivered by a trained specialist teacher. The Reach class operates 4 mornings per week and in 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.

School of Instrumental Music

Identified students in Year 6 & 7 have 30 mins per week of instruction in brass and woodwind. The school is able to offer this program due to our commitment to a specialist music program for all Year PP-7 students. Year 7 students also participated in the Albany Schools Concert Band and rehearsed weekly and performed on a number of occasions in the district.

Visual Arts Program

2013 saw the Visual Arts program shine in a very special Art Exhibition in Term Three on the same night as the Open Night. This was a fantastic opportunity to display artwork that showed the different skills the children had developed this year. They included things like cartoon drawing, paperbark collaging, dot painting, paper mache and looking at Van Gogh. Thanks to the parent supervision and support, the exhibition was also open for the Sunday of the Federal Election, allowing the wider community to come and enjoy the wonderful work of the students from Kindy to Year 7.



The very talented artists of Room 4 participated in the National Volunteer week and their artwork was displayed in the front window of Coles. It was also used in the closing ceremony with many dignitaries present.

The Albany Agricultural Show was another huge success as Little Grove's Visual Arts Program received many positive comments from the school, local and wider community.

Graduating Student Destination

North Albany Senior High School	13 students
Albany Senior High School	7 students
Other	4 students

Parent Satisfaction

In Semester 2 of 2012, all families (164) were given the opportunity to participate in a survey to determine the community needs for inclusion in our Business Plan 2013-2015. 55 Families responded. In the comments section on what they would like to see more of or less of, the overwhelming response was that parents were satisfied with the educational programs at this school. Many parents wrote very positive comments such as *'Overall really happy with how the school is run. Hats off to all staff. You provide our children with a wonderful start to life.'* The school community will next be surveyed in 2014 as part of the National School Opinion Surveys.

Developing empathy for others

At Little Grove we have continued our partnership with Bulimbale in Uganda. We have provided them with equipment and money through fundraising activities such as free dress days and raffles. Below are some photos of Bulimbale children and their classroom. We will continue this association in 2014.

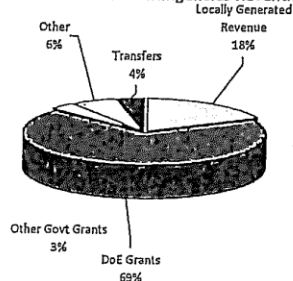




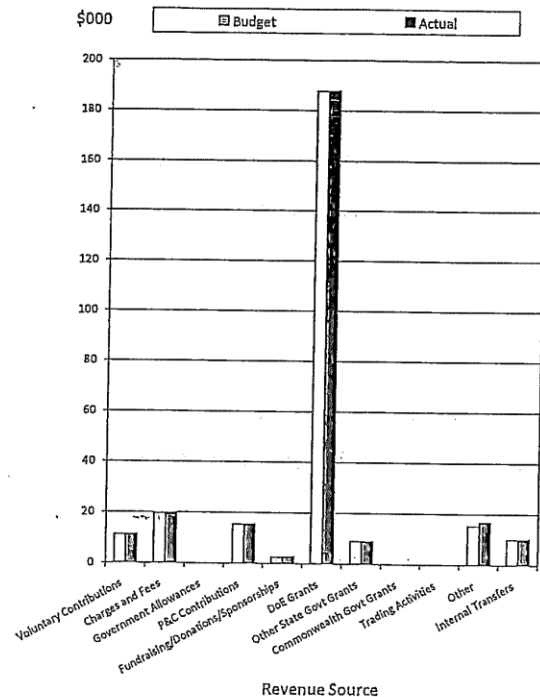
Little Grove Primary School Financial Summary as at 16 January 2014

Revenue - Cash	Budget	Actual
1 Voluntary Contributions	\$ 11,137.00	\$ 11,137.00
2 Charges and Fees	\$ 19,475.68	\$ 19,475.68
3 Government Allowances	\$ -	\$ -
4 P&C Contributions	\$ 15,372.40	\$ 15,372.40
5 Fundraising/Donations/Sponsorships	\$ 2,565.34	\$ 2,615.34
6 DoE Grants	\$ 187,718.13	\$ 187,718.13
7 Other State Govt Grants	\$ 9,036.59	\$ 9,036.59
8 Commonwealth Govt Grants	\$ -	\$ -
9 Trading Activities	\$ -	\$ -
10 Other	\$ 15,254.94	\$ 16,731.59
11 Internal Transfers	\$ 9,929.58	\$ 9,929.58
Total	\$ 270,489.66	\$ 272,016.31
Opening Balance	\$ 59,576.00	\$ 59,576.41
Total Contingency Funds Available	\$ 330,065.66	\$ 331,592.72
Total Salary Allocation	\$ 1,115,000.00	\$ 1,115,000.00
Total Funds Available	\$ 1,445,065.66	\$ 1,446,592.72

Current Year Actual Contingencies Revenue Sources

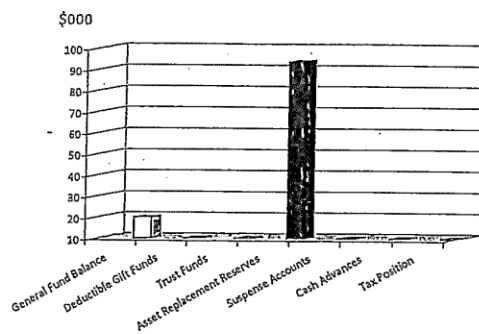


Contingencies Revenue - Budget vs Actual

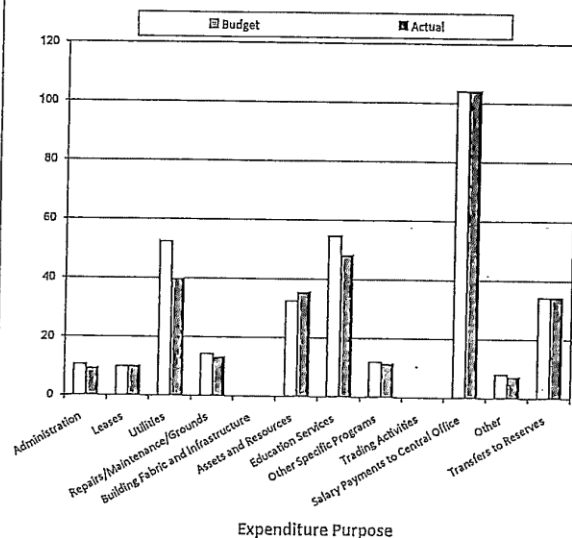


Expenditure	Budget	Actual
1 Administration	\$ 10,439.90	\$ 9,292.01
2 Leases	\$ 9,929.58	\$ 9,941.58
3 Utilities	\$ 52,224.47	\$ 39,580.63
4 Repairs/Maintenance/Grounds	\$ 14,249.69	\$ 13,103.14
5 Building Fabric and Infrastructure	\$ -	\$ -
6 Assets and Resources	\$ 32,377.21	\$ 35,310.62
7 Education Services	\$ 54,402.24	\$ 47,966.50
8 Other Specific Programs	\$ 11,927.48	\$ 11,261.12
9 Trading Activities	\$ -	\$ -
10 Salary Payments to Central Office	\$ 104,000.00	\$ 104,000.00
11 Other	\$ 8,032.46	\$ 7,127.35
12 Transfers to Reserves	\$ 34,250.34	\$ 34,250.34
Total Contingencies Expenditure	\$ 331,833.37	\$ 311,833.29
Total Salary Expenditure	\$ 1,115,000.00	\$ 992,068.00
Total Expenditure	\$ 1,446,833.37	\$ 1,303,901.29

Cash Position



Contingencies Expenditure - Budget vs Actual



Cash Position as at:

Bank Balance	\$ 115,514.21
Made up of:	
1 General Fund Balance	\$ 19,759.43
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 93,948.41
5 Suspense Accounts	\$ 1,126.85
6 Cash Advances	\$ 220.00
7 Tax Position	\$ 899.52
Total Bank Balance	\$ 115,514.21