

School Report 2023

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 the 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 2023



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 2023.

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 (Enews) and our website—<http://www.littlegroveps.wa.edu.au/>

This year is the second year of our 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. We are looking forward to being reviewed in 2024 as confirmation of our amazing school and what we achieve each year for our students.

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 8 classes K—6 for its 198 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 2 to 26 years.

Currently we have staff working in the specialist areas of Physical Education, LOTE, 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 2023:

Julie De Jong	Chairperson/parent rep
Travis Demeza	Parent rep
Mark Forest	Parent rep
Danielle Killey	Parent rep
Pat Williams	Community member
Brad Ward	Community member

Darryn Martin	Principal
Mandy Bootsma	Minute taker
Jo Knight	Staff rep
Rebecca Pritchard	Staff rep

Workforce composition

Staff Numbers 2023	Number	FTE
Administration Staff		
Principal	1	1.0
Associate Principal	1	1.0
Teaching Staff		
Teachers	17	11.4
Allied Professionals		
Clerical / Administrative	3	2.4
Gardening / ICT	3	1.0
Other Allied Professionals	10	6.8
Total	35	23.6

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 and school board, and special projects associated with school or system priorities.

Allied Professionals (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 2023 school year as well as 5 hours per term. Added to this, many staff attend professional learning during the term in alignment to our focus and curriculum areas.



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 2023 were as follows:

Area	Semester 1 2023	Semester 2 2023
Attendance rate	90.2%	89.2%
Regular attendance (attending 90% or higher)	59.4%	56.5%
Unauthorised absences	22.6%	31%
Authorised absences	77.4%	69%

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

After several years of attendance being impacted by COVID, there is a need for a refreshed focus on this critical area of schooling. Like all other schools through the country and indeed worldwide, the impacts of COVID (both direct and indirect) continue to reverberate on community culture around school attendance at Little Grove.

School attendance is a fundamental requirement in achieving success, both academically and in students' wellbeing (including in their resilience). We aim to address attendance at Little Grove through a range of strategies.

TARGETS 2024
1. Student regular attendance will be at 80% by the end of 2024
2. The percentage of students taking unauthorised vacations will be below 20%

Strategies:

- Promotion of regular attendance through ENews, assemblies and incidental parent communications
- Semester raffle for students with attendance 90% or over (regular) in both Junior and Senior Blocks
- Semester certificate acknowledging class with highest attendance rate
- Classroom teachers monitor attendance on SIS and alert Associate Principal at 3 consecutive unexplained absences for a welfare check/follow-up
- Associate Principal to engage in fortnightly attendance monitoring and identify students under 80% to check for improvement or engage in Attendance Planning with family (twice termly monitoring of Aboriginal students who will have a threshold of 90%)
- Associate Principal to case manage students with severely at risk attendance
- Letters sent home by Associate Principal for students with impacted attendance due to vacations (below regular)
- Promotion of importance of regular attendance in ENews and of seeking a meeting with the Principal when intending to take vacation during term time.

Student Achievement and Progress

Naplan 2023 Summary and Analysis

In 2023 changes to NAPLAN were introduced:

- the test administration period was brought forward to Term 1
- a new data time series commenced, noting that NAPLAN results reported on the new scales will not be comparable with results from 2008-2022
- the new reporting has 4 levels of proficiency for each year level (Exceeding, Strong, Developing and Needs Additional Support), replacing the previous 10-band structure.

Student achievement in NAPLAN is now reported using proficiency standards for each assessment area at each year level. The standards are set at a challenging but reasonable expectation of what students know and can do at the time of testing. There are 4 proficiency levels:

- **Exceeding:** the student's result exceeds expectations at the time of testing.
- **Strong:** the student's result meets challenging but reasonable expectations at the time of testing.
- **Developing:** the student's result indicates that they are working towards expectations at the time of testing.
- **Needs additional support:** the student's result indicates that they are not achieving the learning outcomes that are expected at the time of testing. They are likely to need additional support to progress satisfactorily.

There is no national minimum standard from 2023 and student progress data will not be available until 2025.

Year 3 -23 students. 23 students tested

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

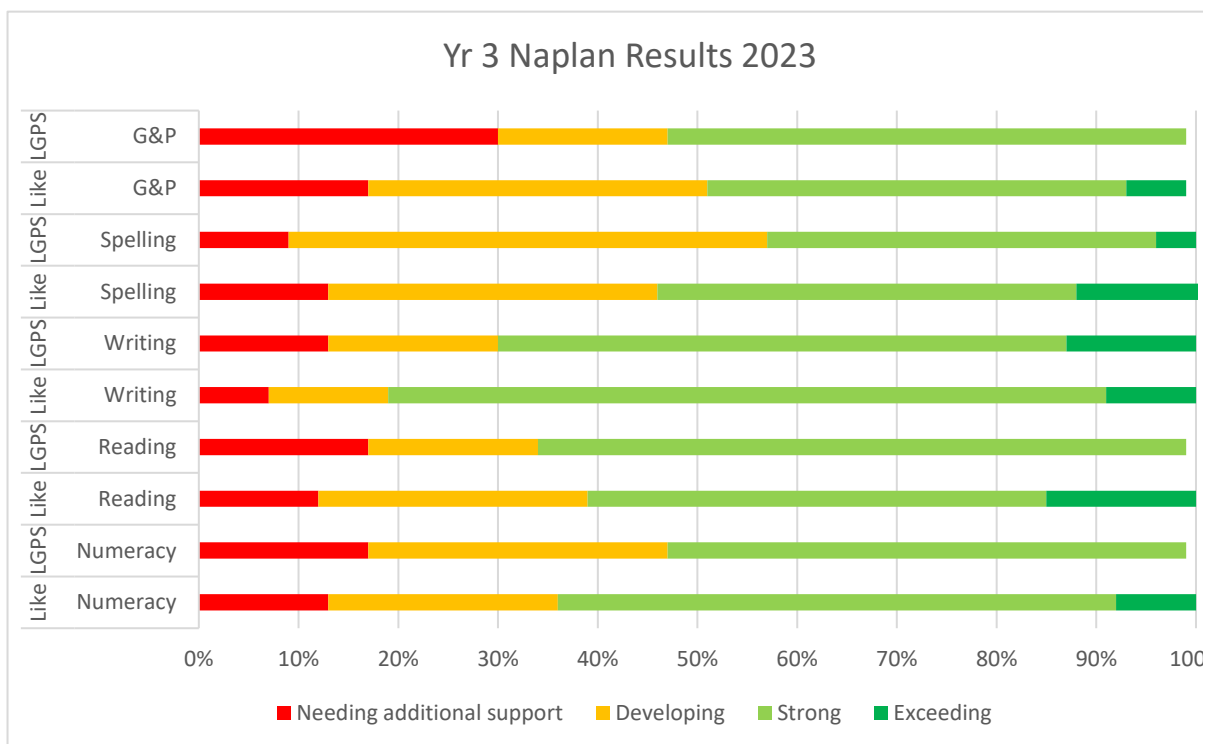
	LGPS Mean	National Mean	Like Schools
Numeracy	377 -19	406	396
Reading	371 -18	404	389
Spelling	376 -14	404	390
Grammar and Punctuation	359 -34	409	393
Writing	409 -3	417	412

NAPLAN Comparative Performance for Year 3

Year 3	Performance	Students
	2023	2023
Numeracy	-1.2	23
Reading	-0.9	23
Writing	-0.0	23
Spelling	-0.8	23
Grammar & Punctuation	-1.4	23



1	Above Expected - more than one standard deviation above the predicted school
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6



Year 3 students performed below like schools in all areas but particularly in Numeracy and Grammar/Punctuation. However, the positives were that we had more students achieve the proficiency standard (in Strong or Exceeding band) than like schools in Grammar/Punctuation and Reading. We also had more students achieve the top band of 'Exceeding' in Writing compared to like schools.

All Year 3 students that achieved 'Needing additional support' are receiving Literacy and/or Numeracy targeted intervention.

Year 5

21-22 students tested.

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

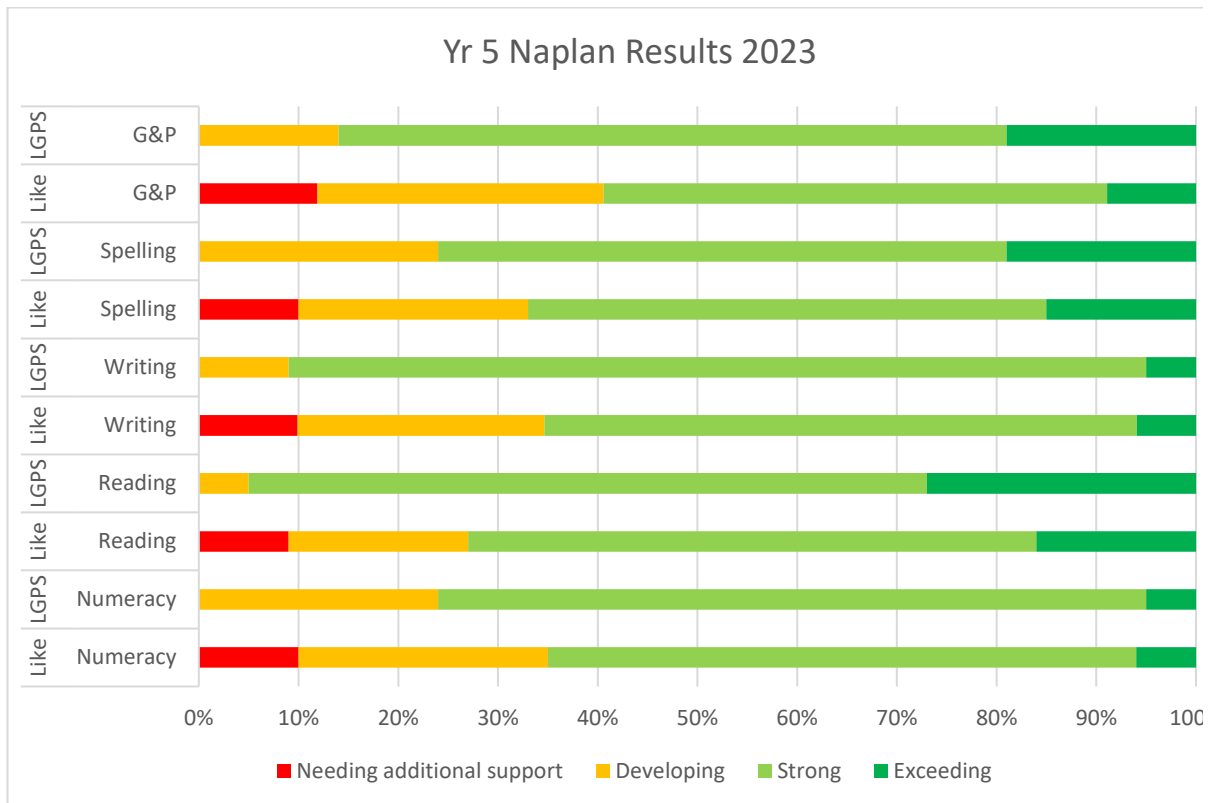
	LGPS Mean	National Mean	Like Schools
Numeracy	501 +26	488	475
Reading	518 +36	496	482
Spelling	491 +14	490	477
Grammar and Punctuation	530 +46	496	484
Writing	505 +35	483	470

NAPLAN Comparative Performance for Year 5

Year 5	Performance	Students
	2023	2023
Numeracy	0.9	21
Reading	1.5	22
Writing	1.1	22
Spelling	0.2	21
Grammar & Punctuation	1.5	21



1	Above Expected - more than one standard deviation above the predicted school
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

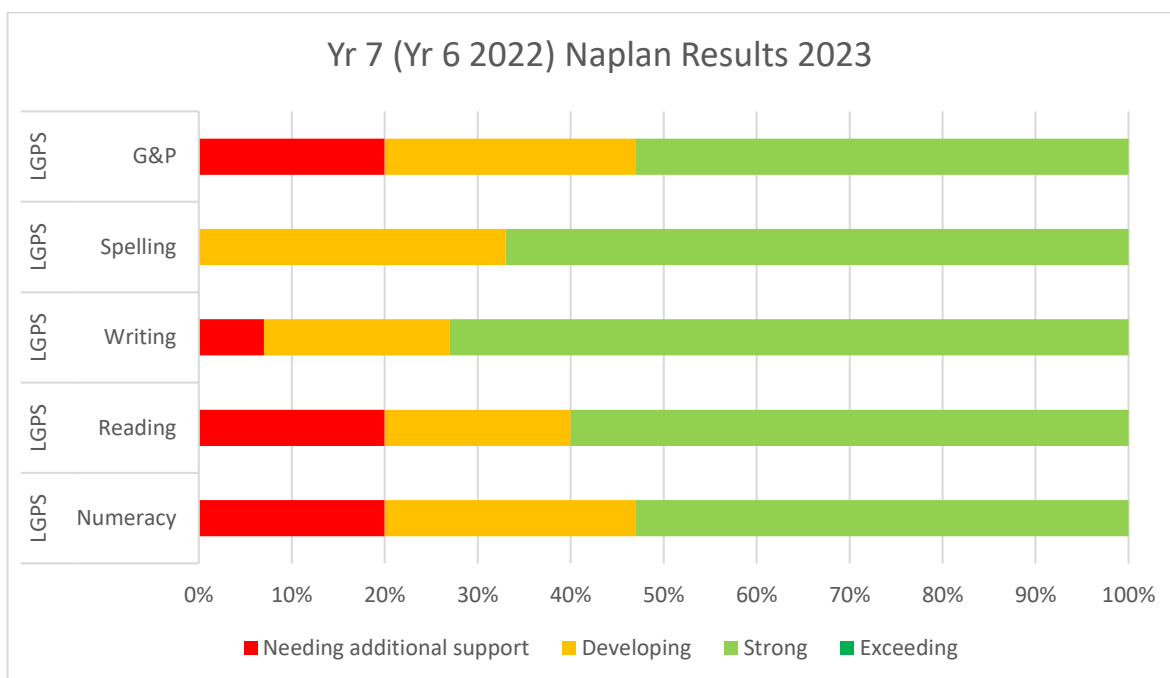


Year 5 students did very well in all areas tested compared to like schools. No students achieved 'needing additional support'. More students achieved the proficiency standard (in Strong or Exceeding band) than like schools in all five areas tested. Also we had more students achieve the top band of 'Exceeding' in Grammar/Punctuation, Spelling and Reading.

Year 7 (Yr 6 in 2022) 15 students tested in Government Schools.

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

	LGPS Mean	National Mean
Numeracy	503 -35	538
Reading	503 -33	536
Spelling	522 -17	539
Grammar and Punctuation	505 -34	539
Writing	525 -9	534



Year 7 students performed below like schools in all areas. However, the comparison to Like schools in each of the four proficiency bands was not available. The positives were that no students achieved 'needing additional support' in Spelling. Also, over 70% achieved the proficiency standard in Writing and 67% in Spelling. Also, only 15 students were tested making these results very unreliable for comparisons.

For other test results, please see 'Summary of Achievement in 2023 against Business Plan targets' – further in this document.

Post School Destination

Year 6 Graduating Student Destinations

North Albany Senior High School	13 students
Albany Senior High School	1 students
Other	3 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 2023, 39 families responded out of 135 families. 90% agreed or strongly agreed they were satisfied with the overall standard of education achieved at this school. An additional 8% neither agreed or disagreed with this statement and 1 parent disagreed with this statement. 94% agreed or strongly agreed they would recommend this school to others.

Parents commented:

- *Friendly experienced staff.*
- *Teachers are approachable and highly competent.*
- *Little Grove has exceptional teaching staff. They are truly outstanding and always go above and beyond.*
- *I can see that my children have a strong sense of belonging at Little Grove. The schools' grounds are always well maintained, they have made some lovely friendships and their learning is well supported.*
- *The school fosters inclusiveness and kindness amongst students and has generated a community feel amongst the school families.*
- *It feels like a very safe, friendly, happy school. I feel very comfortable sending my child to Little Grove.*
- *The high expectation of student's behaviour and the push for students to "be their best" are great attributes to instil in young people and this school does it well.*



Thirty four students responded to the survey. 70% agreed or strongly agreed they like being at their school. Seven students neither agreed or disagreed and another 3 students disagreed with this statement. 82% agreed or strongly agreed that their teachers are good teachers.

Eleven 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 2025.



School Funding

ONE LINE BUDGET - Dec 2023 (Verified Nov Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	105,741	105,741
Carry Forward (Salary):	140,348	140,348
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	2,609,757	2,609,757
Locally Raised Funds:	99,415	82,073
Total Funds:	2,955,261	2,937,919
EXPENDITURE		
Salaries:	2,478,349	2,478,349
Goods and Services (Cash):	366,161	323,709
Total Expenditure:	2,844,510	2,802,057
VARIANCE:	110,752	135,862
EXPENDITURE - Dec 2023 (Verified Nov Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	2,224,977	2,224,977
New Appointments	0	0
Casual Payments	253,360	253,360
Other Salary Expenditure	12	12
Total Funds:	2,478,349	2,478,349
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	12,500	11,702
Lease Payments	5,500	3,201
Utilities, Facilities and Maintenance	84,175	75,717
Buildings, Property and Equipment	92,186	92,232
Curriculum and Student Services	132,313	113,884
Professional Development	18,150	19,866
Transfer to Reserve	10,837	0
Other Expenditure	2,500	2,505
Payment to CO, Regional Office and Other schools	8,000	4,602
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	366,161	323,709
TOTAL	2,844,510	2,802,058

INCOME - Dec 2023 (Verified Nov Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	105,741	105,741
Carry Forward (Salary)	140,348	140,348
STUDENT-CENTRED FUNDING		
Per Student	1,642,913	1,642,913
School and Student Characteristics	768,864	768,864
Disability Adjustments	104,470	104,470
Targeted Initiatives	85,881	85,881
Operational Response Allocation	276	276
Total Funds:	2,602,404	2,602,404
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	7,353	7,353
Transition Adjustment	0	0
School Transfers – Salary	(156,789)	(156,789)
School Transfers - Cash	156,789	156,789
Department Adjustments	0	0
Total Funds:	7,353	7,353
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	9,792	9,912
Charges and Fees	23,468	28,519
Fees from Facilities Hire	0	250
Fundraising/Donations/Sponsorships	6,358	7,171
Commonwealth Govt Revenues	8,190	8,190
Other State Govt/Local Govt Revenues	2,750	3,372
Revenue from CO, Regional Office and Other scho	3,182	3,182
Other Revenues	2,675	3,477
Transfer from Reserve or DGR	43,000	18,000
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	99,415	82,073
TOTAL	2,955,261	2,937,919

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 20% of our enrolments, we have implemented the following strategies:

1. Employed additional education assistants (EAs) to run special intervention programs, implement education plans and assist individual and groups of targeted students. This included EAs and a specialist teacher employed to deliver Maths Mastery, Spelling Mastery and Decodable Reading strategies. These programs explicitly teach and revise core curriculum skills using evidence-based practices.
2. Employed a classroom teacher for one day per week to support development of learning programs for our students requiring extensive classroom adjustments.
3. Employed a school chaplain to provide additional pastoral care and to deliver small-group wellbeing interventions to students in need.
4. Employed additional teaching staff to run special intervention programs and assist targeted students. These staff assisted 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 2 days per week so the Associate Principal can coordinate the Students at Educational Risk program. This includes liaison with our School Psychologist, outside agencies and health care professionals, coordination of case conferences and assistance to teachers to implement individual and group education plans.
6. Implemented 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. The AP initiated 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 (3% of our enrolments) however it is used to implement the same strategies 1 to 5 as above. It was also used to facilitate more inclusive practices and recognition of 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 starting pg 19.

WHERE TO FROM HERE IN 2024?

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

Student Achievement and Progress:

- Update LGPS Scope and Sequence comprehension document and audit the teacher resources for each strategy. Senior Block classes use Reading Xpress and Literacy Planet online Comprehension resources.
- Continued more targeted strategies to teaching Spelling skills in the context of editing (identifying mistakes and correcting them) in Years 3 to 6 using Sound waves and Editing senior block student placemat.
- Continued more targeted strategies to teaching and developing Grammar and Punctuation skills from PP to Year 6 using Literacy Planet and Reading Eggs/Xpress resources. Senior classes to use Flocabulary if available.
- Continued development and implement more teaching strategies to promote vocabulary development in students in Years 1 to 6 using Literacy Planet resources and class word walls. Snr Block Classes to implement activities especially to extend vocab in students utilising Sound Waves resources. Eg. Word origins, etymology. School participates in Spelling Bee online and other interschool spelling competitions.
- Continued early identification/intervention with referrals to outside agencies. Use of Phase 1 Letters and Sounds strategies and Kindergarten screening tool. Support EAs to deliver oral language strategies as recommended by speech pathologists.
- Introduction of FLI (Florida Literacy intervention) and Bond Blocks as evidence based literacy and numeracy interventions.

Learning Environment:

- Implement new yr1-6 student expected behaviour matrix. Explicitly teach new or modified behaviours at weekly musters.
- What it looks like and sounds like for selected behaviours developed for learning dispositions. Create videos of selected behaviours utilising staff and students.
- Continue to Review whole school managing student behaviour process/policy. Publish and induct staff on revised policy. Publish to parents on website and update parent flyer as necessary. Review and enhance the requirements of the Good Standing Policy.
- Publish and promote video/QR links on dual named building signs. Weekly Noongar word of the week continued over PA announcements. Reconciliation Action Plan developed by committee. Teaching resources and dual names resources given to teachers. NAIDOC week activities planned for Term 2. Rainbow seats installed with Noongar colour names in playground or School mural based around 'Whale's Heart' – using PALS grant if successful.
- Consult students/staff/community on future of Japanese garden now we teach AUSLAN. Compile list of alternative uses for that area.
- Block musters maintained with a focus on behaviours of concern that are identified through data snapshots. Behaviour boost sessions continued. Referral paperwork or process for BB sessions to be streamlined.
- Tier 2 Anxiety intervention group selected and implemented.
- Implement modified GG badge reward (Little Legends) each term for exemplary behaviour.
- QR code and bollard installed for possum boxes on nature Trail and 2023 tree planting. Another class project installed in Nature Trail for 2024.
- Maintain and improve/replant bush tucker garden including website links/info updated on sign.

- Each teacher to seek student feedback on teaching and learning in Term 1 and again in Term 3.

Teacher Quality:

- Staff to become familiar with changes to WA Curriculum in English and Health/Phy Ed learning areas in 2024. Mandatory Anti-vaping curriculum content to be taught by year 5 and 6 teachers.
- Kindergarten teacher to embed new Early Years Learning Framework V2.0 and updated WA Kindergarten Curriculum Guidelines
- Continued staff professional learning in the planning and integration of STEM, Digital Technologies and the General Capabilities.
- Revisit Review lesson stage and create repertoire of strategies for teachers to use also linked to Trauma Informed Practice strategies.
- Continue to engage and use DOE Teaching for Impact (TFI) Strategy tailored to identified needs of the staff. Create road map of actions going forward.
- Opportunities provided for collaborative planning, moderation and assessment of student learning.
- The continuation of identifying students at risk and implement specific interventions using the Response to Intervention (RTI) and Multi-tiered Student Support (MTSS) model.

Use of Resources:

- The Workforce plan will be updated annually with short and long term goals and risk management processes.
- Combine all reserve accounts and ensure the plan is updated with what the school is saving up for or to replace.
- Findings of 2023 Financial Compliance audit tabled at relevant staff/committee meetings and actioned.

Leadership:

- Staff complete new Professional Learning on Cultural awareness and OSH requirements on Ikon.
- Opportunities provided for the leadership team and Senior teachers to conduct walk throughs to provide effective feedback to teachers.
- PASLET Committee to create what it looks like and sounds like for selected student matrix behaviours developed for learning dispositions. Create videos of selected behaviours utilising staff and students.
- Continue classroom walkthroughs by Admin. Senior teachers invited to join process in 2024. Observations sheet to be revised with staff and block leaders in Term 1. Peer Observation Opportunities timetable created and to facilitate timeslots for peer observations.
- More moderation of student work created with the use of common assessment tasks using Brightpath each semester. Across school moderation or sharing of best practice opportunity at the Primary Network SD Day in Term 3.
- Student opinion and improvement ideas are sought and acted upon using the student suggestion box and student surveys.

Relationships and Partnerships:

- Implement Compass, an app based communication tool to parents (if scheduled for rollout to our school in 2024). This would include electronic permission forms, payments, schedule of upcoming events.
- Continued classroom/learning focus to parents in each Enews including all classes, Art, Music, AUSLAN and Phys Ed. Utilise Compass for this area when available.










- Continued 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.
- Continued School Board actively communicates its role and achievements to parents on a regular termly basis.
- Awareness and respect of Aboriginal Culture will be strengthened through specific projects to increase cultural awareness in our students.





Build Student's 21st Century Skills:








- Implement ELSA program STEM trial in Kindergarten and Pre-primary classes.
- LGPS scope and sequence docs updated in light of feedback at 2023 STEM Conference. Selected Staff meetings and School development days used to upskill staff on digital technology, AI, as per revised scope and sequence/LGPS device list.
- STEM resources topped up and rehoused in Science Room. Charging station for snr Block ipads installed. PA system and speakers upgraded. U/C area Projector, new speakers and drop down screen installed. Automatic school siren explored and implemented as necessary.
- Skills for online testing created or sourced and given to staff. Practice NAPLAN Online sessions given to Year 3 and 5 students in Term 1. New vocabulary list created linking NAPLAN/PAT words and their meaning or other words commonly used in classes.

Summary of achievement in 2023 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		
To achieve parity or exceed like school mean NAPLAN scores in all areas of NAPLAN by 2025.		2023 Results: Not achieved for Year 3. If students with a diagnosed or imputed disability were excluded from the results – achieved. Achieved for Year 5.
To achieve within one standard deviation of our expected performance in all areas of NAPLAN by 2025.		Achieved for Year 5 - 2023. Achieved in 3 out of 5 areas for Year 3 – 2023.
Re-establish a level or upward trend over time in NAPLAN relative assessment for Year 5 Reading, Spelling and Grammar and Punctuation by 2025.		N/A due to changes in Naplan from 2023. Need to wait to 2025 testing results.
Yearly average scaled score for PAT Reading and PAT Numeracy will increase for Years 4 to 6 by 2025.		2023 Results: PAT Reading – 134.8 (130.5 in 2022) PAT Maths – 128.7 (124.8 in 2022)
Continue to meet all seven National Quality Standards in Early Childhood education in 2022 to 2025		In 2023. Achieved 7 out of 7 standards.
Yearly targets		
Students reaching benchmark reading levels by the end of the year from Year 1 to Year 3.		Year 1 target – 62% achieved base target but not aspirational target. Year 2 target – 80% achieved base target but not aspirational target. Year 3 target – 79 % 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.		Kindy target – 89% achieved base target but not the aspirational target of 100%. PP target – 96% achieved base and aspirational target of 93%. Year 1 target – 70% achieved base but not aspirational target of 86%. Year 2 target – 96% achieved base and aspirational target. Year 3 target – 79% achieved base target but not aspirational target of 87%.
Students being able to read and spell high frequency words from Pre-primary to Year 1.	 	Reading PP target – 93% achieved base and aspirational target of 93%. Year 1 target – 77% achieved base but not aspirational target of 89%. Spelling PP target – 90% achieved base but not aspirational target of 93%.





















Target	Status	Comment
		Year 1 target – 85% achieved base and aspirational target.
Year 2 to 6 students spelling age compared to their chronological age.		<p>Year 2 target – 81%, achieved base target.</p> <p>Year 3 target – 55%, achieved base target of 25% but not aspirational target of 75%. 80% achieved Stanine 4-7 (average to above average) in PAT Spelling.</p> <p>Year 4 target – 77%, achieved base and aspirational target of 73%.</p> <p>Year 5 target – 73%, achieved base target of 52% but not aspirational target of 78%. 100% achieved Stanine 4-7 (average to above average) in PAT Spelling.</p> <p>Year 6 target – 93%, achieved aspirational target of 87%</p>
Increasing the percentage of students correctly answering inferential and evaluative comprehension questions in Reading Comprehension assessments in Years 3 to 6 students.		<p>Average Scaled score in PAT Reading increased from 126.7 in 2022 to 130.85 in 2023.</p> <p>Year 3 target – 63%, achieved base target of 62%.</p> <p>Year 4 target – 100%, achieved base of 68% and aspirational target of 84%.</p> <p>Year 5 target – 61%, achieved base target of 60% did not achieve aspirational target of 82%.</p> <p>Year 6 target – 81%, achieved base target of 50% did not achieve aspirational target of 87%</p>
Students Mathematical year level curriculum knowledge from Kindergarten to Year 6.		<p>Kindy target – 93%, achieved base target of 76% but not the aspirational target of 100%</p> <p>PP target – 96%, achieved base and aspirational target of 93%.</p> <p>Year 1 target – 84% achieved base and aspirational target of 82%.</p> <p>Year 2 target – 79%, did not achieve base target of 83% in PATM but in report C (satisfactory) grades – achieved base target of 90%.</p> <p>Year 3 target – 80%, achieved base target of 70% in PATM. In report C grade – 74% achieved base target of 58%.</p> <p>Year 4 target – 60%, did not achieve base target of 68% in PATM but in report C grades achieved 93%.</p> <p>Year 5 target – 77%, achieved aspirational target of 73% in PATM.</p> <p>Year 6 target – 87%, achieved aspirational target of 81% in PATM.</p>
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.		<p>2023 results: Low – 0% (0 students) Emerging – 15.4% (10 students)</p> <p>2022 results: Low – 1.5% (1 student) Emerging – 9.0% (6 students)</p>




















Target	Status	Comment
Increase students' consistent application of behaviour expectations, in particular, those pertaining to doing your best, increasing effort, showing initiative and manage your feelings in a positive way by 2025. This is linked to relevant questions in the annual Social Emotional Survey.	 In progress	2023 results – 65 students (yr 3-6). (2022 results – 67 students, 2021 results – 77 students) (Q4) Doing your best – 55% (72% in 2022) (Q33) Increasing effort – 81% (88% in 2022) (Q39) Showing initiative – 90% (90% in 2022) (Q25) Manage your feeling in a positive way – 72% (68% in 2022)
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	2023 Data: Term 1 2023 – 90% Term 2 2023 – 91% Term 3 2023 – 92% Term 4 2023 – 91% 139 students received all 4 badges – 91%
The implementation of Tier 2 strategies and processes in our Positive Behaviour Support framework by 2025.	 In progress	Making excellent progress implementing Tier 2 components. From self-assessment in 2023 – 62% compared to 8% in 2021. Achieved 5 out of the 7 components. Two remain in progress.
Increase the percentage of students with regular attendance (90% and above) by 2025.	 In progress	Sem 1 2023 – 61.8% Sem 2 2023 – 56.5% 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.	 Achieved	2023 Results: <ul style="list-style-type: none"> School takes parents' opinions seriously -3.9 – One parent disagreed. 5 in 2021 – 3.6 School looks for ways to improve – 4.2 was 3.8. School has a strong relationship with the local community – 4.2 was 3.7.
Maintain the overall average rating on the National Staff Opinion Survey by 2025 above 4.0 (out of 5).	 Achieved	2023 Results: All areas/questions above 4.0.
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).	 Achieved	2023 Results: Overall Average of 4.04. Eight and out 14 questions rated 4.0 or above (agree). 2022: Overall Average of 3.67. 3 and out 14 questions rated 4.0 or above (agree).



















Summary of achievement towards Business Plan 2022-2025 strategies.





















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.	 In progress
More targeted strategies to teaching and developing Grammar and Punctuation skills from PP to Year 6.	 In progress
Develop and implement more teaching strategies to promote vocabulary development in students in Years 1 to 6.	 In progress
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.	 Achieved
Thinking Learning dispositions created and taught tied into “Open to Learning” and “Build Resilience” areas of our behaviour matrix.	 No longer relevant
Review of whole school managing student behaviour process/policy.	 In progress
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 learning 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.		In progress
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.		In progress
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		In progress
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 in 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	 No longer relevant
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	 Achieved

local community. This will also include utilising their expertise for projects, grounds improvement, guest speakers and being on school committees.	
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.	 In progress
The Staff Behaviour expectations will be reviewed and updated with input from staff to reflect the current staffing profile.	 In progress
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.	 Achieved
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.	 No longer relevant
Opportunities created to moderate work samples and grades within and across schools.	 Achieved
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.	 In progress
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.	 Achieved
More regular walk throughs by Admin or leadership team in classes and informal/formal feedback to staff especially focusing on visible learning strategies.	 Achieved
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.	 Achieved
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.	 Achieved
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.	 Achieved
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.	 In progress
Thinking Learning Dispositions created and taught across the school based on the six coloured thinking caps.	 No longer relevant
Class projects that solve problems using future focused learning principles through STEM project resource package).	 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.	 Achieved