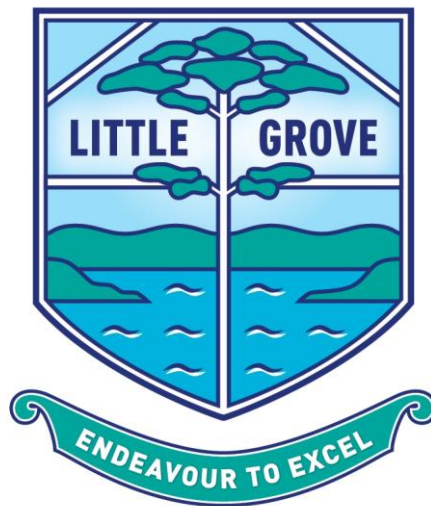


School Report 2021

Little Grove Primary School



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.

School Overview

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.

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 2021. It is not the normal format but a more condensed version due to COVID-19 workload requirements on schools in 2022.

This year has again been different with the school and community navigating through the global pandemic of COVID-19. Western Australia has been fortunate to escape its severity that has effected other parts of Australia and around the world. Due to COVID-19 restrictions put in place by the WA State government it has effected many of our normal school procedures, student attendance and events.

Despite this, I am still 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 last year of our three-year cycle of our Business Plan 2019 to 2021. A copy can be found on our website.

Please take time to read the School Review 2019 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 proven 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.

Student Numbers and Characteristics

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 179 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 24 years.

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

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 2021:

Julie De Jong	Chairperson/parent rep	Darryn Martin	Principal
Claire Local	Parent rep	Karina Thompson	Minute taker
Meg Hartley	Parent rep	Jo Knight	Staff rep
Sheree Melrose	Parent rep	Rebecca Pritchard	Staff rep

Workforce composition

Staff Numbers 2021	Number	FTE
Administration Staff		
Principal	1	1.0
Associate (Deputy) Principal	1	0.8
Teaching Staff		
Teachers	16	10.1
School Support Staff		
Clerical / Administrative	3	2.4
Other Non-teaching Staff	7	5.4
Total	28	19.7

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.

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 2021 school year as well as 5 hours per term.

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 attendance observations and trends for 2021 were as follows:

- Attendance rate – 92.6%.
- Regular attendance (attending 90% or higher) – 73.6%. State average – 63.5%.
- Unauthorised absences 15%. State average 34.5%
- Authorised absences 85%. State average 65%

Attendance is monitored in the first instance by classroom teachers. Following up with parents and students as to the reasons behind the absence. The school has implemented an SMS system to communicate daily with parents and follow up on unexplained absences. Administration staff also monitor student attendance and work with parents and families where attendance drops below 90% and in particular when it is deemed at risk.

Student Achievement and Progress

Naplan 2021 Summary and Analysis

Year 3 -25 students

School Comparison against Means. Colour coding and + or - against Like Schools.

	LGPS Mean	WA Mean	Australian Mean	Like Schools
Numeracy	441 +41	395	403	402
Reading	464 +32	426	437	432
Spelling	427 +14	410	421	413
Grammar and Punctuation	435 +8	421	433	427
Writing	446 +16	426	425	430

Percentage (%) Summary against National Minimum Standard. (LGPS 4%=1 student)

	LGPS Above NMS	Like Schools Above NMS	LGPS At NMS	Like Schools At NMS	LGPS Below NMS	Like Below NMS
Numeracy	96	88	4	10	0	2
Reading	96	87	0	11	4	2
Spelling	88	87	12	8	0	5
Grammar and Punctuation	88	88	12	7	0	5
Writing	100	95	0	4	0	1

Comparative Performance for Year 3

Year 3	Performance						Students					
	2015	2016	2017	2018	2019	2021	2015	2016	2017	2018	2019	2021
Numeracy	0.6	0.3	0.0	-0.7	0.0	2.2	26	28	24	29	12	25
Reading	0.6	1.3	-0.2	-1.1	-0.4	1.5	26	28	24	28	13	25
Writing	0.1	1.5	-0.2	-0.1	1.3	0.9	26	28	23	29	13	25
Spelling	-0.7	1.0	0.3	-0.3	0.5	0.6	27	28	24	28	12	25
Grammar & Punctuation	0.3	0.6	0.8	-0.8	0.2	0.4	27	28	24	28	12	25

Year 3 students did particularly well in Numeracy and Reading. The other areas were as expected compared to like schools.

Year 5 -15 students

School Comparison against Means. Colour coding and + or - against Like School.

	LGPS Mean	LGPS Mean - Without Stds with imputed disability	WA Mean	Australian Mean	Like Schools
Numeracy	477 -10	497 +10	489	495	487
Reading	481 -24	501 -4	505	512	505
Spelling	498 -6	520 +16	503	505	504
Grammar and Punctuation	462 -29	484 -7	497	503	491
Writing	479 -3	484 +2	481	480	482

Percentage (%) Summary against National Minimum Standard. (LGPS 7%=1 student)

	LGPS Above NMS	Like Schools Above NMS	LGPS At NMS	Like Schools At NMS	LGPS Below NMS	Like Below NMS
Numeracy	80	85	13	11	7	4
Reading	73	89	27	7	0	4
Spelling	100	86	0	10	0	4
Grammar and Punctuation	80	83	13	11	7	6
Writing	87	87	13	10	0	3

Comparative Performance for Year 5

Year 5	Performance						Students					
	2015	2016	2017	2018	2019	2021	2015	2016	2017	2018	2019	2021
Numeracy	0.1	-0.2	-0.8	0.5	0.3	-0.6	27	20	25	31	23	15
Reading	1.4	-0.1	1.4	-0.7	0.7	-1.6	27	20	25	31	23	15
Writing	0.0	0.8	-0.4	0.0	0.8	-0.8	27	19	25	31	23	15
Spelling	0.4	0.7	1.0	1.0	-1.2	-1.0	27	20	25	31	23	15
Grammar & Punctuation	-0.5	0.2	-0.7	0.0	-0.8	-2.2	27	20	25	31	23	15

Year 5 results were as expected. Being a cohort of 15 students has meant a reliable comparison can not be made due to such a small number.

Year 7 (Yr 6 in 2020) -20 students from LGPS to Government High Schools
School Comparison against Means. Colour coding and + or - against WA Mean.

	LGPS Mean	WA Mean	Australian Mean
Numeracy	538 -11	549	551
Reading	541 +3	538	542
Spelling	535 -12	547	549
Grammar and Punctuation	529 -1	530	533
Writing	533 +6	527	522

Percentage (%) Summary against National Minimum Standard. (LGPS 5%=1 student)

	LGPS Above NMS	Aust Schools Above NMS	LGPS At NMS	Aust Schools At NMS	LGPS Below NMS	Aust Below NMS
Numeracy	70	81	25	11	5	8
Reading	80	81	20	12	0	7
Spelling	85	84	10	10	5	6
Grammar and Punctuation	85	75	5	14	10	11
Writing	78	77	17	14	5	9

Year 7 students did particular well in Writing and Reading. The other areas were comparable with other schools.

Summary of achievement towards Business Plan 2019-2021 targets

Updated Term 1 2022.

Target	Achieved	Not Ach	In Progress	Progress / Comment
3 year targets				
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.	✓			Achieved in 2021 – 41 points higher in Numeracy and 32 points higher in Reading.
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.		✓		Target not achieved: No NAPLAN testing in 2020 because of COVID-19 pandemic.
Increase the number of Year 3 to 6 students in stanines 6 to 9 in Progressive Achievement tests (PAT) in Reading comprehension by 2021.	✓			2021 PAT results – 32 students achieved Stanine 6 to 9 out of 77 – 41%
Increase the number of Year 3 to 6 students in	✓			2021 PAT results – 34 students achieved Stanine 6 to 9 out of 77 – 45%

stanines 6 to 9 in Progressive Achievement tests (PAT) in Maths by 2021.				
Increase the number of students reading at or above Springboard level 30 by end of year 3 in 2021.	√			2021 results – 84% of Year 3 students achieved level 30 – 22 students out of 26.
Yearly targets				
Students reaching benchmark reading levels by the end of the year from Year 1 to Year 3.	√			Year 1 – 57% - did not achieve base (73%) or aspirational (91%) target. 86% achieved C grade or higher in Reading. Year 2 – 100% - achieved aspirational target Year 3 – 84% - achieved aspirational target
Students reading and knowing phase sounds (phonics) by the end of the year from Pre-Primary to Year 3.	√			PP- 70% - achieved base target 48% but not aspirational 74% Year 1- 81% - achieved higher than aspirational target Year 2- 100% - achieved aspirational target Year 3- 84% achieved aspirational target
Students being able to read and spell high frequency words from Pre-Primary to Year 3.	√			Reading PP- 81% - achieved higher than aspirational target Year 1- 81% - achieved higher than aspirational target Spelling PP- 88% - achieved higher than aspirational target Year 1- 90% - achieved higher than aspirational target Year 2- 77% did not achieve base (85%) or aspirational (100%). 89% achieved C grade or higher for Writing. Year 3- 70% achieved base target (61%) but not aspirational (84%)
Year 4 to 6 students spelling age compared to their chronological age.	√			Yr 4 – 93% - achieved higher than aspirational target Yr 5 – 80% - achieved higher than aspirational target Yr 6- 59% -achieved base target but not aspirational.
Students Mathematical year level curriculum knowledge from Preprimary to Year 6. <i>PP-1 C grade or higher</i> <i>Yr2-3 Stanine 4 or above PATM</i> <i>Yr4-6 improved in PATM</i>	√			PP- 96% achieved higher than aspirational target. Year 1- 82% achieved aspirational target. Year 2- 82% -achieved base target but not aspirational. Year 3- 81% - achieved base target but not aspirational. Year 4- 59% - did not achieve base (94%) or aspirational (94%). 94% achieved C grade or higher. Year 5- 46% - did not achieve base (93%) or aspirational (100%). 100% achieved C grade or higher. Year 6- 79% - achieved base target but not aspirational.

Increasing the percentage of students correctly answering inferential and evaluative comprehension questions in Reading Comprehension assessments in Years 4 to 6 students.	✓			Yr 3 – 77% -achieved base target but not aspirational. Yr 4 – 88% -achieved base target but not aspirational. Yr 5 – 73% -achieved base target but not aspirational. Yr 6 – 70% -achieved base target but not aspirational.
Non Academic Areas				
Further reduce the percentage of students with a low level of social and emotional skills in year 3 to 6 by 2021.	✓			Achieved: 2021 results – 1 student with low level of social-emotional skills. In 2018 – it was 3 students.
Increase student's consistent application of behaviour expectations, in particular, those pertaining to organisation, feedback, goal setting and learning from mistakes by 2021.	✓			Achieved: 2021 results – 69% of Year 3 to 6 students consistently set goals and work towards them with perseverance. In 2018 was 64%.
Reduce the number of students in lower levels for learning skills on ACER survey by 2021.	✓			Achieved: 2021 results – 2 students with low level of internal strengthens skills. This is the equivalent section in the new survey. In 2018 – it was 21 students.
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.	✓			Achieved: 2021 Results – 61% received all 4 key tags for displaying the expected behaviours all year. In 2018 this was 56%.

Post School Destination

Year 6 Graduating Student Destinations

North Albany Senior High School	21 students
Other	1 students

Parent/student/staff satisfaction with the school

Parents, staff and Year 5 and 6 students are surveyed every two years as part of the National School Opinion Surveys.

In 2021, 40 families responded out of 117 families. 75% agreed or strongly agreed they were satisfied with the overall standard of education achieved at this school. An additional 15% neither agreed or disagreed with this statement and 4 parents disagreed with this statement. 78% agreed or strongly agreed they would recommend this school to others.

A parent commented: *"Both my children have excelled at Little Grove Primary. They are/were happy there and a great school."*

Another parent commented: *"We love that Little Grove is a small school & that our children know a number of students throughout the entire school - not just within their own year level. We feel that our children have a sense of belonging within the school and that they're supported by their friends & teachers to be the best that they can be within all areas of learning."*

Thirty six students responded to the survey. 56% agreed or strongly agreed they like being at their school. Five students neither agreed or disagreed and another 9 students disagreed with this statement. 83% agreed or strongly agreed that their teachers are good teachers.

Eighteen staff responded to this survey. 100% agreed or strongly agreed they were satisfied with the overall standard of education achieved at this school. 100% said they would recommend this school to others.

Parents, staff and students will be surveyed again in 2023.



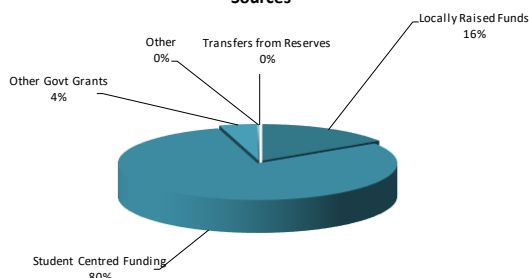
School Funding

Little Grove Primary School

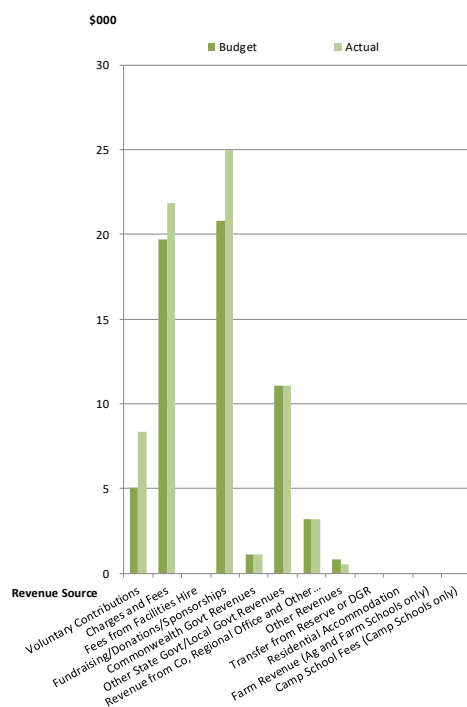
Financial Summary as at
31/12/2021

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 5,070.00	\$ 8,340.00
2	Charges and Fees	\$ 19,686.62	\$ 21,880.82
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 20,819.13	\$ 24,966.30
5	Commonwealth Govt Revenues	\$ 1,110.55	\$ 1,110.55
6	Other State Govt/Local Govt Revenues	\$ 11,100.00	\$ 11,100.00
7	Revenue from Co, Regional Office and Other Schools	\$ 3,181.85	\$ 3,181.85
8	Other Revenues	\$ 800.00	\$ 524.48
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 61,768.15	\$ 71,104.00
	Opening Balance	\$ 85,437.59	\$ 85,437.59
	Student Centred Funding	\$ 277,183.46	\$ 277,678.81
	Total Cash Funds Available	\$ 424,389.20	\$ 434,220.40
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 424,389.20	\$ 434,220.40

Current Year Actual Cash Sources

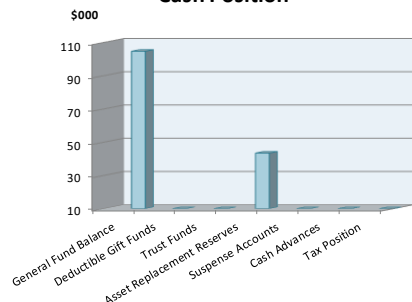


Locally Generated Revenue - Budget vs Actual

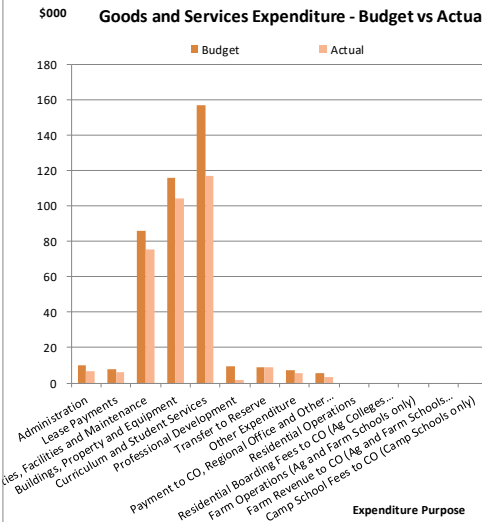


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 10,100.00	\$ 6,868.66
2	Lease Payments	\$ 7,500.00	\$ 6,306.95
3	Utilities, Facilities and Maintenance	\$ 85,769.13	\$ 75,503.04
4	Buildings, Property and Equipment	\$ 115,628.00	\$ 104,398.26
5	Curriculum and Student Services	\$ 156,478.60	\$ 116,590.22
6	Professional Development	\$ 9,200.00	\$ 1,931.13
7	Transfer to Reserve	\$ 9,000.00	\$ 9,000.00
8	Other Expenditure	\$ 7,213.15	\$ 5,614.82
9	Payment to CO, Regional Office and Other Schools	\$ 5,559.49	\$ 3,329.70
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)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 406,448.37	\$ 329,542.78
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 406,448.37	\$ 329,542.78
	Cash Budget Variance	\$ 17,940.83	

Cash Position



Goods and Services Expenditure - Budget vs Actual



Cash Position as at:	
Bank Balance	\$ 147,198.58
Made up of:	
1 General Fund Balance	\$ 104,677.62
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 43,430.51
5 Suspense Accounts	\$ 31.45
6 Cash Advances	\$ (220.00)
7 Tax Position	\$ (721.00)
Total Bank Balance	\$ 147,198.58

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. This funding does not belong to individual students but rather to the school as a whole to cater for these students who have additional needs.

In terms of social disadvantage which represents just over 25% 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. Also to attend case conferences with parents and outside agencies.
3. Employ a school chaplain to provide additional pastoral care to students in need.
4. 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.
5. 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.
6. 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.
7. 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 5 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 - 5 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 above in this report.

Priority or Focus Areas.

1. 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 2022?

Specific improvement strategies to address the following:

- Student achievement and progress aligns with contextually similar schools
- Levels of student achievement and progress align with grade allocation
- Implement whole school evidence-based approaches
- Staff collaborate to plan for, act on, and assess student learning
- Analysis of systemic and school-based data informs teaching plans
- Teaching practices align to content outlined in the WA Curriculum
- Differentiated teaching exists to cater for the learning needs of students
- Professional learning builds staff capability
- Students at educational Risk are identified, given appropriate intervention/extension strategies and monitored for improvement.

2. 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 2022?

Specific improvement strategies to address the following:

- The learning environment is safe, caring, inclusive and culturally responsive
- Student behaviour, attendance and engagement strategies enhance student learning
- The physical environment adds value to the student's learning experience

3. Build Students' 21st 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 2022?

Specific improvement strategies to address the following:

- Plan deliberate opportunities across the curriculum in innovation, creativity and entrepreneurial skills, building on student's STEM competencies.
- Target skills in digital technologies in the primary years to prepare for future needs.
- Build staff capacity in the use of innovative technologies.
- Build staff capacity in teaching and integrating STEM and fostering creativity.

In addition to the above actions for 2022, specific improvement strategies will be put in place to address the following:

Use of Resources:

- Financial management complies with the expectations of the Funding Agreement for Schools.
- Resource allocation decision making is evidence-based, targeted to student's needs and supports school planning
- Use of Student Characteristics and Targeted Initiative funding assists student learning
- Workforce planning and management practices align with student needs

Leadership:

- School vision/priorities and direction align with the Department's expectations
- Strategic and operational planning guides classroom practice and is aligned to the School Curriculum and Standards Authority (SCSA) expectations
- Leaders provide guidance and instructional support to staff
- Staff are provided with opportunities to lead
- Students are provided with opportunities to lead
- Professional review provides performance feedback for staff

Relationships and Partnerships:

- Strengthen relationships between staff, students and parents to create shared understanding of individual student achievement and progress
- Clear communications are evident, both within the school and with key stakeholders
- Parent and carer satisfaction feedback is sought and acted on
- The School Board fulfils its role in supporting school governance
- Community partnerships are sustainable