Endeavour to Excel

SCHOOL VISION

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

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.

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 recognize the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for all.

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

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

A Brief Message From the Principal

It is with pleasure I present our Annual School Report to our school community. This report provides you with a summary of our school operations and achievements for 2015. This year has been a very busy and enjoyable one as Principal in this great school. I am delighted at the continued success our students make in their academic learning areas. The continued results from our testing confirm our teachers’ professional judgements that our students are achieving good results. To gain maximum benefit from this School Report it should be considered in conjunction with other information that is readily available such as students written reports, parent teacher meetings, interviews, newsletters and our website—http://www.littlegroveps.wa.edu.au/

In term 2 our school was reviewed in terms of its operations, student achievements, programs and targets in our business plan as part of being an independent public school. This review was very thorough and carried out by two expert independent reviewers from the Department of Education Services.

It is with much pride and celebration that we received an outstanding review report. The report, which is on our website, details our achievements and lists five commendations and only two minor recommendations - which is exceptional. This independent review highlights that our school is outstanding in terms of its staff, parent/community support and involvement, student achievements and pastoral care programs. Our school community should be very proud of our school and this report validates this.

Here are some quotes from the report:
· Classes are calm and productive with teachers using evidence-based instructional strategies.
· Collaborative planning, curriculum delivery and monitoring of student performance are purposefully
structured and evident at every level within the school.
- There is a range of inclusive learning and pastoral care programs to cater for the diverse needs of the student population.
- It was evident throughout the review process that there is a focus on developing quality learning opportunities for all students. Students are typically engaged in meaningful learning.

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

This year has proved to be successful in many ways this was made possible through the dedication and professionalism of staff and volunteers as well as the wonderful partnership with a thoroughly supportive community.

School Profile

COMMUNITY
Little Grove Primary School commenced operations in 1997. The area around the school is made up of a combination of suburban sub-divisions of Little Grove/Goode Beach and small rural lots ranging from 1 to 20 hectares. Despite its closeness to the City of Albany, Little Grove is a distinctive school.

The parents of students attending Little Grove value education and are prepared to support the school to achieve the best possible outcomes for their children. This support not only entails fundraising initiatives but also substantial involvement in the classroom working with teaching staff.

STAFFING
Little Grove Primary School staff pride themselves working as a team and contributing to the achievement of outcomes for students. The School operates 8 classes K—6 for its 205 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 18 years.

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

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.
**STAFF INFORMATION**

<table>
<thead>
<tr>
<th>Staff Numbers 2015</th>
<th>Number</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Administration Staff</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Associate (Deputy) Principal</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Teaching Staff</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>15</td>
<td>10.92</td>
</tr>
<tr>
<td><strong>School Support Staff</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical / Administrative</td>
<td>3</td>
<td>1.9</td>
</tr>
<tr>
<td>Gardening / Maintenance</td>
<td>1</td>
<td>0.6</td>
</tr>
<tr>
<td>Other Non-teaching Staff</td>
<td>5</td>
<td>3.5</td>
</tr>
<tr>
<td>Cleaners</td>
<td>3</td>
<td>1.51</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>29</td>
<td>20.4</td>
</tr>
</tbody>
</table>

**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 2015 school year.

**Specific Programs covered in 2015 included**
Block Planning, Self Improvement cycle, performance management, Water Wise, NAPLAN online, Team teach, letters and sounds, National Quality Standard in Early Childhood, First Aid, Early Years Conference, Gradexpert, More Support for Students with a Disability, SENAT, Data analysis, Cleaning and Library PL.

**Total Expenditure on Professional Learning**
- Course Fees and Texts $5877.11
- Travel/Accommodation $4156.28
- Relief Staff $28927.92
- Average Expenditure per teacher $1837.33

**School Performance**
**How Are We Going?**
Below is a brief summary of 2015 results in the NAPLAN (National Assessment Program Literacy and Numeracy) tests which were undertaken by all students across Australia. The table below indicates the percentage of Year 3 and 5 students at or above the minimum standards for reading, writing, spelling and numeracy.
What is of particular interest is to compare our results in NAPLAN tests with schools of a similar socio-economic index across the state (Like Schools). As a school we outperformed like Schools in Year 3 in all tested areas except Spelling.

Over the past five years, year 3 student’s average performance has been declining compared to statistically similar schools in Naplan which assesses spelling in context of writing and editing in particular identifying misspelt words and correcting them. So 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 in 2016. As well as students being able to spell high frequency words earlier.

Numeracy remains an area of strength where in 2015, we had 35% of our Year 3 and 5 students achieve in the top 2 bands of the Naplan assessment.

In Year 5 we outperformed like schools in all areas except grammar and punctuation. Where these cohorts were below like schools, they were often very close or the same compared to other WA schools. In general it can be said that our school performed very creditably as evidenced by the information detailed in the tables below:

### Year 3

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

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Numeracy</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Year 5</td>
<td>96%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>96%</td>
</tr>
</tbody>
</table>

In terms of progress and achievement from Year 3 to 5 related to Naplan, our school showed higher achievement in all tested areas compared to like schools. However we showed lower progress in Writing and Grammar and Punctuation compared to the other areas.

### Year 5

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

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Numeracy</th>
<th>Reading</th>
<th>Spelling</th>
<th>Grammar and Punctuation</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 5</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>96%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5</th>
<th>LGPS Mean</th>
<th>WA Mean</th>
<th>Australian Mean</th>
<th>Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>404 (518) +27</td>
<td>485</td>
<td>492</td>
<td>476</td>
</tr>
<tr>
<td>Reading</td>
<td>513 (511) +35</td>
<td>489</td>
<td>498</td>
<td>478</td>
</tr>
<tr>
<td>Spelling</td>
<td>496 +6</td>
<td>493</td>
<td>498</td>
<td>490</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>499 (476) +6</td>
<td>496</td>
<td>504</td>
<td>491</td>
</tr>
<tr>
<td>Writing</td>
<td>479 (476) +6</td>
<td>471</td>
<td>478</td>
<td>473</td>
</tr>
</tbody>
</table>
In Years 3 to 6 our students complete online Progressive Achievement Testing (PAT) once per year in reading comprehension and Maths. In 2015, 76% of students improved their stanine score from 2014 in comprehension and likewise 59% in Maths. Conversely there was a group of students whose achievement reduced from 2014 in both tests which reflects those students at educational risk. These students are identified and intervention strategies are in place for them. Overall we had less students in the bottom range of stanines (1-3) compared to last year and more students in the middle and upper stanine levels (7-9).

One area that was highlighted from multiple assessments that could be improved is student’s inferential and evaluative comprehension. Therefore using a common whole school approach to teaching comprehension with metacognitive strategies will be a focus for 2016.

Another 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 be another focus for 2016.

Our students often performed better if doing the paper based assessment rather than the online assessment. With the online version, students commonly did not read the passage thoroughly or link the appropriate multi choice question with the previous text read. 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. Also students commonly did not show their mathematical working out which could mean more guessing of the multi choice questions has been taking place. 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.

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

**Student Attendance**

There is a direct correlation between attendance and achievement. That is why, from as early as Kindergarten, it’s critical that children attend school regularly enabling the formation of the essential building blocks necessary for future academic success.

Little Grove Primary School’s attendance rate over the past 3 years has been at or above the State average. Regular attendance of students (above 90%) has continued to increase from 75.5% in 2012 to 80% in 2015. This is as a result of focused attention and intervention strategies to increase regular attendance.

In 2016 we will trial the use of SMS messaging to parents of students who are absent to lower our unexplained absence rate.

**Student Attitude, Behaviour, Effort and Values Information**

Using teacher’s professional judgements from Semester 2, 2015 reports:

**Pre-primary to Year 2**
74% of students consistently are enthusiastic about learning.
67% of students participate responsibly.
72% of students set goals and work towards them.

**Year 3 to 6 students**
66% of students consistently work to the best of their ability.
83% of students consistently show self respect and care.
78% of students consistently show courtesy and respect for the rights of others.
76% of students consistently participate responsibly in social and civic activities.  
77% of students consistently cooperate productively and build positive relationships with others.  
65% of students consistently are enthusiastic about their learning.  
59% of students consistently set goals and work towards them with perseverance.  
69% of students consistently show confidence in making positive choices and decisions.

**Teacher Judgements**
These tables show the percentage of students from Year PP to 6 receiving an A to E on their end of year report in 2015 compared to like schools.

**English**

<table>
<thead>
<tr>
<th></th>
<th>E</th>
<th>D</th>
<th>C</th>
<th>B</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGPS</td>
<td>0%</td>
<td>0.99%</td>
<td>12%</td>
<td>12%</td>
<td>55%</td>
</tr>
<tr>
<td>Like Schools</td>
<td>5%</td>
<td>12%</td>
<td>52%</td>
<td>25%</td>
<td>26%</td>
</tr>
<tr>
<td>LGPS</td>
<td>12%</td>
<td>6.2%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
</tr>
</tbody>
</table>

**Mathematics**

<table>
<thead>
<tr>
<th></th>
<th>E</th>
<th>D</th>
<th>C</th>
<th>B</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGPS</td>
<td>0%</td>
<td>1%</td>
<td>10%</td>
<td>10%</td>
<td>54%</td>
</tr>
<tr>
<td>Like Schools</td>
<td>10%</td>
<td>12%</td>
<td>52%</td>
<td>24%</td>
<td>27%</td>
</tr>
<tr>
<td>LGPS</td>
<td>10%</td>
<td>7%</td>
<td>10%</td>
<td>10%</td>
<td>7%</td>
</tr>
</tbody>
</table>

These results indicate that we are doing better than like schools in terms of more A grades in Maths which are confirmed by our NAPLAN results compared to like schools. The rest of the grade distribution is similar to like schools, therefore our teacher’s professional judgements are consistent with like schools.

**School Focus Areas 2013-2015**
The data from standardised testing, report grades, parent surveys and non-academic data was analysed by the staff and the recommended focus areas were selected.

These were:
- Excellence in Teaching
- Excellence in Learning
- A sustainable learning environment
- A Positive and supportive learning environment.

These focus areas were presented to the School Council late in 2012 and were approved.

**Excellence in Teaching Focus Area**
This year the Senior Block introduced cross setting groups in Number Maths. This involved creating 4 groups of students from years 3 to 6 with like abilities in specific mathematical skills. These groups changed every 6 weeks depending on the mathematical concept taught and the results of the post testing of the students. This cross setting occurred 3 times per week for 1 hour each. This strategy has proven to be very successful by reducing the range of abilities for the classroom teacher and allowed for explicit teaching of the mathematical concept to occur at the student’s level of need. The results of the post testing after each unit indicated that the overwhelming majority of students showed significant gains and achievement of the concept or skill. This strategy will be extended to including reading comprehension next year.

In the Junior Block we concentrated on the implementation of Letters and Sounds. A sequential
program of teaching phonics to students. This program entails 6 phases and multiple sets of sounds in each phase. Students master each set of sounds before moving onto the next set. Students also read text/books using the set of sounds they have learnt. These texts are aligned to the different phases and set of sounds to enable mastery and success of reading at their individual level. The implementation process has required significant professional learning of staff and investment in resources to ensure this program is a success. This will continue in 2016 to ensure successful implementation of this program across the school.

During 2015 we have been actively looking at current teaching pedagogy and adapting teaching and reporting on Phase 1 of the WA Curriculum. The staff have been looking at modifying and creating whole school practices, scope and sequence documents and teaching resources for the full reporting of English, Maths, Science and History this year. We have continued our professional learning community where teachers present current educational research findings and strategies to their peers. We have also been using the ISTAR model of connected practice to continue peer observation of classroom lessons giving quality feedback to each other on classroom practice. Principal observations of classroom practice enabled coaching and provided quality feedback to staff members to enable them to grow professionally and achieve at greater levels of the Australian Institute for Teaching and School Leadership (AITSIL) – National Professional Standards for Teachers.

During our Professional Learning Group (PLG) sessions, staff have been refining student data collection, administering and analysing common assessment tasks, moderating report grades, sharing teaching pedagogy to implement the WA Curriculum in English, Maths, History and Science, and sharing professional knowledge.

**Excellence in Learning Focus Area**

This year we have continued to focus on students at educational risk and implement intervention programs in numeracy and literacy. This included streamlining student evidence files, student at educational risk files and starting to implement the Response to Intervention (RTI) model. In 2016, this RTI model needs to be embedded with set procedures and intervention for Wave 2 and 3 students. We have continued to use a school wide student data collection software program to track student testing data and measure value adding from pre and post testing. We have self-assessed on the National Quality Standards in Early Childhood in detail in 3 areas and addressed any items and in 2016 we will complete the assessment in the remaining areas or standards.

We promoted student leadership through the use of our student council, faction captains and buddies with other classes. Student leaders developed their leadership skills through hosting assemblies and attending out of school events such as the Anzac Ceremony. In 2016, we intend giving all Year 6 students responsibilities around the school and have a student leadership group of 10 students. The faction captain’s role will be merged into the leadership group.

In the next 3 year business planning cycle, these two focus areas will be merged into one, Excellence in Learning and Teaching. This is due to overlap in these two focus areas and a recommendation from our Independent Review.

**Positive and Supportive Learning Environment Focus Area**

The Positive and Safe Learning Environment Team (PASLET) was formed in Term 1 2013 with the intention of implementing Kidsmatter and Positive Behaviour Support programs/framework establishing a common understanding of expected behaviours within our school. This committee has met regularly
since then to embed and consolidate the four focus behaviour expectations within the school:

- Build Resilience
- Be open to learning
- Show Respect
- Be Responsible

Part of the plan to embed and consolidate on the establishment of the programme, was to introduce signage around the school. We asked the children in years 3 to 6 to design Groovy Grover illustrations, showing the four areas of expected behaviours. We then selected the most appropriate illustrations to be placed onto large signs around the school. The purpose of the signs was to illustrate and visually remind the children to wear a hat, walk on the verandahs, use manners, etc. These signs are currently being printed and will hopefully be up around the school in the next two weeks. A large sign is also being designed to be placed in the undercover area to illustrate our four focus areas.

Another aspect of our plan this year was to review practices currently in place to ensure that they were effective, equitable and easy to administer. Those procedures included block musters, weekly tallying of Groovy Grovers, rewards for factions and individuals, detention arrangements and social skills lessons through the Bounce Back series and related literature boxes. According to a staff survey, staff were generally happy with most aspects of the programme but highlighted the following points:

- Too much content to get through in Bounce Back programme
- Recording of detention was a little confusing/disorganised
- One faction seems to win much more often - review required
- Behaviour recording sheets – teachers wanted to keep them rather than hand them in. What information do we keep?

These points will be addressed in full during 2016. The bounce back term planner will be adjusted to include less content and will be aligned with the new health curriculum. Factions will aim for targets rather than competing against each other to avoid one faction winning consistently.

The PASLET team attended day 4 training for PBS in November and will be looking in depth into dealing with unwanted behaviours in the coming year. Kids matter PD will be given to staff during 2016 to keep everyone aware of and familiar with mental health issues.

Mrs Lynette O’Callaghan

**Sustainable Learning Environment Focus Area**

We have had another successful year with our Sustainability Program. The school has shown a sustained and committed approach all year to the Re-use and Re-cycle ethos. We now have extensive collections of differing materials to be re-cycled or re-used in our storeroom thanks to the parents and children diligently collecting and bringing items in. We currently collect, across the whole school, stamps, batteries, ring pulls and cans.

Each class has a blue re-cycling box for double sided paper or containers which is collected each week by the PP-1 class for sorting. Most rooms also have a box for re-useable one sided paper for draft writing, notes, drawing or maths working out. Children supplied a ream of photocopying paper from their booklist, which has helped reduce the amount the school spends. The office sends most newsletters out by e-mail now and we will be adding notes to the webpage as well as teachers being taught next year how to use Connect to send notes home to parents.
We have participated in Clean up Australia Day, checking all schools grounds and Mills Park. Regular Term clean-ups have been done to gauge the amount of and type of rubbish left around our school. We have also planted understory bushes in our bush land as part of National Trees Day and Arbour Day. National Water Week saw many classes focussing on aspects of water consumption and the Senior Block participated in the River Model with the Torbay Catchment Group. We are a Crunch and Sip, Waste Wise and a Water wise school again this year and have just joined the Eco-Schools Program. The Stephanie Alexander Kitchen Garden Program has been running successfully all year.

Teachers have attended Professional Development sessions on Worm Farms and Up cycling Wooden Pallets for garden furniture. We are an AUSSI School again this year and now that they have a local chapter, we will be attending their meetings next year for networking. We are members of various websites for information and lesson ideas, including Cool Australia, Cancer Council, Keep Australia Beautiful, Planet Ark, Refresh ED, Waste Wise and Water Corp.

The next 3 year plan for the school will see us implement stage 1 and 2 of our new Outdoor Learning and Nature Play space. We have a detailed Landscape plan that the P and C funded for the weed infested open space North of the basketball courts. Hopefully with grant funding, this will get underway. We have applied for 2 grants so far but have to wait and see if we are successful.

Mrs Sharon Dawson – Coordinator.

**Stephanie Alexander Kitchen Garden Program.**

The school year started off with all the school staff participating in a half day SAKG Cooking Session so that they could experience how the lessons are done for the children. All staff enjoyed the cooking and eating as well as the session on the ethos and values behind the program. Our school also hosted a Regional Networking and Advanced Skills day for the SAKG schools, including cooking and gardening lessons with presenters. Having other schools to share ideas, successes and problems with was very helpful.

Our cooking program has been running all year in the Year 3 and Year 4 classes with seasonal food being prepared and eaten, though our gardening skills and garden planning need extra work next year to supplement our buying needs. The Year 5/6 classes have had 2 cooking sessions in fourth Term to build on and extend their skills. One of these classes has also been gardening each week and eating what they have grown. They have helped water and weed both the Senior and Junior Garden beds.

We have had fabulous support from our Parents and Grandparents who help guide and supervise our cooking groups, clean up and pack away as well as spend quality time with their children and grandchildren. The children have experienced making jam, pickles, dips, salads, main dishes, muffins and sweets. Room 6 have had regular products for sale such as plants, seeds, seedlings, Cabbage Moth Scarers, vegetables and recipe books after assemblies, raising over $200 in the Year.

The Parents and children in Rooms 5 and 6 have completed a survey to start our Data collection and we have received overwhelming support and positive comments about the Program. It is amazing and very satisfying watching 6 groups of 5 children read, discuss, collect, make, cook, share, cooperate and interact in a positive and supportive way, then talk ‘food’ while eating and using correct table etiquette. They help set up the room for the lesson and afterwards they put everything away after washing and wiping.

In the garden, they dig, plant, measure, water, harvest and eat
what grows. We have had some productive crops and have collected seed for next year. We have studied the 6 Noongar Seasons and compared them to the Traditional European seasons as well as studying bees and their habits and usefulness in the garden. As we are Organic in the garden, we collect and squash caterpillars and only use non chemical sprays for bug deterrents.

We have extended our growing area with a Citrus Orchard containing Lemons, Oranges, Mandarins, Limes and Grapefruit, in the Kindy/ Pre-Primary yard at the Northern end. We anticipate that the program will extend over the 4 Senior classes next year for the whole year and that some peer tutoring will occur with the Junior children to start them on their cooking and gardening journey of discovery and fun.

Mrs Sharon Dawson – Coordinator.

Chaplaincy
Our School Chaplaincy program commenced in early 2008. During 2015, Mr Phil Goodall has been our School Chaplain for 2 days per week. Funded under a Commonwealth initiative, this program has enhanced the school’s pastoral care focus. Our Chaplain provides a much-valued quality service to our students in the area of peer conflict, social and emotional support, grief loss, and helps to build relationships between students. Mr Goodall also coordinates our School Volunteer Program. He has also worked in classrooms looking at values, anti-bullying strategies and supporting staff in this area of student’s development. Mr Goodall have been ably supported by staff, the school psychologist and our teachers to meet the social and emotional needs of our students. We were successful in our grant application to continue the Chaplaincy program for 2016.

School Volunteer Program
Our School Volunteer Program has continued this year. We now have 4 volunteers in this program. Utilising the skills, abilities and knowledge of senior members of our community, our volunteers encourage and guide teacher nominated students to strive to achieve their potential by mentoring and encouraging positive attitudes to learning and improving their life skills.

Student Behaviour
We have implemented Positive Behaviour Support in our school. This means we have developed a matrix of expected positive behaviours to be demonstrated by students, staff and community members in our school. As a result of this, 95% of students have not displayed a negative behaviour 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 results in them receiving a social skills lesson on what the expected behaviour looks like and sounds like. Less than 1% of our students were suspended for more serious behaviour breaches and specific behaviour management plans are in place for them. For more detail on our Positive Behaviour Support please read the section of this report titled ‘Positive and Supportive Learning Environment Focus Area’.

Plans for 2016
In the Excellence in Learning and Teaching focus area, we will be embedding the teaching of phonics with the Letters and Sounds program. We will concentrate on students spelling high frequency words earlier when they are able to read them. We will look at our whole school approach to teaching Maths and ensure it is adequately resourced for successful implementation. We will also become familiar with the new Humanities and Social Sciences WA Curriculum in order to implement and report on it in 2017.
Cross setting in the senior block for Maths (number) and Reading will be used to cater for all students academic level and enable more targeted teaching to take place where needed. As a supplement to this, we will look at and implement strategies to cater for our students at educational risk across the school that need extra literacy intervention. Staff capacity will continued to be strengthened in the area of using ICT as a teaching/learning tool and the Australian Teacher Standards. Peer observation using ISTAR pedagogy of connected classroom practice will continued to be used to improve teacher quality. Implementing the National Quality Standard in Early Childhood will focus on Standard 1 especially targeting intentional play based learning strategies for all K to Year 2 students. Yearly targets will also be set for each year level in key areas of literacy and numeracy based on expected end of year benchmark levels. The achievement of these yearly targets will be reported to the School Board each year and through next year’s annual report to parents.

In the sustainable learning environment focus area, we will continue to focus on sustainability and ways to teach students to reduce their carbon footprint. We will divide our sustainability practices into the 3 areas of the school – K-2, Yr3/4 and Yr5/6 with each area focusing on a different aspect. We will continue to implement the Stephanie Alexander Kitchen Garden Program focusing on Year 3 and 4 students. With the help from the P&C, we intend to focus our resources into the new bushland/outdoor classroom project adjacent to the school oval. Data collection will also be implemented to ascertain achievement levels in this focus area.

In the positive, supportive and inclusive learning environment, we will continue to embed and explicitly teach the expected behaviours in our school wide positive behaviour matrix. The faction rewards process will be refined to reward each faction at a set points levels rather than only rewarding the winning faction. We will also rewrite our school wide behaviour management policy to reflect the principles of the PBS framework and new Department requirements. We will look at Tier 2 students who are getting frequent social skills lessons to establish patterns and ascertain strategies to reduce unproductive behaviour.

Staff will have the opportunity in 2016 to participate in numerous focus area committees and Professional Learning Groups. This will enhance our ability to implement whole school approaches and the WA Curriculum.

**Value Adding**

Little Grove has endeavoured to ‘value-add’ through the provision of:

- Access to the network’s ‘Primary Extension and Challenge’ program.
- Differentiation of the curriculum
- Use of Guided Reading and Guided Maths strategies combined with Words Their Way in line with our Whole School Approaches
- Extensive use of Mathletics and Spellodrome for in class student learning and homework to revise taught concepts.
- Use of cross setting strategy for all Year 3 to 6 students in Number Maths.
- Implement various programs as listed below to help students achieve their individual potential.

**School of Instrumental Music (SIMS) Program**

At Little Grove Primary School in 2015, we had several students learning Brass instruments and flute from Year 5 and 6 as part of the SIMS program. All students continue learning their instruments into high school at NASHS and ASHS. Our Year 6 students are part of the Albany Schools Concert Band 2 based at NASHS and these students go on an annual Band camp and perform at various schools around Albany.
Visual Arts Program
This year flew by with the enthusiastic participation of the students in all activities tackled this year. It is very pleasing to see the great development of skills as the children apply three years of visual art skills to new ideas.

We have had a big focus this year on developing lines and patterns within our artwork and this was reflected on Open Night with beautiful patterned hearts from the Junior students, detailed St Basil’s Cathedrals from the Middle students and beautiful water coloured lolly-pop trees, influenced by Hundertwasser from the Senior students. The Show was a great success and the positive feedback to the students and the staff was fantastic.

We have finished the year with the wonderful 3D tiger collages influenced by Henri Rousseau and the Seniors have been challenged with the detailed “zentangling” of a 3D mask. They will look fantastic at their Graduation Ceremony.

Mrs Kim Bassett

Support Program
This program was possible with extra funding received at the end of term 1. Mrs Emery and Ms Bell implemented this program for students at educational risk from year 1 to year 6. This program has enabled small group intervention to take place mainly in English but also in the area of Mathematics.

The English focus has been on the Letters and Sounds program which focuses on the sound of phonemes, blending phonemes into graphemes and is sequential in its teaching which enables students to acquire a full understanding of our language and that sounds can have different spelling structures.

For Maths, the focus has been on Number, Measurement and Geometry. Over the course of the program the students improved their understanding of number facts and place value. They have also become very familiar with 2D and 3D shapes as well as symmetry, tessellations and patterns.

Ms Jodie Bell

History
This year in History I have used the New WA Curriculum, which focuses more on Australian content than it has in the past.

The year 1/2 focus has been Present and Past of Family Life. In term 1 the students learnt about family trees and then created their own. In second term we looked at old Albany buildings, especially houses and the Town Hall, and made comparisons to then and now. We also asked parents and grandparents to write about the games they played at school, and we compared them to the games students play now. Finally in term 4, the students have learnt about the differences in celebrating birthdays in China, Japan and Ghana, this was a very interesting way to covering the Culture aspect of the curriculum.

The year 3/4 focus has been Community and Remembrance. In term 1 the focus was on the Little Grove Community, identifying places for leisure activities. The students then learnt about Australian inventions. They also, covered special days e.g. Labour Day, ANZAC day, WA Day. For the cultural aspect they have been learning about the Japanese, Chinese, Italian and Greek influences on Australia.
The year 5/6 focus has been *The Australian Colonies*, in which the students have learnt about the convict era, gold rushes – with an emphasis on the Eureka Stockade. The second semester the students entered into the Australia wide History Challenge Competition, where they were required to choose a famous person and research their Leadership and Legacy. One of our year 5 students was successful in gaining second place in the state finals, with her research on Banjo Patterson. The cultural aspect of the senior student’s history lessons has been to learn about the Asian, European and Pacific Island influence on Australia’s early history.

Since History has been a specialist subject in 2015, it enabled the setting up of a dedicated History room with local historical pictures, maps, flags, posters of important people. When the students came to the history room for lessons they could see what other year levels were learning about. At times they could use information that was on display around the room. Each year level put events on the timeline across the room referring to their particular History focus. The students have been drawn in particular to the Australian of the Year and Shipwrecks around Albany posters. This has been one of the many highlights of our History program in 2015.

*Mrs Pauline Harper*

**Year 6 Graduating Student Destinations**

<table>
<thead>
<tr>
<th>School</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Albany Senior High School</td>
<td>15</td>
</tr>
<tr>
<td>Albany Senior High School</td>
<td>5</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
</tr>
</tbody>
</table>

**Parent, Staff and Students Satisfaction Levels**

Parents, staff and Year 6 and 7 students were surveyed in 2014 as part of the National School Opinion Surveys. 34 families responded out of 147 families. 59% agreed they were satisfied with the overall standard of education achieved at this school and another 18% strongly agreed. An additional 15% neither agreed or disagreed with this statement and 3 (9%) parents disagreed with this statement.

Forty students responded to the survey. 30% agreed they like being at their school and another 65% strongly agreed. 1 student neither agreed or disagreed and another 1 student disagreed with this statement.

Twenty three staff responded to this survey. 45% agreed they were satisfied with the overall standard of education achieved at this school and another 41% strongly agreed. An additional 3 staff (14%) neither agreed or disagreed with this statement.

Parents, staff and students will be surveyed again in 2016.
## Appendix A

### Summary of achievement towards Business Plan 2013-2015 targets.

Updated Term 1 2016.

<table>
<thead>
<tr>
<th>Target</th>
<th>Achieved</th>
<th>Not Achieved</th>
<th>In Progress</th>
<th>Progress / Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance of continuing Year 3 students tested in NAPLAN in 2012 will be equivalent to or higher than statistically similar schools in all NAPLAN literacy assessments in 2014.</td>
<td>✓</td>
<td></td>
<td></td>
<td>This target was achieved in Reading and grammar. In reading our stable cohort mean was 504 compared to like schools 491. In grammar our stable cohort mean was 524 compared to like schools 497. *This target was very, very close to be achieved in writing and spelling. In writing our stable cohort mean was 464 compared to like schools 470. In spelling our stable cohort mean was 490 compared to like schools 497. This means in writing we were only 6 Naplan points less and in spelling only 7. Our results for both areas were at the WA mean of 465 (writing) and 492 (spelling). Because the results are so close this would be less than one question correct/incorrect.</td>
</tr>
<tr>
<td>Performance of continuing Year 5 students tested in NAPLAN in 2012 will be equivalent to or higher than statistically similar schools in all NAPLAN literacy assessments in 2014.</td>
<td>✓</td>
<td></td>
<td></td>
<td>This target was achieved in all areas of writing, reading, spelling and grammar. In writing our stable cohort mean was 540 compared to like schools 514. In reading our stable cohort mean was 560 compared to like schools 542. In spelling our stable cohort mean was 587 compared to like schools 540. In grammar our stable cohort mean was 565 compared to like schools 537.</td>
</tr>
<tr>
<td>Performance of continuing Prepimary students in 2012 as Year 3 in 2015, 90% will achieve at or above the National Minimum Standard in all NAPLAN literacy assessment in 2015.</td>
<td>✓</td>
<td></td>
<td></td>
<td>This target was achieved as we had no students below the national min standard in the 2015 literacy Naplan areas.</td>
</tr>
</tbody>
</table>

### Numeracy

<table>
<thead>
<tr>
<th>Target</th>
<th>Achieved</th>
<th>Not Achieved</th>
<th>In Progress</th>
<th>Progress / Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance of continuing Year 3 students tested in NAPLAN in 2012 will be equivalent to or higher than statistically similar schools in Numeracy in 2014.</td>
<td>✓</td>
<td></td>
<td></td>
<td>This target was achieved in Numeracy. In numeracy our stable cohort mean was 512 compared to like schools 478.</td>
</tr>
<tr>
<td>Performance of continuing Year 5 students tested in NAPLAN in 2012 will be equivalent to or higher than statistically similar schools in Numeracy in 2014.</td>
<td>✓</td>
<td></td>
<td></td>
<td>This target was achieved in Numeracy. In numeracy our stable cohort mean was 546 compared to like schools 543.</td>
</tr>
<tr>
<td>Performance of continuing Prepimary students in 2012 as Year 3 in 2015, 90% will achieve at or above the National Minimum Standard in NAPLAN numeracy</td>
<td>✓</td>
<td></td>
<td></td>
<td>This target was achieved as we had no students below the national min standard in the 2015 Numeracy Naplan area.</td>
</tr>
<tr>
<td>Target</td>
<td>Achieved</td>
<td>Not Achie</td>
<td>In Progress</td>
<td>Progress / Comment</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------</td>
<td>-----------</td>
<td>-------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>This target was achieved in 2013.</strong></td>
</tr>
</tbody>
</table>
| In 2012-2015 the School mean will be equivalent to or higher than the Western Australian Monitoring Standards in Education (WAMSE) WA mean. | ✓        |           |             | Year 5 – 456 (WA Mean 407)  
Year 5 Investigating – 460 (WA Mean 407)  
Year 7 – 498 (WA Mean 447)  
Year 7 Investigating – 472 (WA Mean 447)  
2013 was the last year of the WAMSE test.                                                    |
| **S&E**                                                              |          |           |             | **This target was achieved in 2013.**                                                                                                           |
| In 2012-2015 the School mean will be equivalent to or higher than the Western Australian Monitoring Standards in Education (WAMSE) WA mean. | ✓        |           |             | Year 5 – 469 (WA Mean 434)  
Year 5 ICP – 472 (WA Mean 436)  
Year 7 – 503 (WA Mean 479)  
Year 7 ICP – 503 (WA Mean 480)  
2013 was the last year of the WAMSE test.                                                    |
| **Arts**                                                             |          | ✓         |             | **This target not achieved in 2015.** However 24% of boys achieved an A or B grade compared to 11% in 2012. So more boys are receiving A and B grades. 50% of girls achieved an A or B grade compared to 43% in 2012. |
| By 2015 the amount of A and B report grades given to boys and girls will be similar in Visual Arts. | ✓        |           |             | The target is not written in a good format. It should rather have said that “more boys should get A and B grades than in previous years.” School Board minutes Term 1 2015. |
| **Attendance**                                                       |          | ✓         | ✓           | **This target was achieved in 2013, 2014 and 2015. Regular attendance (90% or higher) at 80% in 2015, 84.4% in 2014 and 86.6% in 2013. (All based on Semester 1 data).** |
| By 2015 overall attendance to exceed state average, with 80% or higher of students in the ‘regular’ attendance category (75.5% in 2012). | ✓        | ✓         |             | *This target was not achieved in Semester 2, 2013 to 2015. 2013 – 69%, 2014-77%, 2015-75%. This is due to high number of students taking in term vacations and their length of vacation. |
| **Non Academic Areas**                                               |          |           |             | **Enthusiastic about learning 2012-69%, 2013-71%, 2014-70% 2015-69.5%** **This target not achieved in 2015.**               |
| By 2015 have 80% of students achieving consistently ‘is enthusiastic about learning’ (69% in Semester 2 2012) as demonstrated application of self management skills taught. | ✓        |           |             | Sets goals and works towards them with perseverance 2012-66%, 2013-63%, 2014-68%, 2015-65.4% **This target not achieved in 2015.** |
| By 2015 have 75% of students achieving consistently ‘sets goals and works towards them with perseverance” (65% In Semester 2 2012) as demonstrated application of goal setting and persistence / resilience skills taught when completing challenging tasks. | ✓        |           |             | Shows confidence in making positive choices and decisions 2012-76%, 2013-67%, 2014-75%, 2015-69% Only Yr 3 to 6 students have this assessed on their report from 2015. **This target not achieved in 2015.** |
| By 2015 have 85% of students achieving consistently ‘shows confidence in making positive choices and decisions’ (76% in Semester 2 2012) as demonstrated application of self management skills taught. | ✓        |           |             |                                                                                                                                            |