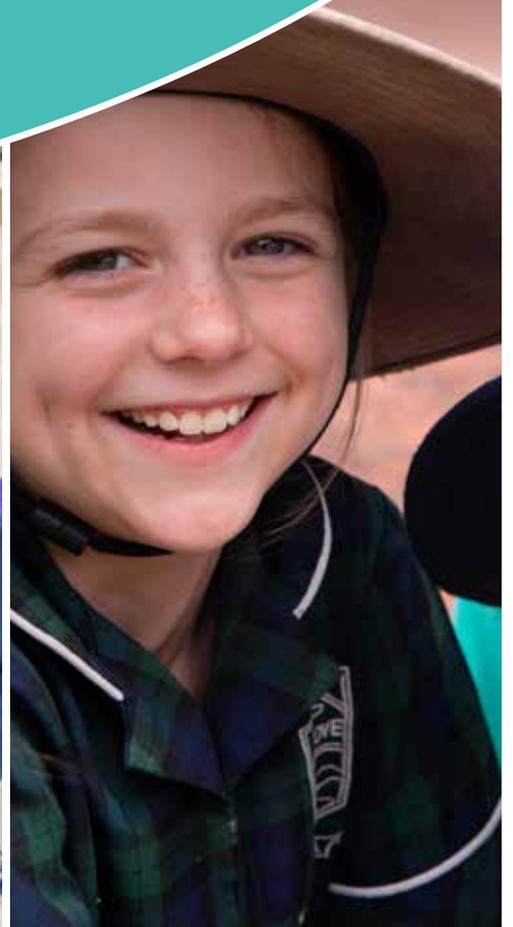


LITTLE GROVE PRIMARY SCHOOL

Business Plan 2019-2021





Welcome to Little Grove Primary, where we continue to 'Endeavour to Excel'

Little Grove Primary School commenced operations in 1997. We are a proud Independent Public School with a small town feel located within the rural city of Albany, Western Australia. Our proximity to both the pristine Princess Royal Harbour and surrounding bushland makes our school a very attractive place to learn and one that provides endless opportunities for its students to experience variety and success. This is achieved through the diversity of our programs, the enthusiasm of our staff and the support of our wider school community. Our excellent reputation rests in our strong sense of partnership with the parents and community and the values we celebrate. We are committed to

realising the potential of all students, providing a balanced education that addresses the academic, social, emotional and physical aspects of our students' lives.

To enable the students at Little Grove Primary School to achieve their academic and social potential, our school has developed a strong positive, collaborative culture within the school community. The learning needs of students, the professional knowledge and enthusiasm of staff, and the expectations of the community are used to establish quality learning and teaching programs and to maximise the educational opportunity and potential for each student.

Our Vision

At Little Grove Primary we strive to ensure that our students develop individual potential, self-esteem and confidence, as well as the knowledge, skills and attitudes required to contribute to the development of our changing society.

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.

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

Our Self Assessment

Little Grove Primary School uses an evidence-based approach to self-assessment. Staff collect data from a wide range of assessments from multiple academic learning areas and non-academic areas. One part of which encompasses the use of NAPLAN (National Assessment Program Literacy and Numeracy) data which focuses on analysing student performance in Mathematics, Reading, Writing, Spelling and Language Conventions. NAPLAN assessment is undertaken with all students in Years 3 and 5.

All teachers participate in the collection, analysis and review of school data as per our data collection timeline and collectively contribute to planning for improvement in our key focus areas. Parent and School Board input was also sought through surveys and meetings prior to writing this business plan.

ACADEMIC ASSESSMENT

Reading

Our students' performance in Reading is strong with a few exceptions.

In 2018, our year 5 students demonstrated good results in NAPLAN testing, they performed above statistically similar schools. Over the past five years, year 5 student's average performance has been above statistically similar schools. The same can be said for our year 3 students except in 2018. This was due to a large proportion of students with a diagnosed or imputed disability which lowered the average mean significantly below statistically similar schools. If the results of these students were excluded, then the rest performed at or slightly above the Australian mean.

In 2018, 81% of our year 3 to 6 continuing students achieved stanines 4 to 9 in Progressive Achievement Testing (PAT) in Reading comprehension. However, there are still a small number of year 3 to 6 students at educational risk in this area achieving lower than average results. Also in this year, 70% of our Year 4 to 6 students improved their comprehension skills over the last 12 month period.

Even though 71% of our year 3 students in 2018 achieved Springboard level 30, this is one area that will continue to be a focus. This will be helped by thoroughly embedding with fidelity our approach to teaching phonics using the Letters and Sounds synthetic phonics approach in Kindergarten to year 3.

Writing, Spelling, Grammar and Punctuation

Our students' performance in writing continues to be fair in particular for Year 5 in 2018, compared to statistically similar schools. Over the past four years, year 5 student's average performance has been at or above statistically similar schools except in 2017. Our students' performance in year 3 needs to be a continued focus in writing as their average performance has been below statistically similar schools in three out of the five years. This will be helped by thoroughly embedding with fidelity our approach to teaching writing using the Talk for Writing strategy.

In Spelling, Year 3 and 5 groups continue to be very close to statistically similar schools but have varied above or below over the past five years. In Spelling age assessments 76% of year 4 to 6 students in 2018 scored at or above their chronological age. The continued focus to improve spelling is the explicit teaching of phonic sounds connected to spelling combinations to develop a student's spelling visual conscious needs to be a whole school focus strategy. As well as students being able to spell high frequency words earlier.

In Grammar and Punctuation for 2018, Year 5 students performed above or slightly below statistically similar schools. Over the past five years, year 5 student's average performance has been at or above statistically similar schools except in 2017. Likewise, with Year 3 student's average performance has been at or above statistically similar schools except in 2018. In 2018, this was due to a large proportion of students with a diagnosed or imputed disability which lowered the average mean significantly below statistically similar schools. If the results of these students were excluded, then the rest performed at or slightly above the Australian mean.



Numeracy

Our performance in Mathematics continues to be very strong, in particular for Year 5 students in 2018, compared to statistically similar schools. Over the past five years, year 3 and 5 student's average performance has been above statistically similar schools except for year 3 in 2018. This was due to the same reasons listed above in other areas tested.

In 2018, 91% of our year 3 to 6 continuing students achieved stanines 4 to 9 in Progressive Achievement Testing (PAT) in Mathematics. However, there are still a small number of year 3 to 6 students at educational risk in this area achieving lower than average results. An area of weakness was the interpretation of mathematical vocabulary in the word problem questions leading to the incorrect mathematical operation being used. Strengthening student's understanding of mathematical vocabulary and giving students more strategies to analyse and process multi step mathematical word problems will continue to be a focus.

Online Assessments

Students often performed better if doing the paper based assessment rather than the online assessment. With the online version, students commonly wrote less and did not complete the required planning. Also many high achieving students performed poorly on the online test but in class based assessments demonstrated they could read and comprehend to a high level or could do the mathematical skill or problem. However, with online adaptive testing such as NAPLAN online, high ability students were able to access higher level questions and demonstrate a higher ability than fixed questions on a paper test. Also students commonly did not show their mathematical working out therefore leading to more guessing of the multi choice question. So with the advent of online testing becoming the norm, it is important to teach students the skills to undertake online testing from an early age.

Value Adding

Little Grove Primary School endeavours to 'value-add' through a variety of programs and strategies including the provision of a School Chaplain, a mentoring program using local volunteers, on site Albany PEAC (Primary Extension Academic Challenge), Marine Studies program (BRUV), Stephanie Alexander Kitchen Garden program, Maker Space in the Grove club, Early Learning Languages Australia (ELLA) program in Japanese, School of Instrumental Music (SIMS) program, early intervention support for students with learning difficulties and extension for high ability learners through a differentiated curriculum.

NON-ACADEMIC ASSESSMENT

Each semester our students are assessed in non-academic areas of attitude, effort and behaviour through 4 or 8 key indicators. The areas of strength are found in the indicators of: showing self-respect and care, participate responsibly, enthusiastic about learning, shows courtesy and respect for the rights of others. The indicators to monitor and strive for improvement are: displaying perseverance sets goals and works towards them with perseverance.

Attendance

Little Grove Primary School's attendance rate over the past 3 years has been at or above the State average. Regular attendance of students (above 90%) has continued to increase from 69% in 2013 to 80% in 2017. This is a result of focused attention and intervention strategies to increase regular attendance.

Emotional and Social Learning

Since 2014 we have been surveying all year 3 to 6 students on their emotional and social wellbeing. Overall, we now have more students that have high levels of Social Emotional Wellbeing compared with the Australian average of the schools who participated in the survey. This can be contributed to the introduction of Positive Behaviour Support in our school as well as explicitly teaching expected behaviours and emotional/social learning. The survey in 2018, also highlighted that we have less students than the Australian average with the lowest level of social emotional wellbeing. This is welcome news and a testament to the work already carried out in this focus area over many years. The same can be said in the area of social and emotional skills. However, in 2018, we did have slightly more students with low levels of learning skills compared to the Australian average. So the areas to improve in learning skills are pertaining to organization, feedback, goal setting and learning from mistakes.

Student Behaviour

We have implemented Positive Behaviour Support in our school since 2014. This means we have developed a matrix of expected positive behaviours to be demonstrated by students, staff and community members in our school. As a result of this, up to 56% of students have not displayed a single negative behaviour all year highlighting the positive behaviour of our students. The negative behaviours recorded for the remaining students have been when they are not demonstrating our expected behaviours. This resulted in 12% of our students receiving a behaviour boost lesson on what the expected behaviour looks like and sounds like in 2018. Only 1% of our students were suspended for more serious behaviour breaches and specific behaviour management plans are in place for them in 2018.

ACADEMIC AREAS

3 year targets

The following targets relate to the stable cohort and exclude students with a diagnosed or imputed disability:

- The Year 5 students (Year 4 in 2018) will be at or higher results compared to Australian mean in NAPLAN Maths and Reading by 2019.
- The Year 3 students (Pre-Primary in 2018) will be at or higher results compared to Australian mean in NAPLAN Maths and Reading by 2021.
- The Year 3 students (Year 1 in 2018) will be at or higher results compared to Australian mean in NAPLAN Maths, Spelling and Reading by 2020.
- Increase the number of Year 3 to 6 students in stanines 6 to 9 in Progressive Achievement tests (PAT) in Reading comprehension by 2021.
- Increase the number of Year 3 to 6 students in stanines 6 to 9 in Progressive Achievement tests (PAT) in Maths by 2021.
- Increase the number of students reading at or above Springboard level 30 by end of year 3 in 2021.

Yearly targets

Each year we will include (as an appendix) a set of base and aspirational yearly targets based on:

- Students reaching benchmark reading levels by the end of the year from Year 1 to Year 3.
- Students reading and knowing phase sounds (phonics) by the end of the year from Preprimary to Year 3.

- Students being able to read and spell high frequency words from Preprimary to Year 3.
- Year 4 to 6 students spelling age compared to their chronological age.
- Students Mathematical year level curriculum knowledge from Preprimary to Year 6.
- Increasing the percentage of students correctly answering inferential and evaluative comprehension questions in Reading Comprehension assessments in Years 4 to 6 students.

NON-ACADEMIC AREAS

- Further reduce the percentage of students with a low level of social and emotional skills in year 3 to 6 by 2021.
- Increase student's consistent application of behaviour expectations, in particular, those pertaining to organisation, feedback, goal setting and learning from mistakes by 2021.
- Reduce the number of students in lower levels for learning skills on ACER survey by 2021.
- Increase student's consistent application of behaviour expectations in open to learning, being resilient, being responsible and being respectful areas by earning a groovy grover wrist band, key tag or equivalent by 2021.



Focus Areas

1. Excellence in Learning and Teaching

Little Grove Primary School will provide quality education by inspiring our students to strive for personal best and to leave our school well prepared for their future. To facilitate this, we will continue to provide an environment which supports staff and builds their capacity to deliver quality learning opportunities.

Broad Strategies	Milestones
Teachers will use contemporary knowledge and understanding of Curriculum Areas to improve learning.	Maintain and improve standards of achievement in literacy and numeracy as per school targets. Learning is engaging, hands on, active, purposeful and challenging for all children. Differentiate the curriculum to cater for all students. Continue to revise and review whole school teaching practices informed by contemporary research and pedagogical ideas. Increased consistency of whole school teaching practices across classes. All teachers will have a strong and explicit approach to teaching literacy and numeracy. Embed Talk for Writing and visible learning strategies across all classes.
Build teaching and support staff capacity.	Facilitate staff in the use of AITSL standards and resources to achieve higher levels of professional practice and knowledge. Build staff capacity and embed the use of common lesson design across all classes. Implement effective feedback to students and make learning deliberate and visible for all students. Build staff knowledge on student's learning difficulties and disabilities in order to adapt teaching instruction and learning environment to cater for students at educational risk.
Develop and facilitate teacher professional dialogue to improve individual student progress.	Engage in and share whole school pedagogical approaches amongst colleagues to foster a professional learning community. Provide opportunities for collaborative planning, moderation and assessment of student learning. Provide opportunities for collaborative sharing and discussion of individual student progress as well as the effectiveness of teacher interventions to improve student achievement. Maintain and refine a system for tracking individual student progress through a school wide system of data collection.



Broad Strategies	Milestones
Develop staff leadership capacity.	<p>Provide professional learning opportunities and build staff capacity to engage in a variety of leadership roles across the school.</p> <p>Incorporate the desirability of high quality leadership skills into workforce planning and future merit selection of staff processes.</p> <p>Encourage and acknowledge staff achievement using a variety of strategies.</p>
Continue the implementation of the National Quality Standards in Early Childhood Education.	<p>Ongoing assessments will be used to identify the needs of students for both extension and remediation.</p> <p>Teachers will use a variety of intentional play-based learning strategies to cater for all students in their class for Kindergarten to Year 2 students</p> <p>We will continue to meet all seven National Quality Standards in Early Childhood education by 2021.</p>
Continue to implement and embed the Aboriginal Cultural Standards Framework	<p>Plan and implement activities to build relationships with Aboriginal families and elders, local Aboriginal history and culture and building cultural awareness of all students.</p> <p>We will be cultural competent or responsive in all five cultural standards by 2021.</p>
Embedding of the WA Curriculum across Kindergarten to Year 6.	<p>Full implementation of all WA Curriculum learning areas including reporting to parents each semester.</p> <p>Revisit revised WA Curriculum learning areas as available.</p> <p>Provide professional learning opportunities and sharing between staff in the planning and implementing learning activities that integrate the curriculum across a number of learning areas.</p>

2. Positive, Supportive and Inclusive Learning Environment

Little Grove Primary School will provide a positive, healthy and supportive environment for students and staff, underpinned by a values-rich learning culture that supports quality learning and positive behaviours.

Broad Strategies	Milestones
Promote the development of a positive school community	<p>Maintain, refine and review the School Wide Positive Behaviour Support across the school.</p> <p>Increased consistency of whole school managing student behaviour process in all classes.</p> <p>Continue to explicitly teach student's expected behaviours at Block Musters, in the classroom and Behaviour Boost sessions.</p> <p>Aim to appoint a whole school PASLET Coordinator with time allocated.</p> <p>Continue professional learning for staff in the area of children's mental health issues, trauma, School Wide Positive Behaviour Support, Aussie Optimism and learning difficulties/disabilities.</p> <p>Investigate and implement programs to assist with mental health issues with Wave 2 students across the school by attending tier 2 training with PBS.</p> <p>Maintain a school community 'PASLET' Committee and implement across whole school Aussie Optimism and YCDI – social and emotional leaning for students.</p> <p>Maintain the school Chaplaincy program and school volunteer mentoring program.</p> <p>Aim to continue to top up School Psychologist time.</p> <p>Refine and implement strategies to foster and display student's positive participation and contribution to the local community to promote the development of positive mental health.</p> <p>Investigate and implement strategies to help foster staff's wellbeing and satisfaction levels.</p>

3. Build Students' 21st Century Skills

Little Grove Primary School will strive to develop the skills in students for emerging industries and technologies including teamwork, problem solving, creativity, independent thinking, critical analysis, initiative and communication.

Broad Strategies	Milestones
<p>Plan deliberate opportunities across the curriculum in innovation, creativity and entrepreneurial skills, building on student's STEM competencies.</p>	<p>Aim to appoint a whole school coordinator with time allocated.</p> <p>Aim to appoint a technical support coach with time allocated.</p> <p>Form a committee to establish this focus area and provide direction, targeted support and resources to help teachers to create learning opportunities that encompasses these skills.</p> <p>Explore and implement deliberate opportunities for the integration of STEM activities across the curriculum.</p> <p>Implement a whole school problem solving model for students to solve problems using future focused learning principles.</p> <p>Continue to develop, implement and refine Marine Studies program with Year 5 and 6 students with a deliberate focus on 21st Century skills.</p> <p>Continue to implement 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.</p> <p>Plan and implement deliberate teaching practices that employ metacognitive scaffolding to structure learning.</p> <p>Provide opportunities for students to develop and demonstrate leadership skills in this area.</p>
<p>Target skills in digital technologies in the primary years to prepare for future needs.</p>	<p>Develop and implement whole school scope and sequence for learning with Digital Devices (e.g. Beebots, little bits, osmos etc.) from K-6.</p> <p>Explicitly teach the ICT skills to undertake testing and assessments online.</p>
<p>Build staff capacity in the use of innovative technologies.</p>	<p>Provide professional learning opportunities for all staff in the use of technologies to enhance their teaching.</p> <p>Maintain and enhance infrastructure (hardware, software and technical support) to embed ICT implementation in the classroom. Explore other strategies to maintain up to date resources for ICT and STEM.</p>
<p>Build staff capacity in teaching and integrating STEM.</p>	<p>Provide professional learning opportunities for all staff in the planning and implementing of STEM projects and skills into existing curriculum learning areas using an integrated approach.</p> <p>Provide professional learning opportunities for early childhood staff for planning and implementing Science, STEM and spatial reasoning from K-3.</p>

