



# Little Grove Primary School Annual Report - 2019

## *Endeavour to Excel*



### **SCHOOL 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.***

Little Grove Primary school is guided by the following core values:

**L**earning: *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.*

**E**xcellence: *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.*

**E**quity: *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.*

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

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

## *A Brief Message From the Principal*

It is with pleasure that I present our Annual School Report to our school community. This report provides you with a summary of our school operations and achievements for 2019. This year has been a very busy and enjoyable one 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/>

This year is the first year of a new three year cycle of our Business Plan 2019 to 2021. A copy can be found on our website.

Please take time to read the report and celebrate with our school community that we have amazing students, staff, parents and a school that serves its local community very well.

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. Also this year, our school completed a very successful external review. We were rated as 'Effective' with many glowing comments and accolades. A copy of the school review report can be found on our website.



## 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 7 classes K—6 for its 175 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 22 years.

Currently we have staff working in the specialist areas of Physical Education, Japanese, Visual Arts and Music.

Deployment of staff is typical for a school of this size, Level 4. There is a Principal and an Associate (Deputy) Principal. Many leadership opportunities are provided for the 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 board and special projects associated with school or system priorities.

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

### SCHOOL BOARD

Working in partnership with the Principal, the Little Grove Primary School Board plays an important role in terms of overall Governance of our school. The School Board meets at least once per term and all meetings are open to the public. The School Board consisted of the following members in 2019:

Julie De Jong	Chairperson/parent rep	Darryn Martin	Principal
Claire Ficko	Parent rep	Maggel Bernhardt	Minute taker
Meg Hartley	Parent rep	Jo Knight	Staff rep
Sarah Cross	Parent rep	Rebecca Pritchard	Staff rep
Ben Headlam	Community member		

### STAFF INFORMATION

Staff Numbers 2019	Number	FTE
<b>Administration Staff</b>		
Principal	1	1.0
Associate (Deputy) Principal	1	1.0

Teaching Staff		
Teachers	16	9.9
School Support Staff		
Clerical / Administrative	3	2.2
Gardening / Maintenance	1	0.4
Other Non-teaching Staff	7	3.7
Total	29	18.8

### 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 *Teachers Registration Board of Western Australia*.

### Professional Learning

All teaching staff participated in a minimum of 7 days professional learning over the 2019 school year as well as 5 hours per term.

### Specific Programs covered in 2019 included

Aussie Optimism, STEM, ICT, ACEL Executive Leadership, Naplan Online, Teachers Can Code, Naplan data analysis, Digital Technologies, Positive Schools Conference, Moderation of Report grades, Maths Vocabulary, PBS Tier 2, Letters and Sounds, Brightpath moderation, SAIS Dashboard, Reporting to Parents in SEND, Principals as STEM Leaders, First Aid and Student Centred funding PL.

### Total Expenditure on Professional Learning 2019

Course Fees and Texts	\$ 9 475
Travel/Accommodation	\$ 0
Relief Staff 57.2 days	\$ 31 760
Average Expenditure per staff (26)	\$ 1 585



### School Focus Areas 2019-2021

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

These were:

- **Excellence in Learning and Teaching**
- **Positive, Supportive and Inclusive learning environment.**
- **Build Students' 21<sup>st</sup> Century Skills**

These focus areas were presented to the School Board late in 2018 for rigorous discussion, consultation and approval.

The following is a summary of the achievement or progress of the milestones in each focus area.



## Excellence in Learning and Teaching Focus Area

Maintain and improve standards in Literacy and Numeracy.

Improve standards in Literacy-writing

Learning is engaging, hands on, active, purposeful and challenging for all children.

Differentiate the Curriculum to cater for all students.

Continue to revise and review whole school teaching practices informed by contemporary research and pedagogical ideas.

Increased consistency of whole school teaching practices across classes.

All teachers will have a strong and explicit approach to teaching literacy and numeracy.

Embed visible learning across all classes.

Embed Talk for Writing across all classes.

Facilitate staff in use of the AITSL standards and resources to achieve higher levels of professional practice and knowledge.

Build staff capacity and embed the use of common lesson design across all classes.

Implement effective feedback to students and make learning deliberate and visible for all students.

Build staff knowledge on student's learning difficulties and disabilities in order to adapt teaching instruction and learning environment to cater for students at educational risk.

Provide opportunities for collaborative planning, moderation and assessment of student learning.

Engage in and share pedagogical approaches amongst colleagues to foster a professional learning community.

Provide opportunities for collaborative sharing and discussion of individual student progress as well as the effectiveness of teacher interventions to improve student achievement.

Maintain and refine a system for tracking individual student progress through a school wide system of data collection.

Provide professional learning opportunities and build staff capacity to engage in a variety of leadership roles across the school.

Incorporate the desirability of high quality leadership skills into workforce planning and future merit selection of staff processes.

Encourage and acknowledge staff achievement using a variety of strategies.

Ongoing assessments will be used to identify the needs of students for both extension and remediation.



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.



We will continue to meet all seven National Quality Standards in Early Childhood education by 2021.



Plan and implement activities to build relationships with Aboriginal families and elders, local Aboriginal history and culture and building cultural awareness of all students.



We will be cultural competent or responsive in all five cultural standards by 2021.



Full implementation of all WA Curriculum learning areas including reporting to parents each semester.



Provide professional learning opportunities and sharing between staff in the planning and implementing learning activities that integrate the curriculum across a number of learning areas.



Resit revised WA Curriculum learning areas as available.



### WHERE TO FROM HERE IN 2020?

- Implement more strategies to increase student's reading fluency, vocabulary and comprehension.
- Use a variety of strategies to help students spell high frequency words earlier.
- Increase students Maths vocab and solve Maths word problems.
- Trial methods and techniques to help students with online testing.
- Create extension group to target students to access higher levels skills in the 5 areas tested by Naplan online.
- Create a whole school scope and sequence for Talk for Writing based around the focus for each term.
- Continue to upskill staff on visible learning principles and implementing into their lesson structures.
- Set up moderation of student work and grading across schools.
- Increase cultural awareness of students to Aboriginal culture through extra curriculum resources, incursions, setting up of the outdoor classroom bush tucker garden.
- Focus on more intentional play based learning in K-2 using STEM and spatial reasoning as vehicles to implement this.
- Increased and more defined roles for our experienced Senior teachers in the school to develop staff leadership.
- Continue to use professional learning groups to share best practice pedagogy and effectiveness of teacher interventions to boost student progress.
- Continue to upskill staff with understanding student learning difficulties and disabilities.
- Continue to provide opportunities and professional learning for staff to integrate the curriculum across learning areas incorporating STEM practices and linking into the 17 UNICEF Sustainability goals to provide real life problems as a context and motivation.



Mr Darryn Martin  
Focus Area Coordinator



## Positive and Supportive Learning Environment Focus Area

Maintain, refine and review the School Wide Positive Behaviour Support across the school.

Increased consistency of whole school managing student behaviour process in all classes.

Continue to explicitly teach student's expected behaviours at Block Musters, in the classroom and Behaviour Boost sessions.

Aim to appoint a whole school PASLET Coordinator with time allocated.

Continue professional learning for staff in the area of children's mental health issues, trauma, School Wide Positive Behaviour Support, Aussie Optimism and learning difficulties/disabilities.

Investigate and implement programs to assist with mental health issues with Wave 2 students across the school by attending tier 2 training with PBS.

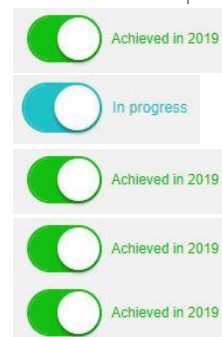
Maintain a school community 'PASLET' Committee and implement across whole school Aussie Optimism and YCDI – social and emotional learning for students.

Maintain the school Chaplaincy program and school volunteer mentoring program.

Aim to continue to top up School Psychologist time.

Refine and implement strategies to foster and display student's positive participation and contribution to the local community to promote the development of positive mental health.

Investigate and implement strategies to help foster staff's wellbeing and satisfaction levels.



## WHERE TO FROM HERE IN 2020?

- Review data from 2019 Wellbeing Survey
- Review data from ranking sheets and questioning to determine focus for 2020
- Review playground behaviour monitoring system
- Review behaviour book system especially for DOTT providers who have students in the book each week just for that lesson. How can we address this?
- Purchase Aussie Optimism booklets for 2020
- Revisit community involvement activities for the school which is an area we have not got to in any detail so far.
- All new staff trained in Aussie Optimism if required.
- 2020 Positive schools Conference based on Anxiety-staff to attend next year
- Plan to utilise Mental health Grant for 2020



Mrs Lynette O'Callaghan  
PBS Team Leader

## Build Students' 21<sup>st</sup> Century Skills Focus Area

Aim to appoint a whole school coordinator with time allocated.



Aim to appoint a technical support coach with time allocated.



Form a committee to establish this focus area and provide direction, targeted support and resources to help teachers to create learning opportunities that encompasses these skills.



Explore and implement deliberate opportunities for the integration of STEM activities across the curriculum.



Implement a whole school problem solving model for students to solve problems using future focused learning principles.



Plan and implement deliberate teaching practices that employ metacognitive scaffolding to structure learning.



Continue to develop, implement and refine Marine Studies program with Year 5 and 6 students with a deliberate focus on 21st Century skills.



Continue to implement sustainability practices and the Stephanie Alexander Kitchen Garden (SAKG) program with students with a deliberate focus on 21st Century skills and integration across learning areas of the curriculum.



Provide opportunities for students to develop and demonstrate leadership skills in this area.



Develop and implement whole school scope and sequence for learning with Digital Devices (e.g. Beebots, little bits, osmos etc.) from K-6.



Explicitly teach the ICT skills to undertake testing and assessments online.



Provide professional learning opportunities for all staff in the use of technologies to enhance their teaching.



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 and STEM.



Provide professional learning opportunities for all staff in the planning and implementing of STEM projects and skills into existing curriculum learning areas using an integrated approach.



Provide professional learning opportunities for early childhood staff for planning and implementing Science, STEM and spatial reasoning from K-3.



### WHERE TO FROM HERE IN 2020?

- Students to enter in the solar car challenge next year.
- Data to be collected on students' skills and thinking capabilities.
- Review whole school scope and sequence for Digital Devices.
- Technical support coach will be employed for next year.
- Create a 5 year replacement schedule for Technology infrastructure and resources.
- Explore models to use across whole school for problem solving, critical and creative thinking and investigating.
- Plan and implement a whole school scope and sequence for the teaching of thinking skills.





- Upskill staff and build resources for using graphic organisers to structure student learning to improve meta cognition.
- Continue with the 5 week block planning for integrated STEM projects across all classes.
- Utilise the refurbished Science Lab and organise Science equipment and curriculum resources to promote the teaching of Science and STEM.
- Continue building capacity across staff with targeted Professional Development and support.
- Investigate ideas for community projects that students can become involved in to enhance the value of building 21<sup>st</sup> Century learning skills.
- Finish construction on the outdoor classroom and start construction of the adjacent bush tucker garden.
- Source Aboriginal bush tucker seedlings and incorporate growing, harvesting and cooking into SAKG program.
- Continue Marine Studies program in Year 4/5 class and explore ways to achieve/incorporate into UNICEF Goal 14 – life under water.

*Mrs Julie Blogg*  
Focus Area Coordinator

### **Sustainability Report 2019**

This year, we have again had enthusiastic student members in our Eco-Schools Committee from different year levels. They have been pro-active and spoken at Musters on Mondays and Assemblies, informing students and parents of our on-going programs as well as our new initiatives. They have plans in place for next year as well. The committee had the privilege of attending Whale World on an excursion that Mrs Weinert arranged for us, to plant Eucalyptus trees for their Koalas. The children represented the school with enthusiasm, respect and pride.



We have continued our programs of recycling and reusing as much as possible, as well as collecting food scraps for the worm farms, collecting stamps, recycling cartridges and batteries and our new initiative, collecting Bread Tags. Each classroom has a collection point for the Bread Tags and the children of Room 3 count and graph the totals each Semester. We have also participated in Keep Australia Beautiful Clean up, National Tree Day, Great Aussie Crunch for Crunch and Sip, Food Bank food collection in July and a food drive for The Salvation Army for Christmas.

We applied for funding through Waste Wise to set up our Bush Tucker Garden in the Nature Play area, but were unsuccessful. Mr Martin sourced alternative garden beds made from recycled timber and iron which have been purchased and will be set up, filled with soil and then planted after extensive collaboration with our local Indigenous Elders. The gardens are to be used as a learning tool and an add on for our Cooking in our Stephanie Alexander Program which has been run this year with year 2, 3 and 4 students.

We applied for our Silver Status in the Eco Schools program but were unsuccessful and will re-apply next year now that we know what we were missing.

I would like to thank Mrs Weinert and Mrs Bernhardt for their continued help and support with all things computer and technical, and Mr Martin for his enthusiasm to see and implement the whole Nature Play area.

*Mrs Dawson - Coordinator*

### Chaplaincy

Our School Chaplaincy program commenced in early 2008. During 2019, Mr Jed Law-Davis has been our School Chaplain for 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 in the area of peer conflict, social and emotional support, grief loss, and helps to build relationships between students. Mr Law-Davis also coordinates our School Volunteer Program. He has also volunteered at school events, is an active presence in the playground and in class. He also attends the weekly STEM/Maker Space Club. Mr Law-Davis has been ably supported by staff, the school psychologist and our teachers to meet the social and emotional needs of our students. We were successful in our grant application to continue the Chaplaincy program for 2020 to 2022.



### School Volunteer Program

Our School Volunteer Program has continued this year but now managed through EdConnect program. We have 1 volunteer in this program and 1 about to start. 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.

### Music Program

Students from Centre 2 to year 6 participate in the Music program at Little Grove PS for one hour each week, which is run by Miss Paterson. This program focusses on developing musical skills such as rhythm, beat, pitch, tempo, music appreciation, rehearsal cooperation and performance etiquette; this is predominantly achieved through the use of voice, movement and a variety of instruments.



Our well-resourced Music room allows for teaching the use of tuned and un-tuned instruments, singing, dance & movement, basic theory, cultural influences, diversity of musical styles and history of music. The room is equipped with a wide variety of instruments, mainly general percussion instruments (including xylophones and African drums) and ukuleles. All students learn to use these; the expectations are very dependent on the age and abilities of the students. The program gives a taste of what can be done musically with the resources available. There is also a large screen television connected to the computer, allowing student access to interactive material. Resources such as posters can be seen by the students to enhance their understanding of musical vocabulary and instruments.



Students from Year 3 to Year 6 have the choice to join the school's Choir. Choir is run during lunchtime, once a week and have performed at our school assemblies and annual open night, as well as other "off-site" events when the opportunity arises. A highlight for the year was performing at the Albany Schools' Music Festival at the Albany Entertainment Centre where our Choir performed several musical pieces.

*Miss Vanessa Paterson – Music Arts Teacher*



### Instrumental Music School Services (IMSS) Program

At Little Grove we are very lucky to be able to offer the IMSS program to small groups of Year 5 & 6 students to learn the Flute, clarinet, trumpet or trombone. These classes are run by specialised teachers.



This program is available in government primary and secondary schools, where they offer a whole school Music program. In addition to weekly small group instrumental lessons, students have opportunities to participate in school assemblies, our Open Night and other music activities. Year 6 IMSS

students are able to participate in a band, working with students across year levels and from other schools that offer the IMSS program. It is expected that students who start the program will continue in high school.



### Visual Arts Program in 2019

The wonderful Little Grove Artists have once again amazed me with their positive participation and their extra effort applied in order to produce some absolutely awesome art work this year. Our main focus was working towards the very successful Little Grove Open Night Art Exhibition. The Art Room glowed with the amount of colour and bright smiles of the children showing their work off to their family members.

It is extremely pleasing to see the increasing level of skill improving with every year. The Year 6's will be graduating with 6 years of Visual Arts. This is a huge advantage as they head to high school in 2020.

We have had a big focus on the importance of studio practices and working towards an exhibition standard with great results.

The Juniors started the year painting Maisie the Cat, based on a Pamela Allen favourite. The fluoro backgrounds made a great impact when they were displayed in the shared Junior Prac Space. Term Two was about the beautiful shiny and glitter paper manes around their Rainbow lions. We also managed to paint Pete the Cat with bright watercolours, edicol dyes and some cute joggle eyes. Everyone recognised Pete the Cat as you walked into the Exhibition. The Juniors also produced some beautiful peacocks with lots of collage layering, fine drawing pattern details and glitter circles on the tail feathers. They have really worked hard on a variety of activities this year and can be very proud of their efforts.

The middle primary artists can be very proud of their clever fruit bowls using oil pastels and acrylics. These were great and showed a lot about composition and balance. Second term was the real highlight when we looked at the wonderful Margaret River artist, Rebecca Cool. We did a few drawings and collaged some wonderful characters using Rebecca Cool's very distinctive style of shapes, eyes, eyebrows and nose. The displays in the shared Prac Spaces were really eye catching. Third term saw one class using the new Ecoline dyes to make beautiful flowing fish over layers of blue painted paper and tissue paper to create a flowing/textured sea. The students then had a go at Zentangling fine detailed patterns on the fish to represent movement and scales. They look amazing.



The other class designed their own Camera and painted it before adding a silver painted plate with a "tropical island holiday snapshot" centred in the middle. These made a grand visual impact on the night

of the exhibition. The Senior students took a journey down the history path and looked at Henri Matisse before having a go at the famous Goldfish Bowl. The amount of detail the children drew was incredible. Second term was a huge challenge when they learnt all about Agamographs. The children had to watercolour 2 small artworks. One was a close up of an animal of their choice. The other was a background/landscape picture of the animal's natural environment. They then had to cut both pages up into strips and glue them onto a large piece of black card that had been concertina folded to create one image on the left and the other on the right. These are very interactive and caught many parents by surprise on Open Night. The next challenge for the Seniors was to look at Vincent Van Gogh. One class painted a "Starry Night" landscape scene and the other class painted "The Bedroom". Both activities were enjoyed by the students.

The Visual Art Room was also involved in the decorating of two new Community Libraries that were organised and donated by our wonderful Chaplain Belle. It involved some year 5/6 children during swimming week and they designed and painted the two boxes. One is all about Dr Seuss characters and the other reflects Rebecca Cool characters. They are lovely and bright and should encourage some great reading and sharing of books.

I still feel very privileged to be able to provide the Visual Art program to our very clever and creative Little Grove students. I am always excited and motivated by their enthusiasm they bring to everything I challenge them with. The community feedback reflects the positive image of our wonderful school that always strives so hard to achieve.

*Mrs Kim Bassett – Visual Arts Teacher*

### **Japanese Language Program 2019**

This year has seen the students of Little Grove Primary School consolidate on previous years' language learning. Our Pre –primary students have moved on from the ELLA program to twice weekly lesson whereas the Seniors are preparing for high school language education.

The students in Centre 2 have learned simple classroom rules and phrases. They have also been introduced to basic Japanese script types. Terms 3 and 4 have seen students exploring simple Japanese text to facilitate familiarization with language concepts such as colours and numbers. This has culminated in the construction of their own text innovation and art project based on the Story "Brown Bear, Brown Bear, What can you see?".

Room 2 has been progressing through a series of units designed to build vocab and simple sentence structures useful to future language learning. These units include simple greetings, numbers and colours with a strong emphasis on language games and songs. Group work and cooperation in these activities has been a cornerstone of the program.



The language focus for Rooms 3 and 6 this year has been on time. The vocabulary around days, weeks and months has been a springboard for using language structures about daily routines and ultimately self- introductions in both the written and oral form.

In the Senior Rooms the topics of Places, Transport and Directional Language were the focus in Terms one to three. Students have learned to direct each other using oral commands and have been able to describe modes of transport in connection with place names. Contrasts in Australian and Japanese transportation systems have been widely discussed. Term 4 has seen the return of the 'Hiragana Belt' system for script learning. This has proved to be a highly motivating tool used to prepare students for their transition into High School language learning.





The Use of technology in the language classroom continues to enhance learning and extend students.

The 2019 Learning Journey night was highly successful in giving students the opportunity to showcase their work. Students and parents participated in language and cultural activities throughout the evening.

Cultural aspects continue to be embedded in all LOTE programs as per the WA curriculum. Examples of this year's topics were the 'maneki neko' or beckoning cat and the 'tanaba' festival with its wishing trees. Throughout these lessons students were able to make comparisons with their own cultural experience.



The continuation of a dedicated LOTE room in 2019 has enhanced all language learning programs this year. The combination of environmental print and resources close at hand is advantageous to all. It is hoped that the new Japanese style screen, desks and cushions in the Japanese room will create a motivational and culturally aware learning space that can be used as a reward and will further enhance the resources already in use such as the kendama toys and Japanese Garden.

Eaton sensei

*Mrs Joanne Eaton – Japanese Teacher*

### **Maker Space in the Grove Club**

Maker Space at the Grove has become a popular after school activity with 30 students on the membership register for 2019 and an average of 23 attending per session.

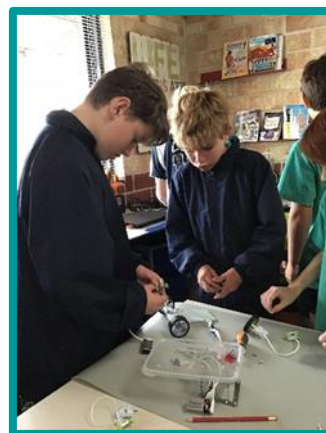
The students have developed skills in programming, electronics, soldering, 3D designing and printing and engineering to name a few.



With the introduction of the Minecraft Education Software by the Department of Education, the students have had the chance to explore game-based learning and complete challenges and invite other students into their own worlds. This became so popular by the end of the year that we will be running a separate Minecraft Club in 2020 for year 3-6 students.

Running a makerspace has engaged students in our school that are not necessarily engaged in Maths, English and Science in class. They love the environment of the makerspace. Being able to move around, problem solve and work hands on with a variety of tools and equipment has enabled them to demonstrate skills in critical and creative thinking that they had yet to show.

*Mrs Julie Blogg - Coordinator*



## Marine Studies Program (BRUV)

The Marine studies continued with great enthusiasm in 2019. In 2018, the weather proved to be difficult for regular visits in the first term. In 2019 the weather was a lot more favourable and we were able to get down to Rushy Point and Princess Royal Harbour regularly for the first ten weeks of the year.

The close examination of the local area inspired students to work in a variety of disciplines and skills. Students studied species of the intertidal zones at both along with the seagrass and sand of Rushy Point but also along the rocks near the Yacht Club. In such activities, students took photos of the species, researched them, used word processors to collate the information and emailed it to the teacher.



Students were able to use these experiences to inspire them in areas other than science. Students were able to make three-dimensional models of the local environment.

Students wrote poetry inspired by their experiences. The poetry incorporated their real experiences and note-taking at the beach on how they feel, cameras to photograph what they saw and digital technology to combine it all into a presentable form to be emailed to the teacher.

### Limpet Mollusca – Gastropoda

Most limpet species have a cone-shaped shell and a muscular foot, with which they cling tightly to the reef or to other hard substrates. Grazing on algae at high tide, limpets generally return to exactly the same place where they left their mark on the rock at low-tide.



### Periwinkle Mollusca – Gastropoda

*This is part of Olivia Singer's research work and digital photography.*

The equipment used in Marine Studies to create the baited remote underwater video (BRUV) proved problematic this year. Batteries were unreliable and were inconsistent in how long they would remain charged. This made it very difficult to commit the time needed to make a 'drop' and film. However, Little Grove Primary School has been able to secure two new cameras that have advanced technology from the older ones. Through a grant, school budgeting and assistance from Harvey Norman, the Marine Studies course has gained to new Kaiser Bas 4K Action cameras and two new 64G SSD cards. Therefore, a BRUV 'drop' will occur in Term 4, 2019.

The Marine Studies course has been run at Little Grove Primary School for over ten years now. It has offered students, hands on, real experiences to help inspire their learning. The course offers memorable experiences the can have for the rest of their lives. To quote the World Outdoor Classroom Day helps to explain the benefits the Marine Studies course has provided for the students.



### "WHY OUTDOOR PLAY AND LEARNING?"

*When teachers take learning outdoors they report some powerful impacts: Children's behaviour improves, whole classes are excited to learn, and individuals who feel inhibited by the curriculum often thrive in an outdoor environment.*

*When adults think back to their own happiest memories of childhood, they frequently recall the joy of playing outdoors. Play (and outside learning experiences) is not only central to children's enjoyment of childhood, but teaches critical life skills such as problem-solving, teamwork and creativity."*



The Marine Studies course at Little Grove Primary School continues to go from strength to strength and will continue to be of benefit to students in the future.

*Mr Marc Davies - Coordinator*

## School Performance

Little Grove Primary School uses an evidence-based approach to self-assessment. Staff collect data from a wide range of assessments from multiple academic learning areas and non-academic areas. One 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 and 5.

Below is a brief summary of 2019 results in the NAPLAN (*National Assessment Program Literacy and Numeracy*) tests which were undertaken by all students across Australia. 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%	92%	100%	100%	100%
Year 5	100%	100%	100%	96%	96%
Year 7*	100%	96%	96%	96%	100%

\*Year 6's in 2018 that went to Public High Schools and sat Naplan tests in 2019.

The tables and summaries below compare our school results to the WA, Australian and Like school means:

### Year 3

**School Comparison against Means.** Colour coding and + or - against Like Schools.  
*Stable cohort in italics.*

	LGPS Mean	WA Mean of all schools	Australian Mean	Like Schools
Numeracy	401 -5	405	408	406
Reading	412 -12	427	432	424
Spelling	418 +4	412	419	414
Grammar and Punctuation	433 -2	435	440	435
Writing	441 +17	420	423	424

- Improved results in all areas from 2018 compared to Like Schools.
- Only slightly below Like schools in Numeracy, Reading and Spelling.
- Big improvement in Writing and significantly above like schools due to implementation of Talk for Writing teaching strategy. First time above like schools since 2016.
- Good result taking into account it is such a small group (12 students tested) where each student has a huge effect on the overall mean.

### Year 5

**School Comparison against Means.** Stable cohort in ( ). Colour coding and + or - against Like School. *Stable cohort in italics.*

	LGPS Mean	WA Mean of all schools	Australian Mean	Like Schools
Numeracy	494 +6 (497)	492	496	488

Reading	508 +12 (510)	504	506	496
Spelling	490 -8	500	501	498
Grammar and Punctuation	492	498	499	492
Writing	481 +13 (484)	471	474	468

- Good result in Numeracy, Reading and Writing. Above like schools.
- Slightly below like schools in Spelling.
- Same as like schools in Grammar and punctuation.
- Consistent achievement above like schools in Reading and Numeracy from 2015 to 2019.
- Maintained consistent achievement in line with like schools for Writing.

#### Year 7 – Ex students that went to Public High Schools.

**School Comparison against Means.** Colour coding and + or - against Australian mean.

	LGPS Mean	Australian Mean	WA Mean of all schools
Numeracy	585 +31	554	558
Reading	558 +12	546	546
Spelling	547 +1	546	547
Grammar and Punctuation	582 +40	542	542
Writing	513	513	513

- Good result in all areas compared to Australian and WA mean.
- Consistent achievement above like schools in Reading, Numeracy, Grammar and Punctuation from 2015 to 2019.
- Significant increase above like schools in Grammar and Punctuation, Numeracy and Reading.
- Significant improvement in Writing from 2018.

In terms of our 2019 yearly academic targets:

Yearly Benchmarks and % achieved them	Base target achieved	Aspirational Target achieved
<b>Phonics</b>		
Kindergarten – 66% achieved Phase 1 Letters and Sounds	✓ 36%	X 95%
Pre Primary - 73% achieved up to Set 7 in Phase 3.	✓ 57%	X 94%
Year 1 - 60% achieved up to Phase 4.	✓ 50%	X 75%
Year 2 - 94% in or achieved Phase 5	✓ 94%	✓ 94%
Year 3 - 64% (9/14) in or achieved Phase 6	X 71%	X 78%
<b>Reading</b>		
Pre primary - 84% achieved at least 31 High frequency words	✓ 57%	X 94%
Year 1 - 52% achieved level 16	✓ 50%	X 75%
Year 1 - 75% achieved at least 75 High frequency words	✓ 75%	X 79%
Year 2 - 87% achieved level 24	✓ 72%	X 94%
Year 2 - 94% achieved at least 200 High frequency words	✓ 94%	✓ 94%
Year 3 - 64% (9/14) achieved level 30	X 71%	X 78%
Year 3 - 94% achieved all the 300 High frequency words	✓ 64%	✓ 71%



Yearly Benchmarks and % achieved them	Base target achieved	Aspirational Target achieved
Year 4 - 71% improved their comprehension.	✓ 60%	X 78%
Year 5 - 82% improved their comprehension.	✓ 82%	X 95%
Year 6 - 83% improved their comprehension.	✓ 75%	X 93%
<b>Spelling</b>		
Pre primary - 84% achieved score of 21 in Words Their Way or 25 high frequency words from Letters and Sounds.	✓ 57%	X 94%
Year 1 – 79% - achieved 50 high frequency words or above or 67% achieved score of 35 or above in Words Their Way	✓ 62%	✓ 75%
Year 2 - 82% achieved 175 high frequency words or above or 25% achieved score of 56 (100%) in Words Their Way	✓ 77%	✓ 94%
Year 3 - 100% achieved 225 high frequency words or above or achieved category 2 or above in their writing	✓ 64%	✓ 71%
Year 4 - 70% Spelling age is not less than 6 months below their actual age.		✓ 65%
Year 4 – 95% Spelling category 2 or above in their writing	✓ 73%	✓ 95%
Year 5 - 69% Spelling age is not less than 6 months below their actual age.	✓ 65%	X 91%
Year 5 – 93% Spelling category 3 or above in their writing	✓ 73%	✓ 95%
Year 6 - 87% Spelling age is not less than 6 months below their actual age.	✓ 81%	✓ 87%
Year 6 – 93% Spelling category 3 or above in their writing	✓ 81%	✓ 90%
<b>Year level – Starting point Maths</b> <i>Year 2-6 testing previous year's Maths curriculum.</i>		
Year 1 2019 – 79% Achieved 50% or higher in Term 1 2020. <i>Note: 58% achieved 75% or higher.</i>	✓ 62%	X 83%
Year 2 2019 – Achieved 50% or higher in Term 1 2020. <i>Note: 66% achieved over 85%.</i>		✓ 100%
Year 3 2019 – 77% Achieved 50% or higher in Term 1 2020. <i>Note: 38% achieved 75% or higher.</i>		X 85%
Year 4 2019 – 38% Achieved 50% or higher in Term 1 2020. <i>Note: 14% achieved 75% or higher.</i>	X 52%	X 65%
Year 5 2019 – 50% Achieved 50% or higher in Term 1 2020. <i>Note: 32% achieved 75% or higher.</i>	X 65%	X 86%
Year 6 – <i>Unable to assess because the Test does not exist for Year 7 (testing Year 6 content learnt)</i>		

In general, the Phonics yearly targets were achieved. The year 1 and 2 results are very pleasing. Year 3 results almost achieved the target, bearing in mind the small size of the cohort.

In terms of the Reading targets, all year levels did well in terms of the base targets. Year 3 results almost achieved the target, bearing in mind the small size of the cohort. Also some year levels almost achieved their aspirational target.

The spelling results were very pleasing with most year levels achieving the base and aspirational targets.

The Maths results were pleasing for years 1 to 2. Year 3 almost achieved the aspirational target. The

Year 4 results reflected the high number of students with special needs or learning difficulties. The year 5 results almost achieved the base target. The higher year level results also reflect the increased complexity of the Maths curriculum in these years as well as increased volume of questions/skills on the test and the amount to remember from the previous year (over the long Christmas break). However, this valuable Maths diagnostic assessment serves as a starting point for teachers to reteach/consolidate certain skills that the students answered incorrectly. It is also pleasing to note: the amount of students who achieved very well and answered over 75% of the questions correctly.

### **School Funding**

Our school is funded using a student-centred funding model. This means we receive extra funding for students who are at social disadvantage, Aboriginality and those that have a disability.

In terms of social disadvantage which represents just over 24% of our enrolments, we have implemented the following strategies:

1. Employed additional education assistants (EA's) to run special intervention programs, implement education plans and assist individual and groups of targeted students. This included additional EA's assigned to the targeted strategies using Letters and Sounds and Words, Grammar, Fun. These programs involve working with individual or small groups of students to explicitly teach phonics and improve their oral language.
2. Employed relief teaching staff to release teachers to write, review and monitoring individual and group education plans.
3. Purchase additional School Psychologist time. This has helped to diagnose student disabilities and learning difficulties and then implement appropriate interventions or deploy additional staff to help these students.
4. Employ a school chaplain to provide additional pastoral care to students in need.
5. Employed additional teaching staff to run special intervention programs and assist targeted students. Assist teachers and the Associate Principal to monitor, make adjustments and provide extra high quality intervention for our identified Wave 2 and 3 students.
6. Employed a Physical Education teacher 1.5 days per week so the Associate Principal can coordinate the Students at Educational Risk program. This includes liaison with our School Psychologist, outside agencies, health care professionals, coordinate case conferences and assist teachers to implement individual and group education plans.
7. Implement a range of strategies to increase and promote regular attendance (90% or above). These included using the SMS attendance system to parents, attendance rewards, certificates and prize draw. As well as extensive monitoring and individual family support on a case by case basis.
8. We offered a range of financial assistance procedures for the payment of school incursions/excursions, camps and voluntary contributions and charges. This also included supplying recess and lunches for those students without food and we supplied school uniforms/stationery for those students in need.

Our Aboriginality funding is very small however it is used to implement the same strategies 1 to 6 as above. It was also used to facilitate tailored support including Aboriginal mentors, coordination of outside agencies and facilitate a tailored transition program to high school.

We use our Disability funding primarily to employ special needs education assistants to work with selected students, purchase additional specialist resources, conduct professional learning for staff on specific disabilities and learning difficulties, as well as strategies 1 - 6 as above.

The academic performance of these students that attract extra funding shows they are making progress, in particular their phonic knowledge, reading of high frequency words and progression in their reading level. As a result of these implemented strategies it has contributed to achieving the year level benchmarks and targets. See table above.

For more information on the achievement or progress against our targets in our Business Plan, please see Appendix A of this report.

## Aboriginal Cultural Standards Framework

The Implementation of the Aboriginal Cultural Standards Framework has been progressing well in our school this year. The two main focus areas are in Learning Environment and Resources. Highlights were as follows:

- Renaming our three sporting factions to be Noongar names of local animals and designing/purchasing new faction flags.
- Extensive consultation with Aboriginal Elders.
- Cultural talk on our open night about the Noongar night sky by Noongar Elders.
- Utilising 'Noongar Kaartdijin in schools' program and PALS Grant to access Aboriginal Elders.
- Incursion 'Djinda Kaatijin' for whole school by Yirrayaakin Theatre company.
- Purchase of teaching resources for teaching students Aboriginal Culture.
- Junior Primary classes setting up play areas/home corners incorporating Aboriginal Culture.
- Welcome to Country protocols implemented at each Assembly and important events.
- Excursions organised to highlight local Aboriginal Cultural sites in Albany.
- The construction our outdoor classroom shelter with an Aboriginal themed design using new faction animals into the wall screen designs.
- Planned an incursion for an Aboriginal Elder to visit to teach our students to construct a traditional Mia Mia in our nature play/bush cubby area but due to timing this will be implemented in 2020.



## 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.

Little Grove Primary School's attendance rate over the past 4 years has been above the State average. In 2019 our attendance rate was 92.7% compared to the Statewide average of 91%. Regular attendance of students (above 90%) has declined in recent years from 81% in 2017 to 73% in 2019 (based on Semester 1 data). This is as a result of numerous families taking vacations during the school terms. These type of absences accounted for 16% of all absences in Semester 1 2019.

Since 2016 we have used SMS messaging to parents of students who are absent to lower our unexplained absence rate. This has been a huge success by lowering the number of unexplained absences to almost 0% by parents sending an SMS to explain the absence. It has also vastly reduced the administration time for following up unexplained absences. This system has also helped to lower our unauthorised absences.

## Student Attitude, Behaviour, Effort and Values Information

Using teacher's professional judgements from Semester 2, 2019 reports:

### Pre-primary to Year 2

- 77% of students consistently are enthusiastic about learning.
- 75% of students consistently participate responsibly.
- 76% of students consistently set goals and work towards them.

### Year 3 to 6 students

- 75% of students consistently work to the best of their ability.
- 92% of students consistently show self respect and care.
- 80% of students consistently show courtesy and respect for the rights of others.
- 82% of students consistently participate responsibly in social and civic activities.
- 81% of students consistently cooperate productively and build positive relationships with others.
- 81% of students consistently are enthusiastic about their learning.

74% of students consistently set goals and work towards them with perseverance (increase of 10% from 2018)

64% of students consistently show confidence in making positive choices and decisions.

### Teacher Judgements

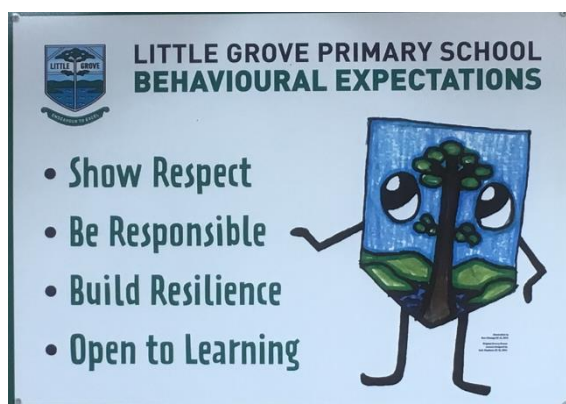
The following table compares our teacher's grading to the expected grading of like schools using the standard deviation method.

Teacher Judgement	
Grade Allocation (A - E)	2019 (1)
Overall Relative Judgement	0.93
- English	0.36
- Mathematics	1.42
- Science	0.63
- Humanities & Social Sciences	1.32

These results indicate that our teacher's grading is on par and similar to like schools. This indicates that our teacher's professional judgements and moderation of student work is within acceptable standards of accuracy.

### Student Behaviour

We have implemented Positive Behaviour Support in our school. This means we have developed a matrix of expected positive behaviours to be demonstrated by students, staff and community members in our school. As a result of this, 57% of students have not displayed a single negative behaviour all year highlighting the positive behaviour of our students. On average 80% of students in each class received a key tag in each term for displaying all the expected behaviours in that term. The negative behaviours recorded for the remaining students have been when they are not demonstrating our expected behaviours. This resulted in 10% of our students receiving a social skills lesson (behaviour boost) on what the expected behaviour looks like and sounds like. Approximately 1% of our students were suspended for more serious behaviour breaches and specific behaviour management plans are in place for them. For more detail on our Positive Behaviour Support please read the section of this report titled 'Positive, Supportive and Inclusive Learning Environment Focus Area'. In 2019, the amount of suspensions only very slightly increased with mandatory suspension for any student involved in a fight, recording it or showing physical violence as part of Department of Education mandatory revised policy.



### Year 6 Graduating Student Destinations

North Albany Senior High School	29 students
Albany Senior High School	1 students
Other	2 students



### **Parent, Staff and Students Satisfaction Levels**

Parents, staff and Year 5 and 6 students are surveyed every two years as part of the National School Opinion Surveys. In 2018, 55 families responded out of 131 families. 72% agreed or strongly agreed they were satisfied with the overall standard of education achieved at this school. An additional 20% neither agreed or disagreed with this statement and 4 parents disagreed with this statement. 75% agreed or strongly agreed they would recommend this school to others.

A parent commented recently after our open night *"My partner (whose children go to another school) said I really wish my kids had gone to Little Grove. He was so impressed with the technology available to the students and blown away with the early childhood playground. Congratulations in making our school the special place it is."*

Another parent commented *"the staff are so approachable, friendly, knew each student and happy to answer any questions."*

Fifty-four students responded to the survey. 70% agreed or strongly agreed they like being at their school. Four students neither agreed or disagreed and another 11 students disagreed with this statement. 83% agreed or strongly agreed that their teachers are good teachers.

Sixteen staff responded to this survey. 88% agreed or strongly agreed they were satisfied with the overall standard of education achieved at this school. One staff member neither agreed. 88% said they would recommend this school to others.

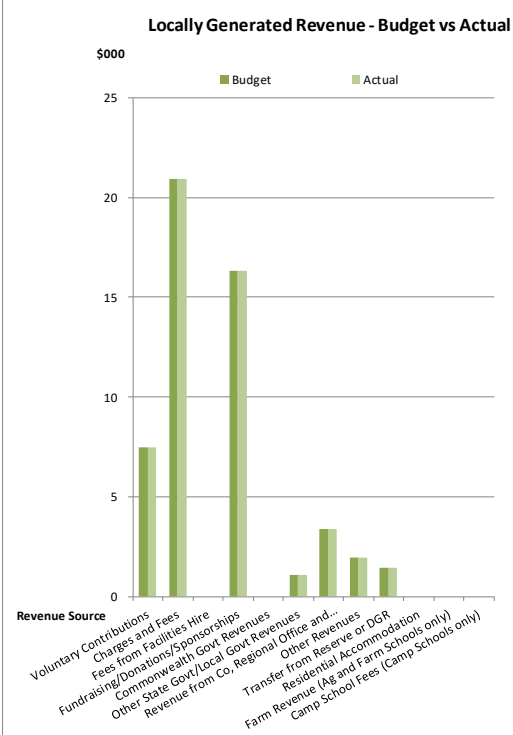
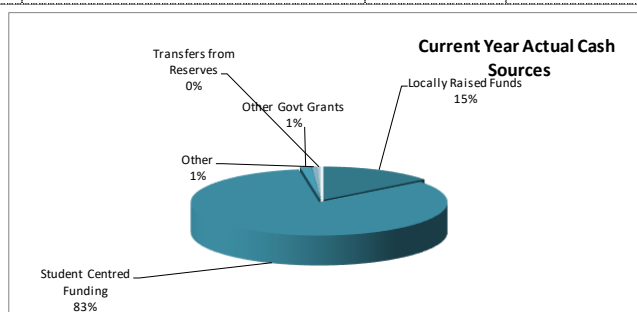
Parents, staff and students will be surveyed again in 2020.

## Financial Summary for 2019.

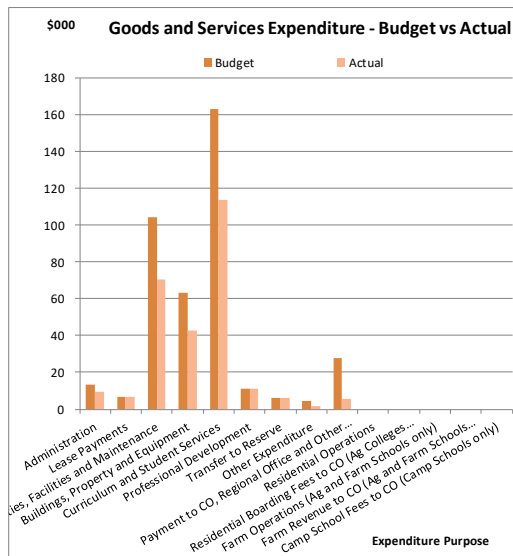
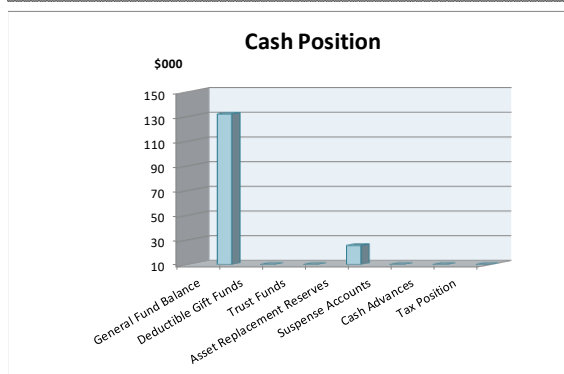


### Little Grove Primary School Financial Summary as at 31 December 2019

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 7,501.30	\$ 7,501.30
2 Charges and Fees	\$ 20,936.25	\$ 20,936.25
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 16,322.10	\$ 16,322.10
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 1,100.00	\$ 1,100.00
7 Revenue from Co, Regional Office and Other Schools	\$ 3,401.36	\$ 3,401.36
8 Other Revenues	\$ 1,976.35	\$ 1,977.51
9 Transfer from Reserve or DGR	\$ 1,453.76	\$ 1,453.76
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 52,691.12</b>	<b>\$ 52,692.28</b>
<b>Opening Balance</b>	<b>\$ 89,621.00</b>	<b>\$ 89,620.56</b>
<b>Student Centred Funding</b>	<b>\$ 256,449.08</b>	<b>\$ 256,449.08</b>
<b>Total Cash Funds Available</b>	<b>\$ 398,761.20</b>	<b>\$ 398,761.92</b>
<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>	<b>\$ 398,761.20</b>	<b>\$ 398,761.92</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 13,071.29	\$ 9,253.78
2 Lease Payments	\$ 6,381.00	\$ 6,379.52
3 Utilities, Facilities and Maintenance	\$ 104,365.95	\$ 70,510.93
4 Buildings, Property and Equipment	\$ 63,215.83	\$ 42,779.99
5 Curriculum and Student Services	\$ 162,596.90	\$ 113,384.54
6 Professional Development	\$ 11,074.16	\$ 11,329.94
7 Transfer to Reserve	\$ 6,000.00	\$ 6,000.00
8 Other Expenditure	\$ 4,232.82	\$ 1,583.13
9 Payment to CO, Regional Office and Other Schools	\$ 27,582.77	\$ 5,622.36
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 398,520.72</b>	<b>\$ 266,844.19</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>	<b>\$ 398,520.72</b>	<b>\$ 266,844.19</b>
<b>Cash Budget Variance</b>	<b>\$ 240.48</b>	



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 154,243.64</b>
Made up of:	
1 General Fund Balance	\$ 131,917.73
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 25,430.51
5 Suspense Accounts	\$ 123.40
6 Cash Advances	\$ (220.00)
7 Tax Position	\$ (3,008.00)
<b>Total Bank Balance</b>	<b>\$ 154,243.64</b>

## Appendix A – Update on Business Plan targets.

### Summary of achievement towards Business Plan 2019-2021 targets for School Board.

Updated Term 1 2020

Target	Achieved	Not Ach	In Progress	Progress / Comment
<b>3 year targets</b>				
The following targets relate to the stable cohort and exclude students with a diagnosed or imputed disability:				
The Year 5 students (Year 4 in 2018) will be at or higher results compared to Australian mean in NAPLAN Maths and Reading by 2019.	√			Achieved in 2019 – 1 point higher in Numeracy and 4 points higher in Reading.
The Year 3 students (Pre-Primary in 2018) will be at or higher results compared to Australian mean in NAPLAN Maths and Reading by 2021.			√	2019 Year 1 Results – 75% of students can read all 100 high frequency words. 60% achieved Phase 4 or higher in Letter and Sounds. 50% achieved springboard level 16 or higher. 79% received a C to A grade in Reading – Semester 2. Maths –80% of students received an A or B or C grade for Maths Semester 2.
The Year 3 students (Year 1 in 2018) will be at or higher results compared to Australian mean in NAPLAN Maths, Spelling and Reading by 2020.			√	2019 Year 2 Results – 94% of Year 2 students reached or exceeded Reading level and Spelling benchmarks. 100% received a C to A grade in Reading – Semester 2 Maths - 100% of students received an A or B or C grade for Maths Semester 2.
Increase the number of Year 3 to 6 students in stanines 6 to 9 in Progressive Achievement tests (PAT) in Reading comprehension by 2021.			√	2019 PAT Results – 36 students achieved Stanine 6 to 9. (88 Students in Total)
Increase the number of Year 3 to 6 students in stanines 6 to 9 in Progressive Achievement tests (PAT) in Maths by 2021.			√	2019 PAT Results – 34 students achieved Stanine 6 to 9. (89 Students in Total)
Increase the number of students reading at or above Springboard level 30 by end of year 3 in 2021.			√	2019 results – 66% of Year 3 students (10/15 Students) reached level 30.
<b>Yearly targets</b>				
Students reaching benchmark reading levels by the end of the year from Year 1 to Year 3.	√	√		See 2019 Results of Yearly Academic Targets
Students reading and knowing phase sounds (phonics) by the end of the year from Pre-Primary to Year 3.	√	√		See 2019 Results of Yearly Academic Targets
Students being able to read and spell high frequency words from Pre-Primary to Year 3.	√			See 2019 Results of Yearly Academic Targets
Year 4 to 6 students spelling age compared to their chronological age.	√			See 2019 Results of Yearly Academic Targets

Target	Achieved	Not Ach	In Progress	Progress / Comment
Students Mathematical year level curriculum knowledge from Preprimary to Year 6.	√	√		See 2019 Results of Yearly Academic Targets
Increasing the percentage of students correctly answering inferential and evaluative comprehension questions in Reading Comprehension assessments in Years 4 to 6 students.	√			See 2019 Results of Yearly Academic Targets
<b>Non Academic Areas</b>				
Further reduce the percentage of students with a low level of social and emotional skills in year 3 to 6 by 2021.			√	2019 Results – 2.3% (2 students) had low levels of Social-Emotional Wellbeing. 20 students (22%) had Emerging level.
Increase student's consistent application of behaviour expectations, in particular, those pertaining to organisation, feedback, goal setting and learning from mistakes by 2021.			√	2019 Results from student interviews PP to Year 6 – progress has been made in terms of students knowing difference between feedback and praise, setting goals and what are the types of mistakes. This unit of work will be revised and extended in Term 1 2020. Year 3 to 6 2019 Semester 2 reports - 74% of students consistently set goals and work towards them with perseverance (increase of 10% from 2018)
Reduce the number of students in lower levels for learning skills on ACER survey by 2021.			√	2019 Results – 0 students with low level under 'Internal Strengths' of new version of ACER survey. 23 Students (26%) with Emerging level.
Increase student's consistent application of behaviour expectations in open to learning, being resilient, being responsible and being respectful areas by earning a groovy grover wrist band, key tag or equivalent by 2021.			√	2019 Results – 57.60% received all 4 key tags for displaying the expected behaviours all year. In 2018 this was 56%.