



# Little Grove Primary School Annual Report - 2017

## *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:**

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

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

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

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

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

## *A Brief Message From the Principal*

It is with pleasure that I present our Annual School Report to our school community. This report provides you with a summary of our school operations and achievements for 2017. 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/>

This year was the second year of a three year cycle of our Business Plan 2016 to 2018. A copy can be found on our website.

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 182 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 20 years.

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

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.

### 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 2017:

Tom Bowles	Chairperson/parent rep	Darryn Martin	Principal
Julie De Jong	Parent rep	Maggel Bernhardt	Minute taker
Grace Knowlson	Parent rep	Marc Davies	Staff rep
Sarah Cross	Parent rep	Jodie Bell	Staff rep
Donna Cameron	Community rep		

### STAFF INFORMATION

Staff Numbers 2017	Number	FTE
<b>Administration Staff</b>		
Principal	1	1.0
Associate (Deputy) Principal	1	1.0

Teaching Staff		
Teachers	15	9.87
School Support Staff		
Clerical / Administrative	3	2.0
Gardening / Maintenance	1	0.6
Other Non-teaching Staff	7	4.5
Cleaners	3	1.51
Total	31	20.48

### 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 2017 school year as well as 5 hours per term.

### Specific Programs covered in 2017 included

Understanding Poverty, Reading Eggs, HASS, Brightpath, STEM, Oral Language, Positive Schools, Functional Behaviour Assessment, Legal issues, Aboriginal Cultural Framework, Digital technologies, Talk for Writing, Visible Learning, Letters and Sounds, Stress Management, Zulu Desk software and Student Centred funding PL.

### Total Expenditure on Professional Learning

Course Fees and Texts	\$ 3645.00
Travel/Accommodation	\$ 4233.00
Relief Staff 31.5 days	\$ 17366.00
Average Expenditure per teacher(17)	\$ 1485.00



### School Focus Areas 2016-2018

The data from standardised testing, report grades, parent surveys, parent workshop and non-academic data was analysed by the staff and the recommended focus areas were selected.

These were:

- **Excellence in Learning and Teaching**
- **Sustainable learning environment**
- **Positive, Supportive and Inclusive learning environment.**

These focus areas were presented to the School Board late in 2015 for rigorous discussion, consultation and were approved.

### Excellence in Learning and Teaching Focus Area

This year the Senior Block continued the cross setting group's strategy in Maths and English. This involved creating 2 groups of students from years 3/4 and 5/6 with like abilities in mathematical skills



and reading. These groups changed each term depending on the mathematical or English concept taught and the results of the post testing of the students. This cross setting occurred 3 times per week for 1.5 hours 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 or English skill to occur at the student's level of need. The results of the post testing after each unit indicated that the over whelming majority of students showed significant progress and achievement of the concept or skill. This strategy even though successful did have its disadvantages in terms of integration of other learning areas and also coverage or non-number Maths concepts. So in 2018, other teaching strategies will be put in place to cater for all students and their ability levels.



In the Junior Block we concentrated on the further 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. We further embedded this program by aligning and adjusting our high frequency word lists, benchmarks for each year level.

During 2017, we used human and financial resources to embed the Letters and Sounds program across the school and run intervention programs for students at educational risk in the Senior block to ensure all students are acquiring the necessary reading skills in order to read fluently and then comprehend. This will continue in 2018 subject to available funding.

During 2017 and in 2018, there is a focus on improving student's writing. The school has started to implement Talk for Writing teaching strategy with about half our staff trained. In 2018, the rest will be trained to ensure the full implementation of this evidence based program can occur.

During 2017 we have been actively looking at current teaching pedagogy and adapting teaching and reporting on Humanities and Social Sciences as well as Health and Physical education of the WA Curriculum. Added to this, we have been preparing to full implement Phase 3 learning areas in 2018 which includes Languages, Arts and Technologies. We have also been refining the ISTAR model of connected practice in peer observation of classroom lessons giving quality feedback to each other on classroom practice. This year we focused on differentiation, feedback and questioning. 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 (AITSL) – National Professional Standards for Teachers.

During School Development days, staff were given a better understanding of students living in poverty, using functional behaviour assessment to help tailor our pastoral care strategies and gained a better understanding of the Aboriginal Cultural Framework. Staff were also trained in Talk for Writing strategies and improving feedback to students using visible learning concepts. Also we analysed our Naplan Numeracy results to guide future emphasis and teacher focus.



During our Professional Learning Group (PLG) sessions, staff have been refining student data collection, designing, administering and analysing common assessment tasks, moderating report grades against the end of year C grade standards, sharing teaching pedagogy to implement the WA Curriculum and sharing professional knowledge.

In 2017 we have continued to focus on students at educational risk and implement intervention programs in numeracy and literacy. This included streamlining student evidence files, progress monitoring files and implemented the Response to Intervention (RTI) model. 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. Over the past three years, we have self-assessed on the National Quality Standards in Early Childhood in detail in all 7 areas and addressed a number of items. In 2018 we will continue to self-assess and implement any recommendations from our self-audit.

We promoted student leadership through the use of our student leaders 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. All Year 6 students had responsibilities around the school and we had a student leadership group of 8 students.

### Positive and Supportive Learning Environment Focus Area

The PASLET committee in 2017 has been predominately concerned with writing an appropriate health curriculum to meet the social and emotional needs of the students at Little Grove. We looked at survey results from the previous year and decided that we needed to tackle bullying, anger management, healthy lifestyle options and healthy thinking. The committee assessed resources and researched online to find appropriate lessons and resources to teach these concepts. We liaised with the Health Department WA, The Albany Behaviour and Engagement Centre and Beyond Blue to assist with our planning. The Health Department conducted lunchbox surveys and set up displays on healthy lunchbox ideas. They also ran healthy eating talks with the students in year 3 – 6 and conducted cooking classes with the year 5-6s. We are currently awaiting the results of the post survey to ascertain whether we have made an improvement in lunchbox healthiness.



### KEY OUTCOMES

- Researched, planned and implemented 4 units of work under the following headings:
  - **Term 1 – Bullying - strategies for dealing with bullying, different types of bullying, what bystanders can do to help.**
  - **Term 2 – Anger Management – Strategies for dealing with anger, relaxation techniques.**
  - **Term 3 – Healthy Me – Sleep, hygiene, screen time, healthy eating.**
  - **Term 4 – Healthy Thinking – facing fear, dispelling worries, correction to unhelpful thoughts.**
- Imbedded the staff behaviour matrix into Wednesday meetings and staff memos
- Code of behaviour for meetings and PD implemented in staff, P&C and school board
- Review of Groovy Grover targets to include 1000,2000, 3000 and 4000 rewards
- Introduction of exemplary behaviour wristbands – one colour for each term. Students with 4 bands in a draw at end of year for a prize. Certificates to be given to all.
- PD organised for staff on stress management to be run in week 2 and 3 of term 4
- PD on functional behaviour organised and run in term 2
- Committee members attended Positive Schools Conference in Fremantle in May (Julie Blogg, Lynette O'Callaghan and Lisa Wienert)
- PASLET coordinator applied to be an Aussie Optimism trainer and was successful. Training to be completed in November. Aussie optimism to be run in school in 2018 (hopefully). Aussie Optimism is a research based program aimed at preventing anxiety, depression and suicide in young people by giving them skills and knowledge on how to think in a much more helpful way.

Open to Learning  
Being Responsible  
Show Respect  
Build Resilience



## WHERE TO FROM HERE?

- Next year we hope to run the Aussie optimism training to teachers and implement the program in all year levels
- Setup a behaviour team to problem solve for children who are not able to follow the behavioural matrix and who need individual plans and actions.
- Continue implementing the school matrix and explicitly teaching the components of it during health lessons.
- Revise rewards and targets for 2018 – changing up a bit
- Plan and organise to involve students in community activities to encourage belonging and being part of the wider community. (e.g. visiting old age homes, singing to grandparents invited to school, helping out, donating to causes etc)

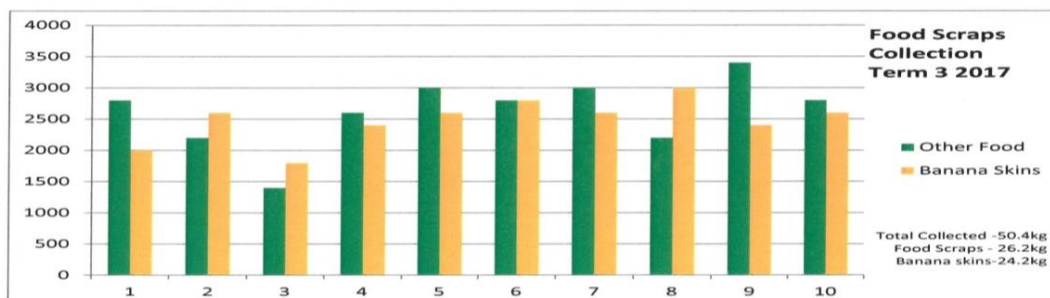
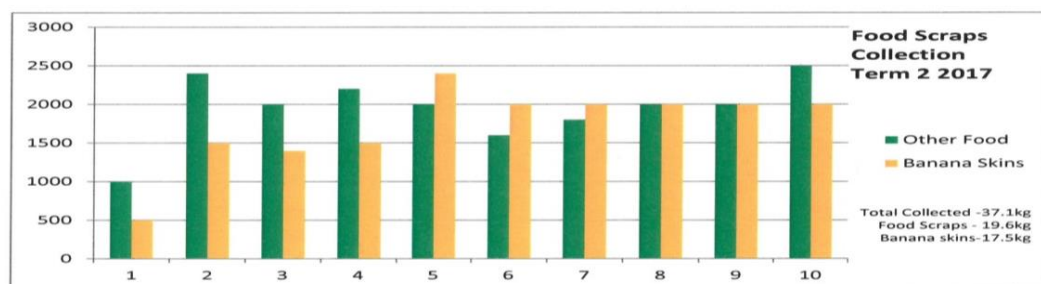
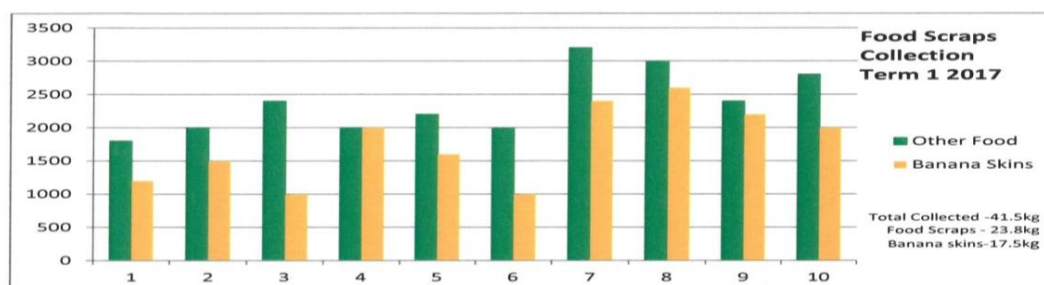
*Mrs Lynette O'Callaghan*  
*PBS Team Leader*

## Sustainable Learning Environment Focus Area

LGPS is committed to educating our children to see the importance of being pro-active at school, at home and in the community when it comes to using sustainable practices across all areas including water, power, recycling, reusing and reducing. Educating and embedding sustainable practices in children, who are our future leaders, is extremely important and proving to them that you can make a difference.

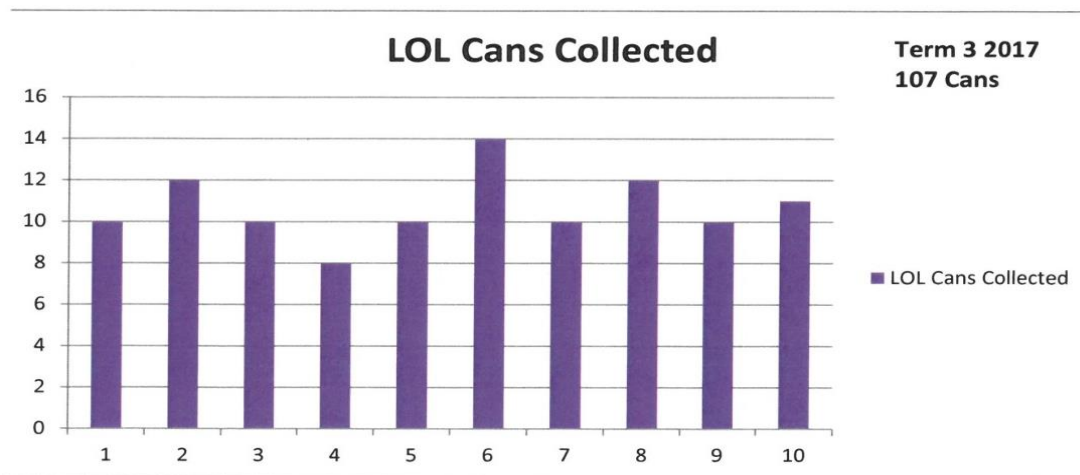
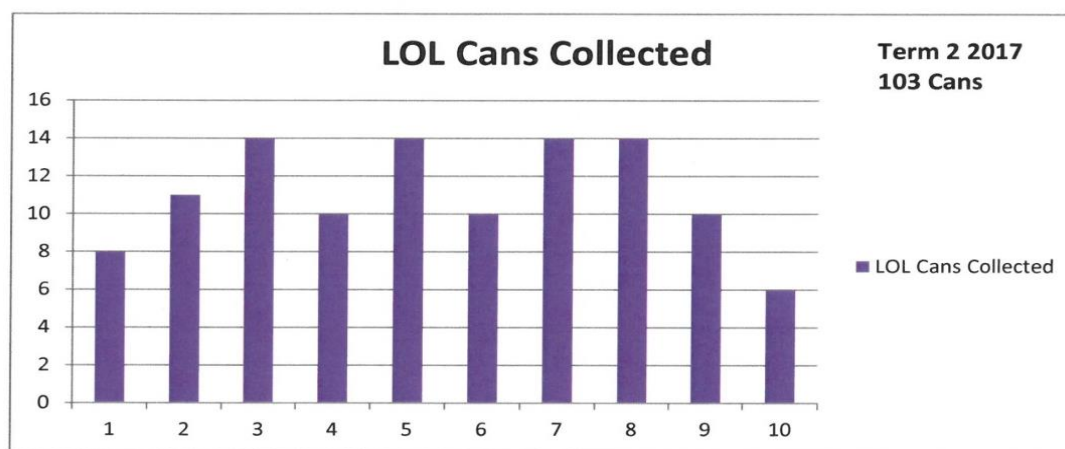
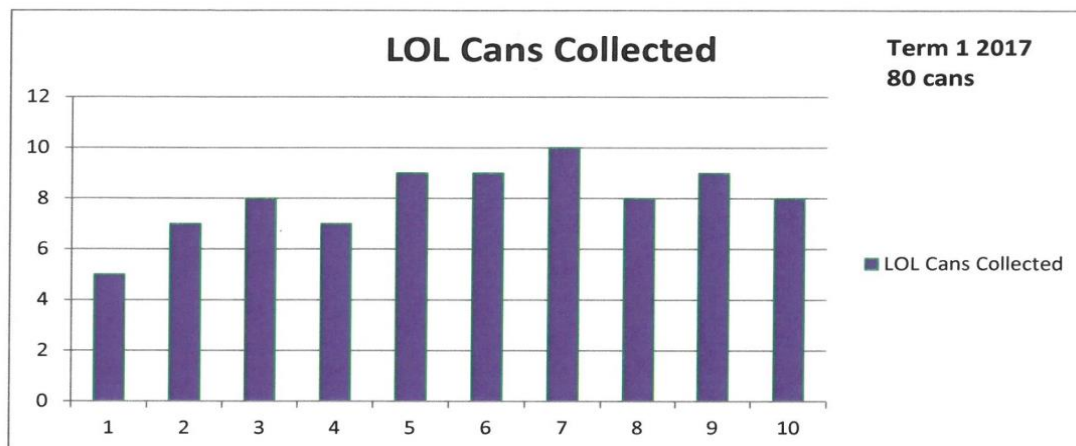
We have continued to collect school paper waste, through our Blue Bins and add it to our recycling – thanks to Mrs Tite and the Kindy children.

Our Food scrap buckets are placed out each day at recess and lunch. All scraps are cut and placed in the 3 worm farms as well as banana skins into compost bins each Friday by children in Room 10. Worm wee is collected and sold at assemblies.





All children have recycled LOL cans that are purchased through the canteen and we have saved them from being in the main rubbish to recycle.



Through our Waste Wise grant, we have added 4 compost bins, 2 to the senior garden beds and 2 to the junior garden beds. We have also added 8 new wicker barrels that need less watering during summer. The Junior garden has been a source of knowledge and enjoyment for 3 classes and the Senior beds for 2 classes. Produce has been used from both gardens for our expanding Stephanie Alexander Kitchen Garden cooking and gardening lessons.

Centre 1, Centre 2, Room 3, Room 6 and Room 10 have all been using cooking as a Literacy, Numeracy and Science practical demonstrations and improving health, knowledge and life skills.





The school was successful in receiving a \$1000 grant through ALCOA – Eco Schools and have run a Term project to introduce Energy awareness and to start collecting data on our Energy consumption. We ran an “Earth Day” to see if the classes could do without all things electrical for a day.

We were also successful in receiving the only \$500 Litter Legends Grant in WA from Eco Schools Foundation. This has allowed us to run a skills workshop with children in Year 3 to 6 on how to make and use wax wraps in their lunchboxes instead of plastic to help reduce our rubbish at school. On Open night all families were invited to come and make a wax wrap for use and we had 50 families come and partake in the benefits of using a wax wrap instead of plastic for lots of different applications. We have conducted Rubbish Audits at regular intervals each term as well as lunch box Audits to check how many children are still bringing lots of plastic to school.

We have continued to support Planet Ark, Keep Australia Beautiful and Cool Australia by running rubbish pickups around the school community, Mills Park and the school grounds each term.



The Eco schools committee had students from Pre-Primary to Year 6 attend lunchtime meetings three times a term. They have spoken regularly at Assemblies and Block Musters to help educate the children as well as data collection and making awareness posters.

In December, we were awarded **Bronze status** through Eco-Schools. This is a great achievement for our school, Mrs Dawson and our students. This award is recognised throughout the world. Next year we plan on applying for the Silver award.

*Mrs Sharon Dawson – Sustainability Coordinator.*

### Chaplaincy

Our School Chaplaincy program commenced in early 2008. During 2017, Mr Andrew Findlay and Mrs Belle Grant have 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 Findlay and Mrs Grant also coordinate our School Volunteer Program. They have also worked in classrooms looking at values, anti-bullying strategies, friendship emotional support and supporting staff in this area of student's development. Mr Findlay and Mrs Grant 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 2017 and 2018.



### School Volunteer Program

Our School Volunteer Program has continued this year. We have 2 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.

## Value Adding

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

- Access to the network's **'Primary Extension and Challenge'** program. This valuable extension program will now be hosted by Little Grove PS from 2018.
- Differentiation of the curriculum
- Use of Guided Reading and Guided Maths strategies combined with Letters and Sounds in line with our Whole School Approaches
- Extensive use of Mathletics, WordShark, Reading Eggs and Mathseeds for in class student learning and homework to revise taught concepts.
- Use of cross setting strategy for all Senior Block Year 3 to 6 students in Maths and English.
- Implement various programs as listed below to help students achieve their individual potential.



## Music Program

During 2017, Miss Paterson has been teaching Music to Year 1 to 6 students for one hour each week. This has focussed on developing musical skills such as rhythm, beat, pitch, tempo singing, music appreciation, rehearsal cooperation and performance etiquette. Pre-Primary students have a shorter movement and singing based lesson each week.

Our dedicated Music room is well resourced, allowing for teaching the use of tuned and un-tuned instruments, singing, dance & movement, basic theory, cultural influences, diversity of musical styles and history of music. The room is equipped with a wide variety of instruments, such as general percussion instruments, drums, ukuleles and xylophones. All students learn to use these; the expectations are very dependent on the age and abilities of the students. The program gives a taste of what can be done musically with the resources available. There is also a large screen television connected to the computer, allowing student access to interactive material. Resources such as posters can be seen by the students to enhance their understanding of musical vocabulary and instruments.



Many students have also participated in LGPS Choir performances at our school assemblies and annual open night. A highlight for the year was hosting the Albany Schools' Music Festival at the Albany Entertainment centre where our Choir performed several musical pieces. In 2018, we intend to extend the participation of our students in our choir by all senior block students taking part in choir practice during extra scheduled music program time.

## School of Instrumental Music (SIMS) Program

At Little Grove we are very lucky to be able to offer the SIM program to small groups of Year 5 & 6 students to learn the Flute, trumpet, trombone, clarinet and French horn. These classes are run by specialised teachers. This program is available in government primary and secondary schools who offer a whole school Music program. In addition to weekly small group instrumental lessons, students have opportunities to participate in school assemblies, our Open Night and other music activities, in which students work together across year levels and with students from other schools in a band. It is expected that students who start the program will continue in high school.



## Visual Arts Program

The artistic talents of our Little Grove Students shone brightly and proudly once again at our Annual Open Night Visual Arts Exhibition held in the Visual Arts Room.

The parents and peers positive comments reflected the wonderful efforts and application of the students. The high standard and levels of personal improvement were also noted.

It is extremely pleasing to see the increasing level of skill improving with every year. The Year 6's will be graduating with 6 years of Visual Arts. This is a huge advantage as they head to high school in 2018.

We have had a big focus on the importance of studio practices and working towards an exhibition standard with great results.

The Juniors started the year by painting a variety of brightly coloured Aliens after enjoying some humorous literature about Aliens and their Underpants! Second term focussed on the Aboriginal Dreamtime story about a greedy frog called Tiddilik. This created a variety of orange, yellow, red and green frogs as the children personalised their art work. We even had some eyelashes on our frogs! Third term was a very royal affair, with the children drawing and painting a self portrait with their pet dog, accessorising with some very snazzy crowns with jewels. Christmas has been a festive time for painting some Gingerbread Men and some Santa Claus. These will be displayed as part of the annual Christmas Assembly.

The middle primary artists can be very proud of their brightly painted portraits of themselves under the sea, sporting fluoro goggles and flippers. They learnt about the legend of the Portuguese Rooster and designed and decorated some beautiful roosters. For NAIDOC this year we looked at the legend of Warnayarra the Rainbow Serpent. The children zentangled their designs and used the water colour paints very effectively for the backgrounds. Christmas was a time to paint some very Cheeky Elves.

The Seniors started the year by studying Salvador Dali, the Surrealist painter of the 1920's to 30's. They painted their own versions of the melting clock. It was a great challenge for all. Term two was about zentangling big dragonflies and using water colour paints. The detailed patterns were amazing. Third term captured the interest of all, we painted ourselves as the great Egyptian Pharaohs. Lots of bold, gold and royal colours struck a huge impact at the Open Night. The Christmas activity involved the children designing their own whimsical scene in a Snow Dome. The addition of some decorative glitter and crystal glue really made them shine.



Term Two was all about NAIDOC and we were successful with our application for a PALS grant. We used these funds to paint a new mural on the Play Cave on the school grounds. The mural depicts the Middle Primary Dreamtime Serpent, The Junior Primary Tiddalik frogs and the Senior students bright blue dragonflies in the sky. This was a huge undertaking and a great success, with lots of children involved with the whole project. A big thanks goes to the PALS team.

It's been another very successful year with the knowledge that we are providing a program that caters for (and challenges) the creative child who can escape into the world of paints and paper for a while. The therapeutic benefits are wonderful and I feel very lucky to be a part of it with the students.

*Mrs Kim Bassett – Visual Arts Teacher*



## Japanese Language Program 2017

The Japanese Language Program at Little Grove Primary school has continued to evolve in 2017. We have included 3 new initiatives into the program which are hoped to increase student engagement in Japanese language and culture.

As of 2018, all Western Australian primary school children from years three to six are required to learn a language. Little Grove Primary School is leading the way by ensuring that all students from year's one to six receive tuition in Japanese from a specialist language teacher for one hour a week. In addition, Pre-primary students, following on from the success of the ELLA program in Kindergarten, also engage in language and culture lessons once a week. As well as learning Japanese through the use of iPad technologies as part of the ELLA program, students in Kindergarten now receive the benefit of weekly visits from the language specialist. This reinforces language concepts covered during ELLA sessions and it is hoped that it will also lead to a smooth transition into formal language learning in Pre-primary and beyond. Our language program values inclusivity and as such all students, regardless of their abilities, are encouraged to participate in Japanese classes.

Unlike many primary schools, Little Grove has a dedicated LOTE room for students to enjoy. Each language class is conducted in this room with children having the advantage of being immersed in rich language and cultural displays. Students' work is displayed instilling a sense of pride and achievement. The schools Learning Journey nights also provide an opportunity for students to showcase their Japanese work through classroom displays.



The LOTE class is well resourced and furnished with an interactive white board allowing student access to interactive material. Resources such as word walls, language posters and dictionaries can be readily accessed by the students to enhance their understanding of vocabulary and grammar concepts. Environment print supports independent and scaffolded learning styles.

Group work is encouraged within the LOTE class setting. Desks are set up to allow students to work collaboratively to achieve common goals and tasks. Songs and games are key elements in our primary language learning journey. Students are encouraged to participate fully in these to help them acquire not only language but also co-operation skills that they can utilise in other curriculum areas.

As with all teaching staff at Little Grove Primary school, the language teacher follows the ISTAR model of Connected Practice using the principles of Inform – Inspire, Show – Share, Try – Transfer, Apply – Action and Review-Revise. The behaviour expectations of Little Grove Primary school are also adhered to in the language classroom. The 'Groovy Grover' reward system is readily used to encourage expected behaviours in the LOTE classroom.

A further initiative that has been introduced this year into our junior classes is the 'Ninja Badge' program. This program has been developed to encourage attentive listening skills vital for language learning. Students are given 'Ninja Tickets' when they are observed displaying expected behaviours including listening during instruction time and moving from quietly from class to class. Tickets are exchanged for points and points are accumulated to earn three levels of badges, Doo, Gin and Kin (Bronze, Silver and Gold). When a level is achieved the students are recognized with a specialized badge that includes their name in Japanese. This system has been highly successful in increasing engaged participation and will be continued into 2018.

Little Grove Primary School is part of a Japanese Language Hub that includes our feeder High School NASHS along with Mount Lockyer Primary and Mount Manypeaks Primary. This relationship allows for exchanges between these schools' language teachers and students. Our students benefit from the



experience of shared language and culture days and workshops with our Hub schools. These days involve activities such as cooking and tasting of Japanese food as well as team teaching with older students imparting their knowledge on the younger students.

The 'Hiragana Karate' program introduced 2 years ago has continued into 2017. This program aims to encourage students to improve their reading and writing skills in the Japanese script of 'hiragana'. Students complete a series of tasks and assessments to achieve coloured belts based on the Japanese Martial Art of 'Karate'. Students receiving belts are awarded certificates and can place their avatar on the honour board for all to see. This program has provided a great incentive for students to master their hiragana and has led to some healthy competition among class members. Students who achieve their black belts can read and write all 46 hiragana characters in combination independently.



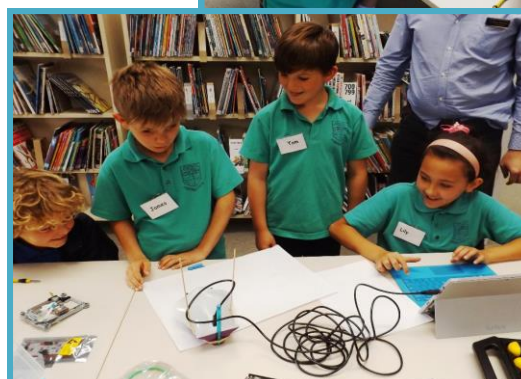
A unique feature of Little Grove Primary school is its Japanese Garden. This was designed and created by the senior students in 2011 and formed part of the learning program. A mosaic incorporating traditional and modern Japanese elements such as Mt Fuji, koi carp and the 'shinkansen' or Bullet Train provided a backdrop for a traditional Japanese garden complete with a red gate 'torii' and real cherry blossom tree. This garden continues to be an important teaching tool for our students.

A final initiative for 2017 was the establishment of the 'Kendama Club'. 'Kendama' is a traditional cup and ball game played by many children in Japan. The school recently purchased a class set of these toys and they are offered to students once a week as an alternative activity at lunch times. The use of 'Kendama' strengthens hand/eye co-ordination and encourages perseverance. Students delight in reaching a new level of skill that comes with practice. The benefits of this program have been social as well as cultural.

*Mrs Joanne Eaton – Japanese Teacher*

### **Make to Learn Club**

During 2017 we started an after school club every Tuesday afternoon. Year 3 to 6 students explore and create with a range of devices and technology. Students are guided through this very engaging and creative process under the expert guidance of Mr Bernhardt and Mrs Blogg. We even have a 3D printer. This club was formed to promote the love of STEM (Science, Technology, Engineering, Maths) in our school and will continue in 2018.



## School Performance

### How Are We Going?

Below is a brief summary of 2017 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 3,5 and 7 students at or above the minimum standards for reading, writing, spelling and numeracy.

Year	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
Year 3	100%	100%	100%	100%	96%
Year 5	100%	100%	96%	96%	96%
Year 7*	100%	100%	97%	100%	100%

*\*Year 6's in 2016 that went to Public High Schools and sat Naplan tests in 2017.*

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 were the same or outperformed like Schools in Year 3 in Numeracy, Spelling and Grammar and Punctuation. In the other areas tested, we were only slight below like schools.

From 2013 to 2015, Year 3 student's average performance had 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. However this was arrested in 2016, where our Year 3 students and Year 5 students scored higher than like schools. In 2017 it was the same or only slightly below like schools. This continued improvement is a result of the explicit teaching of phonic sounds using the Letters and Sounds program. As well as students being able to spell high frequency words earlier.

Reading remains an area of strength where in 2017, students showed very high progress and high achievement from year 3 in 2015 to year 5 in 2017. As well as continuing (stable cohort) Year 5 students were well above like schools and the Australian mean.

In Year 5 we outperformed like schools in Numeracy and Reading. In the other areas tested, we were only slight below like schools. In Year 7 the students that went to Public High Schools outperformed the Australian mean in all areas tested.

Over time our Naplan mean scores have been decreasing however their progress over two testing cycles is above average. This can be explained by smaller number of students tested, changing demographics of students and increased number of students at risk. Despite this, students are progressing well due to effective whole school teaching programs, effective monitoring and tailored intervention programs. However given greater financial resources, Naplan mean scores could be lifted by focusing on implementing tailored extension programs for our gifted and talented students.

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.  
*Stable cohort in italics.*

	LGPS Mean	WA Mean	Australian Mean	Like Schools
Numeracy	407 (+3) 409 (+5)	400	409	404
Reading	417 (-4)	415	431	421
Spelling	417	406	416	417
Grammar and Punctuation	456 (+22)	421	439	434
Writing	407 (-8)	406	414	415

### Year 5

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

	LGPS Mean	WA Mean	Australian Mean	Like Schools
Numeracy	492 (+5) 501 (+14)	486	494	487
Reading	529 (+28) 540 (+39)	493	506	501
Spelling	497 (-3)	494	501	500
Grammar and Punctuation	486 (-7)	486	499	494
Writing	464 (-8) 467 (-5)	464	473	472

### Year 7 – Ex students that went to Public High Schools.

**School Comparison against Means.** Colour coding and + or - against Australian mean.

	LGPS Mean	WA Mean	Australian Mean
Numeracy	576 (+22)	551	554
Reading	565 (+20)	539	545
Spelling	560 (+10)	547	550
Grammar and Punctuation	542	537	542
Writing	515 (+2)	509	513

In 2018, our school will complete the Naplan assessments online except for writing in Year 3. During 2017, we conducted extensive readiness testing of our computer network with small sample tests and getting students used to online assessments, in particular with online writing. In the weeks leading up to the testing period, WA decided not to go ahead with Naplan Online for 2017. As a result, none of our students had the chance to practice the paper versions of the tests. This may have been an influencing factor when looking at our Naplan results for 2017.

The Naplan online results in 2018 are not expected to be high, in particular because the tests are a new style of differentiated testing, it relies on students having sufficient ICT skills and also we have 46% of our 2018 Year 3 students and 22% of our Year 5 students identified as at academic risk (Wave 2 or 3 students). However all of our other non-Naplan assessment's show all our students are making substantial progress.



In regards to Numeracy from 2013-2016, our results for the whole cohort tested is declining compared to like schools even though it still remains above like schools over that time. Since the stable cohort (students that remain with us from Year 3 to 5) is showing higher achievement than like schools, it concludes that it is the new students to the school in these year levels that is affecting this comparison to like schools. The strategy we are using to improve the results of selected students is our Response to Intervention program where students who are identified as Wave 2 or 3, receive high quality intervention, ongoing monitoring and individual education plans. All these strategies are extra to the high quality classroom teaching that is occurring for the general population of students (Wave 1). In 2018, our focus in Maths will be to embed a word problem solving focus and concentrate on Maths as a whole rather than a greater emphasis on the Number strand. This will include setting yearly targets based on diagnostic Maths testing across all strands such as Measurement/Geometry and Statistics/Probability.

In Years 3 to 6 our students completed online Progressive Achievement Testing (PAT) once per year in reading comprehension and Maths. In 2017, 72% of students improved their scaled score from 2016 in comprehension and likewise 74% in Maths. 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 (4-9) for Reading Comprehension and Maths. This highlights the strategies we are using for students at risk is working and that individual students are making progress.

In terms of our 2017 yearly academic targets:

<b>Yearly Benchmarks and % achieved them</b>	<b>Base target achieved</b>	<b>Aspirational Target achieved</b>
<b>Phonics</b>		
Kindergarten – 65% achieved Phase 1 Letters and Sounds	<b>X</b> 89%	<b>X</b> 100%
Pre Primary - 100% achieved up to Set 7 in Phase 3.	✓ 75%	✓ 100%
Year 1 - 93% achieved up to Phase 4.	✓ 86%	<b>X</b> 100%
Year 2 - 80% in or achieved Phase 5	✓ 58%	✓ 75%
Year 3 - 70% in or achieved Phase 6		<b>X</b> 100%
<b>Reading</b>		
Pre primary - 100% achieved at least 31 High frequency words	✓ 75%	✓ 100%
Year 1 - 71% achieved level 16	<b>X</b> 86%	<b>X</b> 100%
Year 1 - 86% achieved at least 75 High frequency words	✓ 80%	<b>X</b> 100%
Year 2 - 80% achieved level 24	✓ 72%	✓ 75%
Year 2 - 73% achieved at least 200 High frequency words	<b>X</b> 75%	<b>X</b> 79%
Year 3 - 96% achieved level 30	✓ 94%	<b>X</b> 100%
Year 3 - 100% achieved all the 300 High frequency words		✓ 100%
Year 3 - 100% improved their comprehension.		✓ 72%
Year 4 - 82% improved their comprehension.		✓ 63%
Year 5 - 76% improved their comprehension.		✓ 57%
Year 6 - 79% improved their comprehension.		✓ 68%
<b>Spelling</b>		
Pre primary - 100% achieved score of 21 in Words Their Way and 25 high frequency words from Letters and Sounds.	✓ 50%	✓ 100%
Year 1 - 93% achieved score of 35 in Words Their Way and 50 high frequency words	✓ 66%	✓ 93%



<b>Yearly Benchmarks and % achieved them</b>	<b>Base target achieved</b>	<b>Aspirational Target achieved</b>
Year 2 - 23% achieved score of 56 in Words Their Way and 175 high frequency words	<b>X</b> 31%	<b>X</b> 58%
Year 3 - 96% achieved all 275 high frequency words and category 2 or above in their writing		✓ 88%
Year 4 - 82% Spelling age is not less than 6 months below their actual age.		✓ 72%
Year 4 – 100% Spelling category 2 or above in their writing		✓ 100%
Year 5 - 74% Spelling age is not less than 6 months below their actual age.		✓ 65%
Year 5 – 81% Spelling category 3 or above in their writing		✓ 61%
Year 6 - 74% Spelling age is not less than 6 months below their actual age.		✓ 63%
Year 6 – 84% Spelling category 3 or above in their writing		✓ 73%
<b>Mental Maths – Addition facts</b>		
Year 3 - 91% in normal range or above		<b>X</b> 100%
Year 4 - 94% in normal range or above		<b>X</b> 100%
Year 5 - 100% in normal range or above		✓ 92%
Year 6 - 90% in normal range or above		✓ 89%
<b>Mental Maths – Subtraction facts</b>		
Year 3 - 91% in normal range or above		<b>X</b> 94%
Year 4 - 94% in normal range or above		<b>X</b> 96%
Year 5 - 96% in normal range or above		✓ 88%
Year 6 - 90% in normal range or above		✓ 89%
<b>Mental Maths – multiplication facts</b>		
Year 3 - 91% in normal range or above		✓ 72%
Year 4 - 85% in normal range or above		✓ 78%
Year 5 - 96% in normal range or above		✓ 88%
Year 6 - 90% in normal range or above		✓ 89%
<b>Mental Maths – division facts</b>		
Year 3 - 82% in normal range or above		✓ 44%
Year 4 - 79% in normal range or above		✓ 69%
Year 5 - 85% in normal range or above		✓ 65%
Year 6 - 90% in normal range or above		✓ 73%

These results are pleasing especially in Spelling and Mental Maths. The results for Year 2 spelling were lower than predicted but reflect the high number of students at risk in that cohort. Likewise the Year 1 Reading target was not achieved, which is a very small cohort, where each student represents 7% of the total.

The Kindy phonics target was not achieved due to it being a very high base target and small cohort – each student is 5%. Also the achievement of Letters and Sounds Phase 1 is very dependent on the amount of rich oral language that students are exposed to prior to starting Kindy. It is essential students are not rushed through this phase as it hinders progression later on.

The Year 3 phonics target was not achieved due to being very aspirational but also is an indication of the time needed to complete all of Phase 5 and 6. The comprehension results in the senior block (Yr 3-6) were very pleasing and reflect the targeted teaching strategies implemented.

Next year we intend to align spelling high frequency words with the Letters and Sounds 'phase' and 'set' to ensure it reflects their reading progression. In terms of Maths we will be focusing on targets based on diagnostic assessment of the whole year level Maths curriculum rather than just mental maths.

### **School Funding**

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.

In terms of social disadvantage which represents just over 27% of our enrolments, we have implemented the following strategies:

1. Employed additional education assistants (EA's) to run special intervention programs, implement education plans and assist individual and groups of targeted students. This included addition EA's assigned to the cross setting strategy for Years 3 to 6 in Maths and English. As well as a targeted strategy using Letters and Sounds working with individual or small groups of students to explicitly teach phonics.
2. Employed relief teaching staff to release teachers to write, review and monitoring individual and group education plans.
3. Employed additional teaching staff to run special intervention programs and assist targeted students. These were used to support our cross setting strategy and help classroom teachers implement individual and group education plans. Also to assist teachers and the Associate Principal to monitor, make adjustments and provide extra high quality intervention for our identified Wave 2 and 3 students.
4. 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, health care professionals, coordinate case conferences and assist teachers to implement individual and group education plans.
5. Implement a range of strategies to increase and promote regular attendance (90% or above). These included using the SMS attendance system to parents, attendance rewards, certificates and prize draw. As well as extensive monitoring and individual family support on a case by case basis.
6. We offered a range of financial assistance procedures for the payment of school incursions/excursions, camps and voluntary contributions and charges. This also included supply recess and lunches for those students without food and we supplied school uniforms for those students in need.

Our Aboriginality funding is very small however it is used to implement the same strategies 1 to 5 as above. It was also used to facilitate tailored support including Aboriginal mentors and coordination of outside agencies.

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 2 - 4 as above.



The academic performance of these students that attract extra funding shows they are making progress, in particular their phonic knowledge, reading of high frequency words and progression in their reading level. As a result of these implemented strategies it has contributed to achieving the year level

benchmarks and targets. See table above.

For more information on the achievement or progress against our targets in our Business Plan, please see 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 above the State average. In 2017 our attendance rate was 93.9% compared to the Statewide average of 92.7%. Regular attendance of students (above 90%) has continued to increase from 69% in 2013 to 80.6% in 2017. This is as a result of focused attention and intervention strategies to increase regular attendance as detailed above.

Since 2016 we have used SMS messaging to parents of students who are absent to lower our unexplained absence rate. This has been a huge success by lowering the number of unexplained absences by parents sending an SMS to explain the absence. It has also vastly reduced the administration time for following up unexplained absences. This system has also helped to lower our unauthorised absences to 8% compared to 30% in 2015.

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

Using teacher's professional judgements from Semester 2, 2017 reports:

#### Pre-primary to Year 2

76% of students consistently are enthusiastic about learning.

82% of students consistently participate responsibly.

70% of students consistently set goals and work towards them.

63% of students consistently display perseverance.

#### Year 3 to 6 students

78% of students consistently work to the best of their ability.

94% of students consistently show self respect and care.

84% of students consistently show courtesy and respect for the rights of others.

80% of students consistently participate responsibly in social and civic activities.

82% of students consistently cooperate productively and build positive relationships with others.

82% of students consistently are enthusiastic about their learning.

69% of students consistently set goals and work towards them with perseverance.

82% 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 2017 compared to like schools.

#### **English**

E		D		C		B		A	
LGPS	Like Schools	LGPS	Like Schools	LGPS	Like Schools	LGPS	Like Schools	LGPS	Like Schools
1.7%	0.9%	12%	12%	48%	52%	28%	26%	9.7%	7.3%

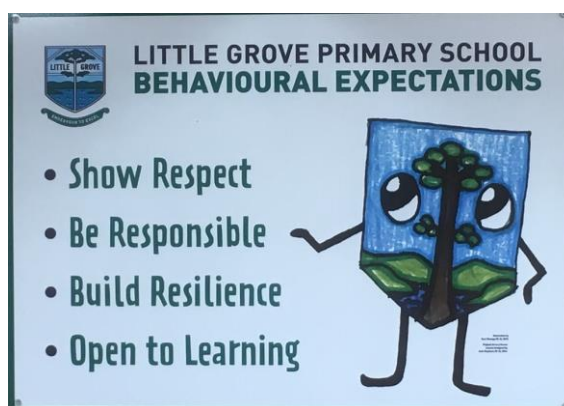
## Mathematics

E		D		C		B		A	
LGPS	Like Schools	LGPS	Like Schools	LGPS	Like Schools	LGPS	Like Schools	LGPS	Like Schools
0.5%	0.9%	11%	11%	50%	51%	25%	27%	12%	8%

These results indicate that our teacher's grading is on par and similar to like schools. We are also giving slightly more A grades in English which is also confirmed by our NAPLAN results compared to like schools in Reading. The rest of the grade distribution is similar to like schools; therefore our teacher's professional judgements are consistent with like schools. As these results are the overall learning grades, they do not show the increase in A and B grades in the learning area components such as Reading and Number as a result of the cross setting strategy in Years 3 to 6. In 2018, teachers will create cold and hot tasks using the Talk for Writing strategy. This help to improve writing and also highlight the progress each student is making.

## 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, 80% 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 13% of our students 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, Supportive and Inclusive Learning Environment Focus Area'.



## Plans for 2018

In the Excellence in Learning and Teaching focus area, we will conduct an internal audit into the implementation of the Letters and Sounds (teaching of phonics) program. This will include implementing the recommendations of the audit and providing high quality feedback to the teacher on the implementation of the program. We will also help them to make the appropriate adjustments. We will also finish the training of all teachers with Talk for Writing strategies to ensure all classes use this evidence based approach to improve student writing. We will continue to refine our whole school approach to teaching Maths (with a problem solving focus) and help teachers use the sequence of concrete to pictorial to abstract when teaching of all new Maths concepts. We will implement and report on Languages, Arts and Technologies WA Curriculum learning areas in 2018. Staff capacity will continue to be strengthened in the area of Technologies (with a focus on STEM) and the Australian Teacher Standards. Peer observation using the ISTAR pedagogy of connected classroom practice will continue to be used to improve teacher quality but with a focus on visible learning, feedback to students and talk for writing strategies. Yearly targets will continue to be refined and set for each year level in key areas of literacy and numeracy based on expected end of year benchmark levels.





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 continue to 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 fundraising and grant submissions into the new bushland/outdoor classroom project adjacent to the school oval. The new water nature play area (Stage 1) will be opened and used by our student and the community. At our 21<sup>st</sup> Birthday Fete in 2018, we will officially open this new area and plant out the orchard area (Stage 2). Given available financial resources we will start on the outdoor classroom shelter and bush tucker garden (Stage 3 and 4). Data collection will continue to be robust in this area as demonstrated by the data presented in this report. Our aim is to achieve a Silver award in the Eco-Schools Australia program in 2018.

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. We will continue to refine our faction and individual rewards including the use of termly wrist bands for all students who consistently show expected behaviours. Each week we will hold block musters to explicitly teach the weekly expected behaviour. In 2018 we will start the implementation of the Aussie Optimism programs for senior students across three classes then later in the year or 2019 we will implement the junior program.

Staff will have the opportunity in 2018 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.



### Year 6 Graduating Student Destinations

North Albany Senior High School	16 students
Albany Senior High School	2 students
Other	1 student

### Parent, Staff and Students Satisfaction Levels

Parents, staff and Year 5 and 6 students are surveyed every two years as part of the National School Opinion Surveys. In 2016, 51 families responded out of 121 families. 77% agreed or strongly agreed they were satisfied with the overall standard of education achieved at this school. An additional 17% neither agreed or disagreed with this statement and 1 parent disagreed with this statement.

Thirty eight students responded to the survey. 87% agreed or strongly agreed they like being at their school. Four students neither agreed or disagreed and another 1 student disagreed with this statement. 79% agreed or strongly agreed that their teachers are good teachers.



Fifteen staff responded to this survey. 86% agreed or strongly agreed they were satisfied with the overall standard of education achieved at this school. One staff member neither agreed or disagreed and another one disagreed with this statement. 93% said they would recommend this school to others.

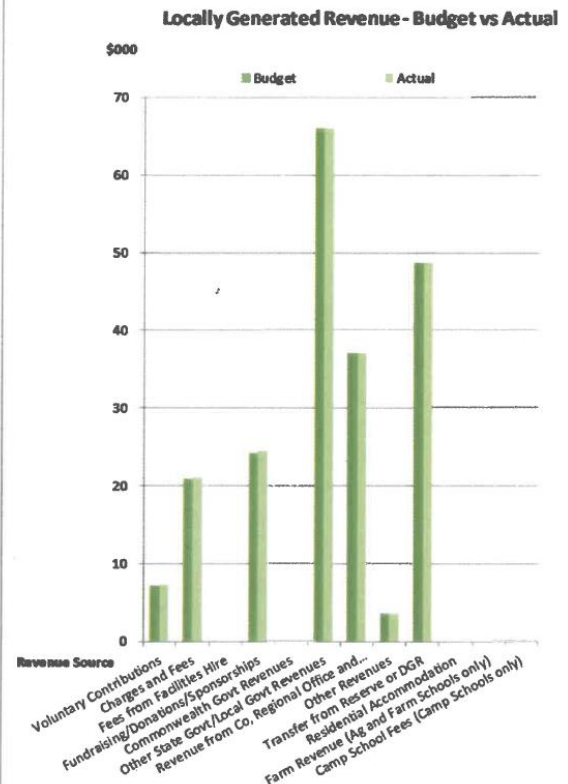
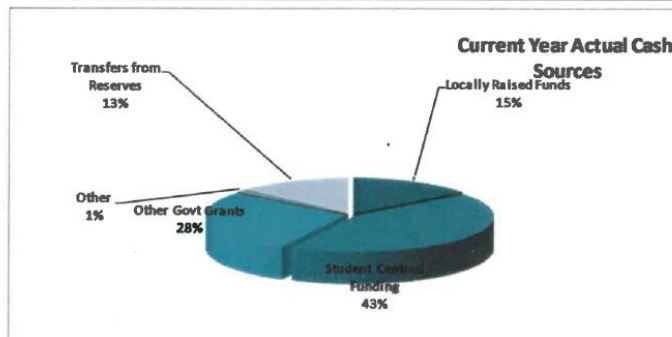
Parents, staff and students will be surveyed again in 2018.



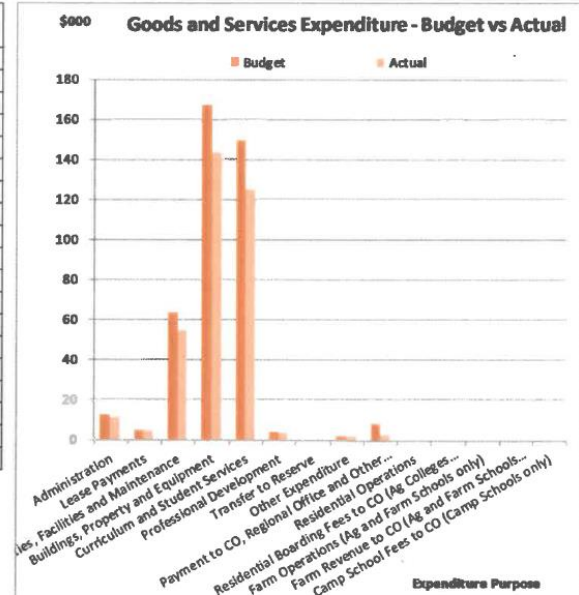
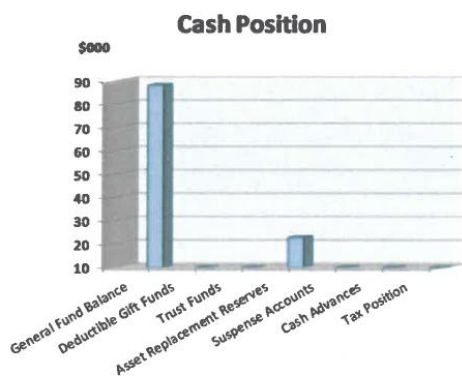
## Little Grove Primary School

### Financial Summary as at 12 January 2018

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 7,133.00	\$ 7,298.50
2	Charges and Fees	\$ 20,977.46	\$ 21,124.96
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 24,296.50	\$ 24,534.04
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 66,009.09	\$ 66,009.09
7	Revenue from Co, Regional Office and Other Schools	\$ 37,138.02	\$ 37,138.02
8	Other Revenues	\$ 3,542.51	\$ 3,641.35
9	Transfer from Reserve or DGR	\$ 48,664.00	\$ 48,664.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 207,760.58</b>	<b>\$ 208,409.96</b>
	<b>Opening Balance</b>	<b>\$ 71,227.00</b>	<b>\$ 71,227.04</b>
	<b>Student Centred Funding</b>	<b>\$ 155,671.35</b>	<b>\$ 156,917.24</b>
	<b>Total Cash Funds Available</b>	<b>\$ 434,658.93</b>	<b>\$ 436,554.24</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 434,658.93</b>	<b>\$ 436,554.24</b>



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 12,601.59	\$ 11,887.14
2	Lease Payments	\$ 4,729.16	\$ 4,729.16
3	Utilities, Facilities and Maintenance	\$ 63,440.10	\$ 55,076.76
4	Buildings, Property and Equipment	\$ 167,487.50	\$ 143,259.03
5	Curriculum and Student Services	\$ 149,283.60	\$ 125,148.22
6	Professional Development	\$ 4,672.18	\$ 3,720.47
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 2,081.82	\$ 1,962.70
9	Payment to CO, Regional Office and Other Schools	\$ 8,465.36	\$ 2,606.09
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 412,711.31</b>	<b>\$ 348,389.57</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 412,711.31</b>	<b>\$ 348,389.57</b>
	<b>Cash Budget Variance</b>	<b>\$ 21,947.62</b>	



<b>Cash Position as at:</b>	
Bank Balance	\$ 106,708.74
Made up of:	
1 General Fund Balance	\$ 88,164.67
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 22,884.27
5 Suspense Accounts	\$ 87.80
6 Cash Advances	\$ 220.00
7 Tax Position	\$ 4,208.00
<b>Total Bank Balance</b>	<b>\$ 106,708.74</b>

## Appendix A



# Little Grove PRIMARY SCHOOL

*A Proud Independent Public School*

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www.littlegroveps.wa.edu.au

### Summary of achievement towards Business Plan 2016-2018 targets for School Board.

Updated Term 1 2018.

Target	Achieved	Not Ach	In Progress	Progress / Comment
<b>3 year targets</b>				
In 2016 -2018 the Year 3 and 5 continuing students will be at or above statistically similar schools in NAPLAN Numeracy.	√		√	<b>Achieved in 2017.</b> Year 3 were 3 points above like schools and Year 5 students 5 points above.
In 2016 -2018 the Year 3 to 5 stable cohort will show high progress and high achievement (as defined by Department of Education Schools Online data reporting system) compared to statistically similar schools in Naplan Numeracy.		√	√	<b>Not achieved in 2017.</b> Year 3 stable cohort were 5 points above compared to like schools and Year 5 were 14 points above. However the year 3 to 5 cohort showed lower progress than like schools by 9 points.
By 2018, the Year 3 NAPLAN Spelling results compared to statistically similar schools will improve.		√	√	<b>Not achieved in 2017.</b> Year 3 students were same as like schools and Year 5 was 3 points below like schools.
Reduce the number of Year 3 to 6 continuing students in stanines 1 to 3 and increase the number in stanines 4 to 9 in Progressive Achievement Tests (PAT) in Reading Comprehension and Maths by 2018.	√		√	<b>Achieved in 2017.</b> 2017 results – Reduced by 6 students for reading comprehension in stanines 1-3. Reduced by 14 students in Maths in stanines 1-3.
Increase the number of continuing students reading at or above Springboard level 30 by end of Year 3 in 2018.			√	2017 results – 79% (15 students) of Year 3 students reached level 30 or above.  2016 results – 83% (24 students) of Year 3 students reached level 30 or above.  2015 results – Of the Preprimary to Year 3 students tested – 24% (19 stds) achieved level 30 or above. 35 stds were not tested for a variety of reasons inc they were already above level 30 in previous years.
<b>Yearly targets</b>				
Students reaching benchmark reading levels by the end of the year from Pre-Primary to Year 3.	√			For more detail see 2017 Results of Yearly Academic Targets. Achieved except for parts of Year 1 and 2.
Students reading and knowing phase sounds (phonics) by the end of the year from Pre-Primary to Year 3.	√			For more detail see 2017 Results of Yearly Academic Targets. Achieved except for Kindergarten.
Students being able to read and spell high frequency	√			For more detail see 2017 Results of Yearly Academic Targets. Achieved except for Year 2.



Target	Achieved	Not Ach	In Progress	Progress / Comment
words from Pre-Primary to Year 3.				
Year 4 to 6 students spelling age compared to their chronological age.	√			For more detail see 2017 Results of Yearly Academic Targets. Achieved
Students recall of basic facts in mental mathematics in addition, subtraction, multiplication and division from Year 3 to 6.	√			For more detail see 2017 Results of Yearly Academic Targets. Achieved except for Year 3 and 4 – Addition and Subtraction.
Students Mathematical year level curriculum knowledge from Preprimary to Year 6.			√	New yearly target for 2018.
Increasing the percentage of students correctly answering inferential and evaluative comprehension questions in Reading Comprehension assessments in Years 3 to 6 students.	√			For more detail see 2017 Results of Yearly Academic Targets. Achieved
<b>Non Academic Areas</b>				
Reduce the percentage of continuing students with a low level of social skills and emotional skills in Year 3 to 6 by 2018.	√		√	<i>Achieved in 2017. From 2016 to 2017 – reduced by 5% the percentage of students with low social skills and emotional skills. This equates to about 6 students.</i>
Increase students' consistent application of behaviour expectations in Open to Learning, Being Resilient, Being Responsible and Being Respectful areas by 2018.			√	<p>2017 results - 84 social skills lessons across school involving 25 students (13%). 183 students enrolled. 111 students received all four Groovy Grover Behaviour Award (wrist band) for consistently displaying behaviour expectations all year. On average 147 students per term (90%).</p> <p>2016 results - 42 social skills lessons across school involving 24 students (13%). 186 students enrolled. 137 students received a Groovy Grover Behaviour Award for consistently displaying behaviour expectations (73%) all year.</p>
Increase the percentage of students who are able to set goals and work towards them with perseverance in Pre-Primary to Year 2 by 2018.			√	<p>2017 Semester 2 results – Consistently sets goals and works towards them 70%, consistently displays perseverance 63%</p> <p>2016 Semester 2 results - Consistently sets goals and works towards them 72%, consistently displays perseverance 63%</p>
Increase staff and student application and attitudes towards environmental, economic, cultural and social sustainable practices by 2018.			√	On track. Meet criteria in Eco Schools Australia Bronze award.
Sustainability data collection will be robust and ongoing across the school to assess success by 2018.	√		√	<i>Achieved in 2017.</i> Summary of Data presented to School Board Term 4 meeting.
The school will achieve an Eco-Schools Australia Silver Award (or equivalent) by the end of 2018 for its sustainable practices.			√	On track for this to be achieved including the installation of solar panels, LED lighting, rain water to Junior block toilets. Numerous other sustainable practices as detailed in Sustainability report 2017. <i>Awarded Bronze in November 2017.</i>