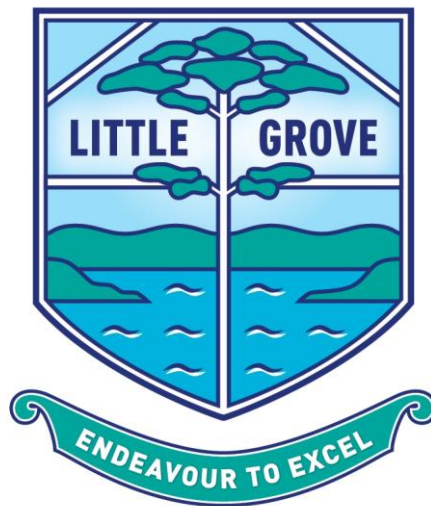# School Report 2022

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.

Our Values

Little Grove Primary School is guided by the following four core values:

LEARNING

We have a positive approach to learning and encourage it in others. We advance student learning based on our belief that all students have the capacity to learn.

CARE

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

EXCELLENCE

We have high expectations of ourselves and our students. We set standards of excellence and strive to achieve them. These standards and expectations challenge all of us to give of our best.

EQUITY

We have a right to an environment that is free of discrimination, abuse or exploitation. We recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for all.

Year 2022

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 2022.

This year has again been different with the school and community navigating through living with the global pandemic of COVID-19. Due to COVID-19, it has affected some of our normal school procedures throughout the year and in particular our rates of student attendance. It has also had an impact on the amount of staff absences throughout the year.

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 start of a new Business Plan 2022 to 2025. A copy can be found on our website.

Please take time to read our last School Review 2019 report on our website 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 183 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 25 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 2022:

Julie De Jong	Chairperson/parent rep	Darryn Martin	Principal
Travis Demeza	Parent rep	Mandy Bootsma	Minute taker
Mark Forest	Parent rep	Jo Knight	Staff rep
Sheree Melrose	Parent rep	Rebecca Pritchard	Staff rep
Pat Williams	Community member		

Workforce composition

Staff Numbers 2022	Number	FTE
Administration Staff		
Principal	1	1.0
Associate (Deputy) Principal	2	1.0
Teaching Staff		
Teachers	16	11.3
School Support Staff		
Clerical / Administrative	4	2.7
Gardening	1	0.4
Other Allied Professionals	9	7.0
Total	33	23.3

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 2022 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 2022 were as follows:

Area	Semester 1 2022	Semester 2 2022
Attendance rate	87.9%	89.5%
Regular attendance (attending 90% or higher)	40.9%	56.3%
Unauthorised absences	19%	24%
Authorised absences	81%	76%

- In term vacations amounted to a total of 212 days missed by 41 students (27%).

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 2022 Summary and Analysis

Great care needs to be taken in interpreting these results- due to low numbers of students tested. This is due to small cohort size and impact of COVID. Normal cohort size in past years is 23-25 students.
Australian mean is not available due to the low number of students tested across Australia due to Covid-19 pandemic.

Year 3   -18 students. 11 to 14 students tested
School Comparison against Means. Colour coding and + or - against Like Schools.

	LGPS Mean	WA Mean	Like Schools
Numeracy	428 +33	393	395
Reading	482 +59	425	423
Spelling	472 +59	412	413
Grammar and Punctuation	510 +87	424	423
Writing	466 +47	475	419

Percentage (%) Summary against National Minimum Standard. (LGPS 7-9%=1 student)

	LGPS Above NMS	Like Schools Above NMS	LGPS At NMS	Like Schools At NMS	LGPS Below NMS	Like Below NMS
Numeracy	100	85	0	13	0	2
Reading	100	86	0	11	0	3
Spelling	100	85	0	10	0	5
Grammar and Punctuation	100	87	0	9	0	4
Writing	100	93	0	5	0	2

Year 3 students did particularly well in all areas tested compared to like schools.

Year 5   -16 students. 13 to 16 students tested.

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

	LGPS Mean	WA Mean	Like Schools
Numeracy	534 +54	485	480
Reading	552 +56	501	496
Spelling	536 +32	503	504
Grammar and Punctuation	528 +41	495	487
Writing	521 +48	475	473

Percentage (%) Summary against National Minimum Standard. (LGPS 6-8%=1 student)

	LGPS Above NMS	Like Schools Above NMS	LGPS At NMS	Like Schools At NMS	LGPS Below NMS	Like Below NMS
Numeracy	100	87	0	13	0	0
Reading	93	89	7	10	0	4
Spelling	93	88	7	10	0	5
Grammar and Punctuation	87	83	13	13	0	4
Writing	100	80	0	15	0	5

Year 5 students did particularly well in all areas tested compared to like schools.

Year 7 (Yr 6 in 2021) -12 to 16 students from LGPS to Government High Schools
School Comparison against Means. Colour coding and + or - against WA Mean.

	LGPS Mean	WA Mean
Numeracy	531 -18	549
Reading	562 +21	541
Spelling	527 -22	549
Grammar and Punctuation	526 -6	532
Writing	538 +11	527

Percentage (%) Summary against National Minimum Standard. (LGPS 6-8%=1 student)

	LGPS Above NMS	Aust Schools Above NMS	LGPS At NMS	Aust Schools At NMS	LGPS Below NMS	Aust Below NMS
Numeracy	83	80	8	12	8	8
Reading	93	84	7	11	0	5
Spelling	67	82	33	11	0	7
Grammar and Punctuation	75	78	17	14	8	8
Writing	75	77	19	14	6	9

Year 7 students did particularly well in all areas tested except Spelling compared to the Australian schools.

For other test results, please see 'Summary of Achievement in 2022 against Business Plan targets' – further in this document.

Post School Destination

Year 6 Graduating Student Destinations

North Albany Senior High School	15 students
Other	2 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."

Also, another parent commented: *"They have a great team of quality teachers. Little Grove is a lovely community-oriented school, with kind and understanding teachers, who care about my child's learning and welfare."*

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-December-2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	$ 8,710.00	$ 8,916.00
2	Charges and Fees	$ 15,385.95	$ 19,129.66
3	Fees from Facilities Hire	$ 227.73	$ 227.27
4	Fundraising/Donations/Sponsorships	$ 7,288.00	$ 7,094.20
5	Commonwealth Govt Revenues	$ -	$ -
6	Other State Govt/Local Govt Revenues	$ 1,500.00	$ 3,150.00
7	Revenue from Co, Regional Office and Other Schools	$ 3,181.85	$ 3,181.85
8	Other Revenues	$ 3,728.55	$ 4,054.74
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	$ 40,022.08	$ 45,753.72
	Opening Balance	$ 104,677.62	$ 104,677.62
	Student Centred Funding	$ 195,168.00	$ 195,167.83
	Total Cash Funds Available	$ 339,867.70	$ 345,599.17
	Total Salary Allocation	$ 2,491,752.00	$ 2,491,752.00
	Total Funds Available	$ 2,831,619.70	$ 2,837,351.17

Actual Year to Date by funding sources

Locally Raised Revenue - Budget vs Actual
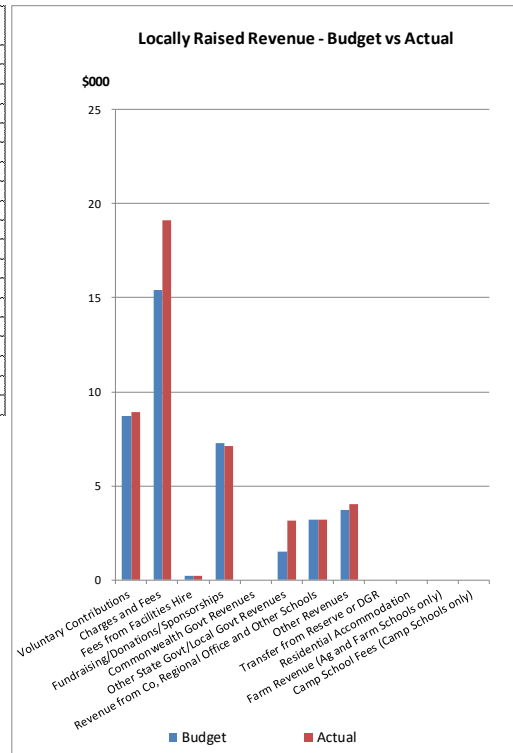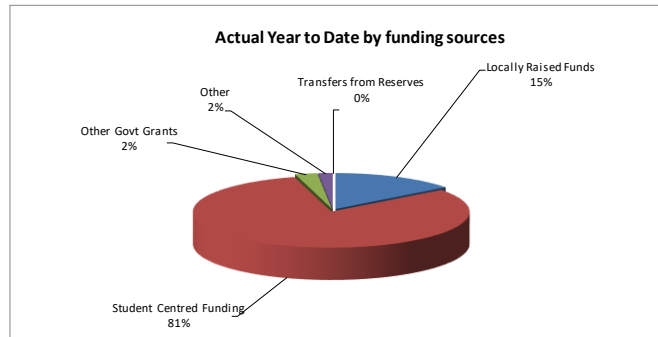
	Expenditure - Cash and Salary	Budget	Actual
1	Administration	$ 10,271.00	$ 8,345.62
2	Lease Payments	$ 7,175.45	$ 5,902.72
3	Utilities, Facilities and Maintenance	$ 85,599.30	$ 76,890.14
4	Buildings, Property and Equipment	$ 51,820.00	$ 35,247.99
5	Curriculum and Student Services	$ 114,063.00	$ 102,250.60
6	Professional Development	$ 9,150.00	$ 6,507.05
7	Transfer to Reserve	$ -	$ -
8	Other Expenditure	$ 1,500.00	$ 1,467.74
9	Payment to CO, Regional Office and Other Schools	$ 6,513.85	$ 3,245.99
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	$ 286,092.60	$ 239,857.85
	Total Forecast Salary Expenditure	$ 2,081,977.00	$ 2,081,977.00
	Total Expenditure	$ 2,368,069.60	$ 2,321,834.85
	Cash Budget Variance	$ 53,775.10	

Goods and Services Expenditure - Budget vs Actual

Cash Position Components
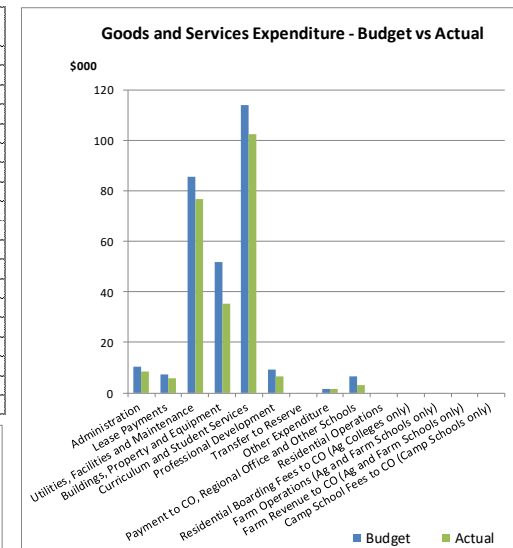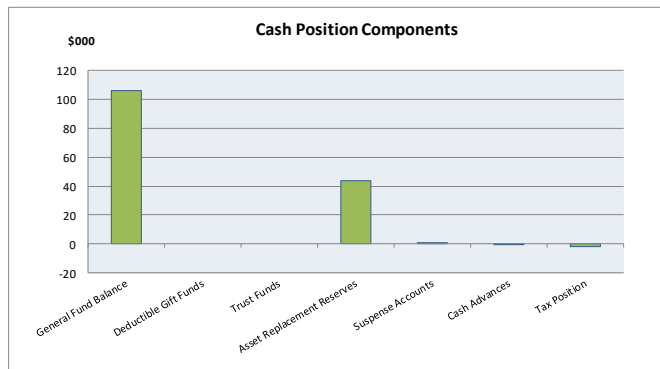
	Cash Position Components	
	Bank Balance	**$ 147,679.18**
	Made up of:	
1	General Fund Balance	$ 105,741.32
2	Deductible Gift Funds	$ -
3	Trust Funds	$ -
4	Asset Replacement Reserves	$ 43,430.51
5	Suspense Accounts	$ 286.35
6	Cash Advances	$ (20.00)
7	Tax Position	$ (1,759.00)
	Total Bank Balance	**$ 147,679.18**

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 21% 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 educations 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 more inclusive practices and recognising Aboriginal culture throughout the school as part of our Reconciliation Action Plan.

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 below.

Summary of achievement in 2022 towards Business Plan 2022-2025 targets.

Note: 'Achieved' means implemented in that year but may be ongoing over multiple years.

Target	Status	Comment
Academic Areas		
4 year targets		
The following targets relate to the stable cohort and exclude very small cohorts and students with a diagnosed or imputed disability:		
To achieve parity or exceed like school mean NAPLAN scores in all areas of NAPLAN by 2025.	In progress	Achieved in 2022 however due to low testing rate (COVID) and cohort size, results are statistically unreliable.
To achieve within one standard deviation of our expected performance in all areas of NAPLAN by 2025.	In progress	Achieved in 2022 however due to low testing rate (COVID) and cohort size, results are statistically unreliable.
Re-establish a level or upward trend over time in NAPLAN relative assessment for Year 5 Reading, Spelling and Grammar and Punctuation by 2025.	In progress	Achieved in 2022 however due to low testing rate (COVID) and cohort size, results are statistically unreliable.
Yearly average scaled score for PAT Reading and PAT Numeracy will increase for Years 4 to 6 by 2025.	In progress	2022 Results so far: PAT Reading – 130.5 (119.5 in 2021) PAT Maths – 124.8 (120.45 in 2021)
Continue to meet all seven National Quality Standards in Early Childhood education in 2022 to 2025	In progress	In 2022. Achieved 6 out of 7 standards. With one element in one standard – working towards. These are' Responsive teaching and scaffolding' and 'child directed learning.'
Yearly targets		
Students reaching benchmark reading levels by the end of the year from Year 1 to Year 3.	Achieved	Year 1 target – 93% achieved base target but not aspirational target. Year 2 target – 54% target but not aspirational target. Year 3 target – 83 % achieved base target but not aspirational target.
Students reading and knowing phase sounds (phonics) by the end of the year from Kindergarten to Year 3.	Achieved	Kindy target – 100% achieved base and aspirational target. PP target – 70% achieved base but not aspirational target. Year 1 target – 96% achieved base but not aspirational target. Year 2 target – 72% achieved base but not aspirational target. Year 3 target – 77% did not achieve base target of 82%
Students being able to read and spell high frequency words from Pre-primary to Year 2.	Achieved	*Reading* PP target – 77% achieved base but not aspirational target. Year 1 target – 100% achieved base and aspirational target.

Target	Status	Comment
	⬤ Achieved	*Spelling* PP target – 77% achieved base but not aspirational target. Year 1 target – 100% achieved base and aspirational target. Year 2 target – 63% achieved base but not aspirational target.
Year 3 to 6 students spelling age compared to their chronological age.	⬤ Achieved	Year 3 target – 66%, did not achieve base target of 76% Year 4 target – 72%, achieved base and aspirational target. Year 5 target – 86%, achieved aspirational target. Year 6 target – 80%, achieved aspirational target
Increasing the percentage of students correctly answering inferential and evaluative comprehension questions in Reading Comprehension assessments in Years 3 to 6 students.	⬤ Achieved	Average Scaled score in PAT Reading increased from 116.6 in 2021 to 126.7 in 2022. Year 3 target – 82%, achieved base target of 64%. Year 4 target – 80%, achieved base and aspirational target of 66% Year 5 target – 84%, did not achieve aspirational target of 93% Year 6 target – 66%, did not achieve aspirational target of 100%
Students Mathematical year level curriculum knowledge from Kindergarten to Year 6.	⬤ Achieved	Kindy target – 100%, achieved base and aspirational target PP target – 85%, achieved base and aspirational target Year 1 target – 93% achieved base target but not aspirational target. Year 2 target –83% achieved base target but not aspirational target. Year 3 target – 100%, achieved base and aspirational target Year 4 target – 100%, achieved base and aspirational target of 70% Year 5 target – 71%, did not achieve aspirational target of 100% Year 6 target – 100%, achieved aspirational target
Non-Academic Areas		
Further reduce the percentage or number of students with low and emerging level of social and emotional skills in Years 3 to 6 by 2025.	⬤ In progress	2022 results: Low – 1.5% (1 student) Emerging – 9.0% (6 students)
Increase student's consistent application of behaviour expectations, in particular, those pertaining to doing your best, increasing effort, showing	⬤ In progress	2022 results – 67 students: (2021 results – 77 students) (Q4) Doing your best – 81% (70%) (Q33) Increasing effort – 88% (83%)

Target	Status	Comment
initiative and manage your feelings in a positive way by 2025. This is linked to relevant questions in the annual Social Emotional Survey.		(Q39) Showing initiative – 90% (91%) (Q25) Manage your feeling in a positive way – 68% (59%)
Achieve at least 70% of our students earning a groovy grover wrist band, badge, tag or equivalent each term by the consistent application of the behaviour expectations in 'Open to Learning', 'Being Resilient', 'Being Responsible' and 'Being Respectful' areas.	Achieved	2022 data: Term 1 2022 – 87% Term 2 2022 – 84% Term 3 2022 – 84% Term 4 2022 – 93%
The implementation of Tier 2 strategies and processes in our Positive Behaviour Support framework by 2025.	In progress	Tier 2 agenda items as part of each PASLET meeting. Tier 2 strategies built into IBP's such as daily check in.
Increase the percentage of students with regular attendance (90% and above) by 2025.	Not achieved in 2022. In progress	Sem 1 2021 – 73% Sem 2 2021 – 68% Sem 1 2022 – 40.9% (due to Covid) Sem 2 2022 – 56.5% (due to Covid)
Improve the overall rating on the National Parent Opinion Survey by 2025 to be at least 4.0 (out of 5) when measuring the school takes parents' opinions seriously, looks for ways to improve and this school has a strong relationship with the local community.	In progress	Next National Parent survey due 2023.
Maintain the overall average rating on the National Staff Opinion Survey by 2025 above 4.0 (out of 5).	In progress	Next National Staff survey due 2023.
Improve the overall average rating on the National Student Opinion Survey for Year 5 and 6 to be at least 4.0 (out of 5).	In progress	Next National Student survey due 2023.

Summary of achievement in 2022 towards Business Plan 2022-2025 strategies (What you will see).

Note: 'Achieved' means implemented in that year but may be ongoing over multiple years.

What you will see	Status
Focus -Student Achievement and Progress	
Student achievement and progress aligns with contextually similar schools	
More targeted approach to teaching Reading Comprehension skills in Year 3 to 6.	In progress
More targeted strategies to teaching Spelling skills in the context of editing (identifying mistakes and correcting them) in Years 3 to 6.	Not implemented yet
More targeted strategies to teaching and developing Grammar and Punctuation skills from PP to Year 6.	Not implemented yet
Develop and implement more teaching strategies to promote vocabulary development in students in Years 1 to 6.	Not implemented yet
Continue to intervene and run intervention programs so students in Kindergarten and Pre-primary can reach established milestones in oral language development.	Achieved
Levels of student achievement and progress align with grade allocation	
More opportunities created for grade and student work sample moderation within the school, across schools or online.	In progress
Develop and implement a whole school criterion for reporting on Attitude, Behaviour and Effort semester student report ratings.	Not implemented yet
Implement Brightpath assessments in Writing, Maths, Science and other learning areas when available so across-WA comparisons can be made.	In progress
Focus – Learning Environment	
The learning environment is safe, caring, inclusive and culturally responsive	
A review of the School Wide Positive Behaviour Support (PBS) student matrix of expected behaviours.	Not implemented yet
Thinking Learning dispositions created and taught tied into "Open to Learning" and "Build Resilience" areas of our behaviour matrix.	Not implemented yet
Review of whole school managing student behaviour process/policy.	Not implemented yet
The continuation of raising cultural awareness of Aboriginal culture and others through various projects and special days/events.	In progress
Further development/revamp of our Japanese garden tied to our LOTE program.	Not implemented yet
Student behaviour, attendance and engagement strategies enhance student learning	
A whole school PASLET Coordinator continue to be appointed with time allocated.	Achieved
The continuation of the school community 'PASLET' Committee and implementation across the whole school of Aussie Optimism and YCDI – social and emotional leaning for students.	Achieved
A tailored health curriculum delivered to address identified student's social and emotional needs.	Achieved
Expected behaviours taught explicitly at Block Musters, in the classroom and Behaviour Boost sessions.	Achieved
The implementation of PBS Tier 2 strategies and interventions to assist students.	In progress

The annual review of expected behaviour acknowledgements to ensure they are appropriate and engaging.	Achieved
Plans and strategies put in place to promote regular student attendance (above 90%).	In progress
The physical environment adds value to the student's learning experience	
Installation of QR codes around the school and establishment of the nature trail pathway project linking outdoor classroom and bush environment around oval. Integrated with STEM projects and the Design and Technology learning area.	In progress
Further installation of modern classroom furniture in common student areas and spaces that get used for intervention/group work.	In progress
The regular maintenance and updating of playground equipment, nature play areas and grounds development.	Achieved
The kitchen and bush tucker garden is well maintained through student, staff and community input to facilitate the Stephanie Alexander Kitchen Garden cooking program.	In progress
Investigate and create opportunities for Junior primary students to have a voice and have input into their learning and/or play space environment.	Not implemented yet
Explore opportunities for a sustainable approach	In progress

Focus – Teacher Quality

Implement whole school evidence-based approaches	
Revisit the common agreement with staff of how learning works based on the belief that all students can learn as well as what good teaching practice involves.	Not implemented yet
We continue to revise, review and implement whole school teaching practices informed by contemporary research and pedagogical ideas.	In progress
We continue to build staff capacity and reinforce the use of a common lesson design across all classes and learning areas. This includes clear learning intentions and success criteria are articulated to students.	In progress
All teachers will have a strong and explicit approach to teaching literacy and numeracy.	Achieved
Talk for Writing, hands on Maths approach and visible learning strategies embedded across all classes.	Achieved
Effective feedback given to students and learning is deliberate and visible for all students.	In progress
Staff collaborate to plan for, act on, and assess student learning Analysis of systemic and school-based data informs teaching plans	
Opportunities provided for collaborative planning, moderation and assessment of student learning.	Achieved
We continue to refine the Whole School Data Collection Schedule to provide data to drive whole school, year level and classroom planning and target setting.	Achieved
We continue to upskill staff with training to analyse, use and interpret school and individual student data to drive student progress and achievement.	Achieved
Teaching practices align to content outlined in the WA Curriculum	
The revised WA Curriculum is revisited and implemented when available	Not implemented yet

Professional learning opportunities and sharing between staff in the planning and implementing learning activities that integrate the WA Curriculum across a number of learning areas in particular STEM, Digital Technologies and the General Capabilities.	In progress
Teachers actively creating opportunities to deliver the WA Curriculum is a more integrated and creative way.	Achieved
Professional learning opportunities/mentoring for staff to deliver the WA Curriculum in a more integrated and creative way.	Achieved
Differentiated teaching exists to cater for the learning needs of students	
The curriculum differentiated to cater for all students.	Achieved
Teachers making adjustments in curriculum, instruction, environment and assessment to cater for student's learning needs.	Achieved
Professional learning builds staff capability	
Staff knowledge continue to be increased on student's learning difficulties and disabilities in order to adapt teaching instruction and learning environment to cater for students at educational risk	Achieved
A professional learning culture is pervasive through school development days, staff meetings and collaborative meetings.	Achieved
Block leaders and Senior teachers support colleagues in curriculum implementation.	Achieved
Staff knowledge and application kept up to date for the delivery of online learning.	Achieved
Students at educational Risk are identified, given appropriate intervention/ extension strategies and monitored for improvement.	
Continue to use a system for tracking individual student progress through a school wide database system of data collection.	Achieved
The seeking out of activities, challenges and competitions to motivate, engage and extend students. These may include STEM clubs, Sporting clinics, Marine studies and online spelling competitions.	Achieved
The continuation of identifying students at risk and implement interventions using the Response to Intervention (RTI) model.	Achieved

Focus – Relationships and Partnerships

Strengthen relationships between staff, students and parents to create shared understanding of individual student achievement and progress	
Teachers communicating with parents professionally about academic progress, achievement and social emotional needs.	Achieved
Parent teacher conferences scheduled twice per year and more often on request or if students are at risk.	Achieved
Parents and community members continue to volunteer to assist in classrooms, mentoring, on excursions and programs such as Marine Studies and Stephanie Alexander Kitchen Garden.	Achieved
Whole school assemblies and school community events re-established in full once global pandemic allows.	Achieved
Clear communications are evident, both within the school and with key stakeholders	
Development of a school Public Relations committee	Not implemented yet
High quality, timely communication to parents through a range of media including school Enews, website, Facebook page, Connect and Seesaw.	Achieved

Maintain a constant focus on showcasing student learning across all learning areas in weekly newsletter and newspaper articles	Achieved
Investigate and implement if recommended, an app based communication tool to parents. This would include electronic permission forms, payments, schedule of upcoming events.	Not implemented yet
Parent and carer satisfaction feedback is sought and acted on	
Clear process articulated to parents when reporting an issue or complaint so that parents are informed at each step of the process and the outcome.	Achieved
The School Board fulfils its role in supporting school governance	
Links will be strengthened between the School Board and the P&C through regular reports to the P&C on the outcomes of the School Board meetings.	Achieved
The School Board will actively recruit community members to the Board to enhance the focus areas or programs of the school utilising the expertise of the local community. This will also include utilising their expertise for projects, grounds improvement, guest speakers and being on school committees.	Achieved
The School Board will actively suggest improvement ideas to enhance the schools facilities or programs.	Achieved
School Board actively communicates its role and achievements to parents on a regular basis.	In progress
Community partnerships are sustainable	
The P&C is actively supported and promoted by the school through Enews, website, assemblies and other communications.	Achieved
The school will maintain a variety of community partnerships such as Stephanie Alexander Kitchen Garden, Children's University, EdConnect Australia, Story Dogs, Creative Schools, Early Learning languages Australia programs.	Achieved
Awareness and respect of Aboriginal Culture will be strengthened through specific projects with Aboriginal Elders to increase cultural awareness in our students.	In progress

Focus - Leadership

School vision/ priorities and direction align with the Department's expectations	
Staff Professional Learning on local Aboriginal history, culture, language so teachers can incorporate/embed into teaching and learning programs.	Not implemented yet
The Staff Behaviour expectations will be reviewed and updated with input from staff to reflect the current staffing profile.	Not implemented yet
Strategic and operational planning guides classroom practice and is aligned to the School Curriculum and Standards Authority (SCSA) expectations	
Staff PL on critical and creative thinking skills to develop in our students.	Not implemented yet
Implement Critical and Creative Thinking Teaching scope and sequence and development of Critical and Creative Thinking learning dispositions linked to our PBS Expected Behaviour matrix.	Not implemented yet
Opportunities created to moderate work samples and grades within and across schools.	In progress
Leaders provide guidance and instructional support to staff	
Provide classes with same year levels as priority for common DOTT.	Achieved

PLG meetings to be prioritised to have 2 (out of the 5 staff mtgs) per term with more of a focus on individual student achievement and progress.	Achieved
Opportunities provided for the leadership team and Senior teachers to conduct walk throughs to provide effective feedback to teachers.	Not implemented yet

Staff are provided with opportunities to lead

Implement a more defined role of Senior Teachers on staff including the development of a LGPS role statement with Snr teachers using EBA guidelines as a basis. Establish a process for Senior teachers to choose the area they wish to be involved in.	Achieved
Block leaders chosen each year based on defined role statement and transparent process. This will provide more opportunities for staff to lead.	Achieved

Students are provided with opportunities to lead

Students are provided with leadership opportunities through the Student Leader group, Faction leaders, STEM/ICT, Sport and daily responsibilities/ roles.	Achieved
Student leaders are developed with professional learning, coaching and weekly meetings.	Achieved
Student opinion and improvement ideas are sought and acted upon.	In progress

Professional review provides performance feedback for staff

Performance management and development of documentation and procedures reviewed in line with Labour Relations good practice guidelines.	Not implemented yet
More regular walk throughs by Admin or leadership team in classes and informal/formal feedback to staff especially focusing on visible learning strategies.	Not implemented yet

Focus – Use or Resources

Financial management complies with the expectations of the Funding Agreement for Schools.

Regular or Yearly staff PL on Financial management skills to ensure sound budget management in line with current policy requirements.	Achieved
Finance Committee meeting minutes tabled at each Board meeting.	Achieved
School Board informed of budget variations. Informed of changes in budget or spending in planned or unforeseen changes.	Achieved
School Board informed of unspent money at end of year and why? Eg. Did not achieve 96% spend and why?	Achieved
School Board given updated Reserve account plans each year.	In progress

Resource allocation decision making is evidence-based, targeted to student's needs and supports school planning

Cost Centre Submission documentation that is aligned to school programs and the purchase of these resources.	Achieved
More direct links between staff casual relief areas linked to specific student funding.	In progress
More transparent links between cost centre accounts to focus areas or business plan areas or targets.	Achieved

Use of Student Characteristics and Targeted Initiative funding assists student learning

More transparent detail, discussion and minuting at Finance Committee Meetings of how specific student characteristic funding is allocated.	Achieved
Investigate Early years' student funding PP to Year 3 to ensure it has all been allocated to appropriate staffing, programs or resources.	In progress

Workforce planning and management practices align with student needs

The Workforce plan will be updated annually with short and long term goals and risk management processes.	In progress
All reserve accounts will have current plans of what the school is saving up for or to replace.	In progress

Integrated Focus – Build Student's 21st Century Skills

Plan deliberate opportunities across the curriculum in innovation, creativity and entrepreneurial skills, building on student's STEM competencies.

Deliberate opportunities created for the integration of STEM activities across the curriculum.	Achieved
Learning Continuum created and implemented in Critical and Creative Thinking K-6.	Not implemented yet
Thinking Learning Dispositions created and taught across the school based on the six coloured thinking caps.	Not implemented yet
Class projects that solve problems using future focused learning principles.	In progress
Marine Studies program with a deliberate focus on 21st Century skills.	Achieved
Sustainability practices and the Stephanie Alexander Kitchen Garden program with students with a deliberate focus on 21st Century skills and integration across learning areas of the curriculum.	Achieved
Opportunities for students to be extended in STEM and Digital technologies including across schools or online challenges.	In progress

Target skills in digital technologies in the primary years to prepare for future needs.

Whole school scope and sequence for learning with Digital Devices (e.g. Beebots, little bits, osmos etc.) from K-6 published and embedded.	Achieved
The explicit teaching of ICT skills and test techniques to undertake assessments online.	In progress

Build staff capacity in the use of innovative technologies.

Professional learning opportunities for staff in the use of technologies and new technologies to enhance their teaching.	Achieved
Maintained and enhanced infrastructure (hardware, software and technical support) to embed ICT implementation in the classroom.	Achieved
Maintained and up to date resources for ICT and STEM.	Achieved

Build staff capacity in teaching and integrating STEM and fostering creativity

Professional learning opportunities for staff in the planning and implementation of STEM projects and skills into existing curriculum learning areas using an integrated approach.	Achieved
Provide professional learning opportunities for staff in ways to teach thinking skills based on the General Capability - Critical and Creative Thinking.	In progress

WHERE TO FROM HERE IN 2023?

Specific improvement strategies to address the following will be implemented (along with strategies that are already in progress):

Student Achievement and Progress:
- More targeted strategies to teaching Spelling skills in the context of editing (identifying mistakes and correcting them) in Years 3 to 6.
- More targeted strategies to teaching and developing Grammar and Punctuation skills from PP to Year 6.
- Develop and implement more teaching strategies to promote vocabulary development in students in Years 1 to 6.

Learning Environment:
- A review of the School Wide Positive Behaviour Support (PBS) student matrix of expected behaviours.
- Thinking Learning dispositions created and taught tied into "Open to Learning" and "Build Resilience" areas of our behaviour matrix.
- Investigate and create opportunities for Junior primary students to have a voice and have input into their learning and/or play space environment.

Teacher Quality:
- Opportunities provided for collaborative planning, moderation and assessment of student learning.
- Teachers actively creating opportunities to deliver the WA Curriculum is a more integrated and creative way.
- Professional learning opportunities/mentoring for staff to deliver the WA Curriculum in a more integrated and creative way.
- The continuation of identifying students at risk and implement interventions using the Response to Intervention (RTI) model.
- Staff knowledge continue to be increased on student's learning difficulties and disabilities in order to adapt teaching instruction and learning environment to cater for students at educational risk.

Use of Resources:
- The Workforce plan will be updated annually with short and long term goals and risk management processes.
- All reserve accounts will have current plans of what the school is saving up for or to replace.
- Investigate Early years' student funding PP to Year 3 to ensure it has all been allocated to appropriate staffing, programs or resources.

Leadership:
- Staff Professional Learning on local Aboriginal history, culture, language so teachers can incorporate/embed into teaching and learning programs.
- The Staff Behaviour expectations will be reviewed and updated with input from staff to reflect the current staffing profile.
- Staff PL on critical and creative thinking skills to develop in our students.
- Implement Critical and Creative Thinking Teaching scope and sequence and development of Critical and Creative Thinking learning dispositions linked to our PBS Expected Behaviour matrix.
- Opportunities provided for the leadership team and Senior teachers to conduct walk throughs to provide effective feedback to teachers.

- Performance management and development of documentation and procedures reviewed in line with Labour Relations good practice guidelines.
- More regular walk throughs by Admin or leadership team in classes and informal/formal feedback to staff especially focusing on visible learning strategies.
- Student opinion and improvement ideas are sought and acted upon.

Relationships and Partnerships:
- Investigate and implement if recommended, an app based communication tool to parents. This would include electronic permission forms, payments, schedule of upcoming events.
- Links will be strengthened between the School Board and the P&C through regular reports to the P&C on the outcomes of the School Board meetings.
- School Board actively communicates its role and achievements to parents on a regular basis.
- Awareness and respect of Aboriginal Culture will be strengthened through specific projects with Aboriginal Elders to increase cultural awareness in our students.

Build Student's 21st Century Skills:
- Learning Continuum created and implemented in Critical and Creative Thinking K-6.
- Thinking Learning Dispositions created and taught across the school based on the six coloured thinking caps or the five Creative Schools learning habits.