

School Report 2024



Grovelands Primary School

School Overview

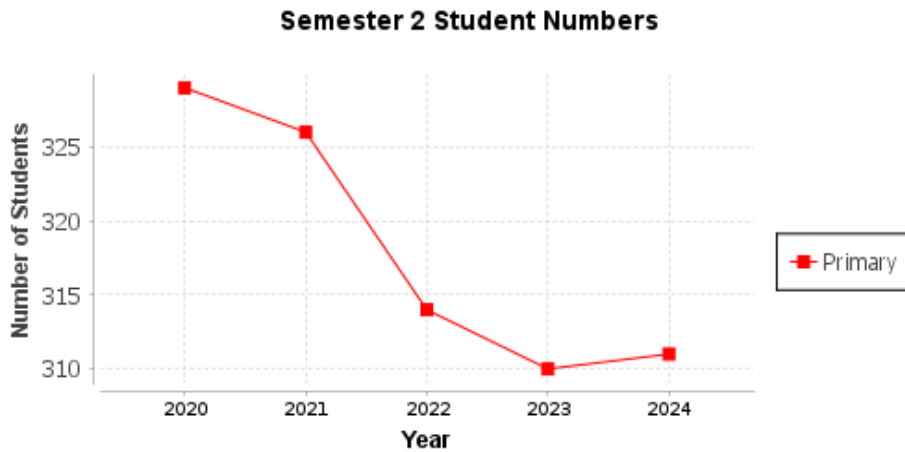
Grovelands Primary School is an Independent Public School which opened its doors to students for the first time in 1979. Serving Camillo and its surrounding suburbs, the school is committed to providing a high-quality education to all students.

Grovelands Primary School is a 'You Can Do It!' school which celebrates the five keys to success - Organisation, Getting Along, Persistence, Confidence and Resilience.

We have a dedicated team of experienced and passionate teaching staff who are committed to providing engaging and empowering opportunities for students. Our staff place an emphasis on quality teaching, and work to provide a broad and challenging curriculum that meets the interests and learning needs of all students.

We are committed to developing and sustaining a culture of continuous self-improvement and lifelong learning in an environment of collaboration and innovation. Grovelands Primary celebrates diversity and achievement and promotes excellence in all areas of life.

Student Numbers and Characteristics (Data) (source: Schools Online)



Comments:

The steady decline in student numbers experienced at Grovelands, post 2020, plateaued in 2024. In Semester Two 2023, 310 compulsory school aged children attended Grovelands. This stayed relatively the same with 311 compulsory school aged children in Semester Two 2024. Kindergarten enrolments continued to improve in 2024 which should assist in maintaining a similar profile in 2025.

Strategies put in place over 2024 to promote the educational quality of our ECE program have had an impact with Term 4 enrolment trends indicating that 2025 should start with 2 full kindy classes onsite and additional students catered for at Kindaimanna Community Kindergarten. These strategies will be continued in 2025.

Workforce composition (Data) (source: Schools Online)

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	1.7	0
Total Administration Staff	3	2.7	0
Teaching Staff			
Other Teaching Staff	23	19.3	0
Total Teaching Staff	23	19.3	0
School Support Staff			
Clerical / Administrative	4	3.0	0
Gardening / Maintenance	1	1.0	0
Instructional	1	1.0	1
Other Allied Professionals	16	11.8	1
Total School Support Staff	22	16.8	2
Total	48	38.8	2

Comments:

Grovelands Primary School has maintained a relatively stable staffing profile in 2024, with minimal variation on 2023 data.

Additional teachers were employed on fixed term contracts due to substantive staff taking leave and/or reducing their work fractions. This is reflected in the number of teaching staff compared to FTE.

Administration Staff numbers and FTE remained the same in 2024.

Leave and part time working arrangements account for the number of Allied Professionals compared to FTE.

Current trends indicate that this will remain relatively the same in 2024, though variations in SNEA time are probable, depending on funding.

Student Attendance (Data) (source: Schools Online)

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2022	83.6%	85.9%	88.3%	67.5%	65.1%	69.5%	80.6%	80.3%	86.6%
2023	85.8%	88.2%	90.3%	77.1%	72.9%	74.3%	84%	84.2%	88.9%
2024	84.6%	87.8%	91%	74.5%	72.2%	74.3%	81.9%	83.6%	89.4%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2022	33.9%	33.3%	20.2%	12.5%
2023	48.2%	24.6%	16.6%	10.7%
2024	42.9%	25.7%	19.4%	12.0%
Like Schools 2024	46.7%	26.1%	17.1%	10.1%
WA Public Schools	65.0%	23.0%	9.0%	4.0%

Describe your analysis and impact of evidence

Attendance (Targets)

1. Student regular attendance will be above 60% and whole school compulsory age attendance rate above 85%.
2. Aboriginal student regular attendance will be above 40% and compulsory age attendance above 80%.

In 2024, Grovelands experienced a decline in attendance data across all markers and failed to achieve progress towards the targets in our Attendance Plan. Consistent and persistent effort will be required to arrest this trend in 2025 and beyond. From this data it is apparent that:

- Our overall attendance rate declined from 84% in 2023 to 81.9% in 2024.
- Our overall attendance rate in 2023 was below that of like schools, and the average for WA Public Schools.
- The attendance rate for Aboriginal students declined from 77.1% in 2023 to 74.5% in 2024.
- The attendance rate for Aboriginal students in 2024 was above that of like schools and marginally above the average for WA Public Schools.
- Regular attendance declined from 48.2% in 2023 to 42.9% in 2024. In 2024 this was below that of like schools and well below the average for WA Public Schools.
- A decline is noted in each of the at-risk categories, with the percentage of students increasing in each category. This was marginally better than like schools for the indicated risk category, but below that of like schools and WA Public Schools in the moderate and severe categories.

Describe how non-attendance is managed by the school.

Grovelands employs tiered approach to attendance. Management of non-attendance begins with follow up by the classroom teacher in the first instance. Repeated non-attendance is handled by a school officer who contacts families to ascertain reasons and return dates and identify cases that require further follow up. Identified students are then case managed by Student Services staff with the goal of increasing their attendance and engagement at school. This is underpinned by a series of proactive strategies that recognise and celebrate high attendance and/or improvement at a classroom and whole school level.

All for our attendance practices were reviewed at the end of 2024 by staff and the School Board. To arrest this trend in 2025, the following strategies will be renewed and revitalised:

- Clarity of roles and responsibilities for Classroom Teachers and Attendance Officer.
- Inclusion of attendance in Good Standing Policy
- Return to whole school attendance rewards that are linked to good standing, rather than attendance rewards at a cluster level.
- Closer monitoring of attendance of Aboriginal students and earlier intervention including working with other agencies.
- Improved communication and liaison with the agencies working at risk children
- Revitalise the Attendance Stars award at Assemblies.

Student Achievement and Progress

NAPLAN (Data) (source: Schools Online, SAIS)

NAPLAN 2024 Achievement of Proficiency Standards						
	Year 3	%	%LS	Year 5	%	% LS
Numeracy	Exceeding	2.2	2.1	Exceeding	0	1.6
	Strong	22.2	37.8	Strong	42.9	41.2
	Developing	48.9	35.7	Developing	26.5	29.4
	Needs Additional Support	26.7	24.1	Needs Additional Support	30.6	27.6
Reading	Exceeding	6.7	6.5	Exceeding	6.1	6.6
	Strong	24.4	34.8	Strong	46.9	35.9
	Developing	31.1	24.4	Developing	22.4	26.5
	Needs Additional Support	37.8	33	Needs Additional Support	24.5	30.8
Writing	Exceeding	0	2.1	Exceeding	4.1	2
	Strong	65.2	52.8	Strong	44.9	36.8
	Developing	23.9	22.2	Developing	28.6	32.7
	Needs Additional Support	10.9	22.7	Needs Additional Support	22.4	28.1
Spelling	Exceeding	8.9	7.1	Exceeding	4.2	9.4
	Strong	24.4	33	Strong	43.8	39.1
	Developing	33.3	30.4	Developing	27.1	27.6
	Needs Additional Support	33.3	29.3	Needs Additional Support	25	23.7
Grammar	Exceeding	2.2	2.9	Exceeding	2.1	2.9
	Strong	26.7	24.6	Strong	31.3	32.3
	Developing	31.1	34.3	Developing	33.3	34.4
	Needs Additional Support	40	38	Needs Additional Support	33.3	30.2

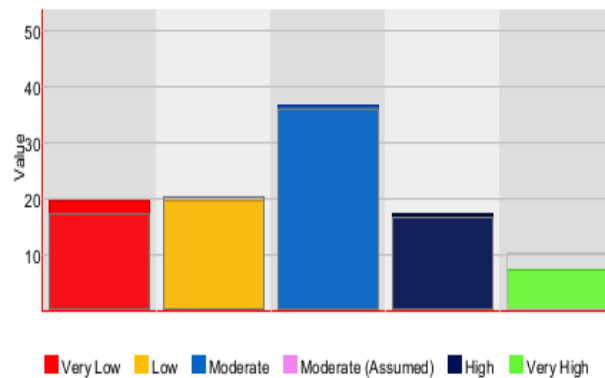
LS = like schools

NAPLAN 2024 School Mean vs Like Schools Mean				
	Year 3		Year 5	
	School	Like Schools	School	Like Schools
Numeracy	344.91	360.88	428.82	433.09
Reading	329.96	341.27	436.2	423.77
Writing	377.46	365.65	428.43	423.39
Spelling	337.49	350.32	431.48	441.55
Grammar & Punctuation	339.18	340.74	423.71	428.25

Cohort: Year 3 GROVELANDS PRIMARY SCHOOL Y03 2024 Reporting Period: 2024 Y03

Numeracy - Progress

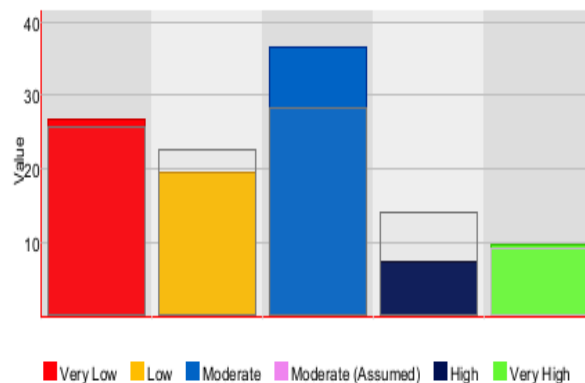
Filters : All Students



Cohort: Year 3 GROVELANDS PRIMARY SCHOOL Y03 2024 Reporting Period: 2024 Y03

Reading - Progress

Filters : All Students



Describe your analysis and impact of evidence.

Schools cannot access progress data for Year 5 students until after the 2025 NAPLAN collection, due to the change from 'bands' to 'proficiency standards'.

For Year 3 students, progress continues to be measured, using Pre-primary On-Entry Data and the NAPLAN assessment (graphs above).

In Numeracy, we exceeded like schools in the 'high' progress category (17.1% compared to 16.4%). We fell short in the 'very high' progress category (7.3% compared to 10.2%). In Reading, we exceeded like schools in the 'very high' progress category (9.8% compared to 9.1%). We were well short in the 'high' progress category (7.3% compared to 14.2%).

For Year 5 students, in Numeracy, we increased the number of students achieving the NAPLAN proficiency standard of 'strong' in comparison to like schools (42.9% compared to 41.2%) and reduced the number of students achieving the proficiency standard of 'developing' in comparison to like schools (26.5% compared to 29.4%).

For Year 5 in Reading, we increased the number of students achieving the NAPLAN proficiency standard of 'strong' in comparison to like schools (46.9% compared to 35.9%) and the number of students achieving the NAPLAN proficiency standard of 'exceeding' almost matched that of like schools (6.1% compared to 6.6%).

For Year 5 in Writing, we increased the number of students achieving the proficiency standards of 'strong' and 'exceeding' above that of like schools (Exceeding 4.1% compared to 2% and Strong 44.9% compared to 36.8%).

Grovelands PS appears on track to achieve the targets set in the Business Plan 2024-26. We have at least partially achieved each target, based on the 2024 collection. Consistent implementation of Top Ten Maths across P-6 from 2024 should see the gap between Grovelands and like schools lessen by 2026. Continued, consistent implementation of Talk 4 Writing and Letters and Sounds should also see continued success in both Reading and Writing.

Parent/student/teacher satisfaction with the school (DATA) (source: National School Opinion Survey and/or school-based data)

These surveys were not administered in 2024 due to a delay in a replacement for the defunct National School Opinion Survey. The school will re-introduce their own version of these surveys in 2025.

School Income by Funding Source (DATA) (source: Schools Resourcing System)

School:	Grovelands Primary School	School Year:	Dec 2024 (Verified Dec Cash)
Region:	South Metropolitan Region	Aria:	0
		Distance to Perth (km):	22.71

One Line Budget

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 145,858	145,858	-0
Carry Forward (Salary):	\$ 281,460	281,460	0
INCOME			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 4,750,249	4,750,249	0
Locally Raised Funds:	\$ 52,522	55,621	-3,099
Total Funds:	\$ 5,230,089	5,233,188	-3,099
EXPENDITURE			
Salaries:	\$ 4,207,422	4,207,422	0
Goods and Services (Cash):	\$ 533,528	431,599	101,929
Total Expenditure:	\$ 4,740,950	4,639,021	101,929
Variance:	\$ 489,139	594,166	-105,027

Describe your analysis and impact of evidence

- Student Centred funding at Grovelands increased in 2024. This was clearly linked to an improvement in enrolments, particularly in Kindergarten and Pre-Primary and demographic factors in our community.
- Locally raised funding improved in 2024. This continues to be a minimal source of funding for the school. In 2024, Grovelands continued its strategy of charging \$10.00 per child per term. This will not be continued in 2025.
- Most funding is accounted for in salaries. The needs of the Grovelands community requires a high level of staffing.

Identified school priority	Progress against priority	Planned actions																								
<p>Positive Behaviour (Targets)</p> <p>1. 80% of students (P-2) will score consistently or often in the identified PSL categories in Semester 2 reports:</p> <ul style="list-style-type: none"> ➤ Makes positive choices with confidence ➤ Displays perseverance ➤ Expresses emotions appropriately ➤ Respects the ideas, feelings and needs of others ➤ Resolves conflicts in a positive manner ➤ Interacts with peers and adults in acceptable ways ➤ Collaborates in group activities. 	<p>PP-2 PSL Performance against Targets: Semester 2 2025</p> <table border="1" data-bbox="772 295 1525 922"> <thead> <tr> <th>PSL Attribute Category</th> <th>'You Can Do It!' Key</th> <th>% Consistent/Often</th> </tr> </thead> <tbody> <tr> <td>Makes positive choices with confidence.</td> <td>Confidence</td> <td>79</td> </tr> <tr> <td>Displays perseverance.</td> <td>Persistence</td> <td>74</td> </tr> <tr> <td>Expresses emotions appropriately.</td> <td>Getting Along, Resilience</td> <td>79</td> </tr> <tr> <td>Respects ideas, feelings and needs of others.</td> <td>Getting Along</td> <td>81</td> </tr> <tr> <td>Resolves conflicts in a positive manner.</td> <td>Getting Along</td> <td>74</td> </tr> <tr> <td>Interacts with peers and adults in acceptable ways.</td> <td>Getting Along</td> <td>83</td> </tr> <tr> <td>Collaborates in group activities.</td> <td>Getting Along</td> <td>79</td> </tr> </tbody> </table> <p>Positive progress towards the 80% target was achieved for 5 of the identified targets.</p> <p>The Target was exceeded in:</p> <ul style="list-style-type: none"> ➤ Respects the ideas, feelings and needs of others ➤ Interacts with peers and adults in acceptable ways 	PSL Attribute Category	'You Can Do It!' Key	% Consistent/Often	Makes positive choices with confidence.	Confidence	79	Displays perseverance.	Persistence	74	Expresses emotions appropriately.	Getting Along, Resilience	79	Respects ideas, feelings and needs of others.	Getting Along	81	Resolves conflicts in a positive manner.	Getting Along	74	Interacts with peers and adults in acceptable ways.	Getting Along	83	Collaborates in group activities.	Getting Along	79	<p>In 2025 the development of our positive behaviour strategy will continue. This will include:</p> <ul style="list-style-type: none"> • Continuation of our existing 'Did It' awards, Lunch with the Principal with both linked to You Can Do It Education. • Implementation of whole school positive behaviour foci every 3 weeks with a faction-based reward system. • Revue of whole school behaviour management process and strategy using the MTSS (Multi-Tiered Systems of Support) mapping tool. • Finalisation of our Student Health and Well Being policy utilising the MTSS approach.
PSL Attribute Category	'You Can Do It!' Key	% Consistent/Often																								
Makes positive choices with confidence.	Confidence	79																								
Displays perseverance.	Persistence	74																								
Expresses emotions appropriately.	Getting Along, Resilience	79																								
Respects ideas, feelings and needs of others.	Getting Along	81																								
Resolves conflicts in a positive manner.	Getting Along	74																								
Interacts with peers and adults in acceptable ways.	Getting Along	83																								
Collaborates in group activities.	Getting Along	79																								

2. 90% of students (3-6) will score consistently or often in the identified ABE categories in Semester 2 reports:

- Shows self-respect and care
- Shows courtesy and respect for the rights of others
- Participates responsibly in social and civic activities
- Cooperates productively and builds positive relationships with others
- Sets goals and works towards them with perseverance
- Shows confidence in making positive choices and decisions.

3-6 ABE Performance against Targets: Semester 2 2025

ABE Attribute Category	'You Can Do It!' Key	% Consistent/Often
Shows self-respect and care.	Getting Along, Confidence	89
Shows courtesy and respect for the rights of others.	Getting Along	82
Participates responsibly in social and civic activities.	Getting Along, Organisation	82
Cooperates productively and builds positive relationships with others.	Getting Along	83
Sets goals and works towards them with perseverance.	Organisation, Persistence	78
Shows confidence in making positive choices and decisions.	Confidence, Getting Along, Resilience	84

Positive progress towards the 90% target was achieved for 4 of the identified targets.

The target was almost achieved (89%) for:

- Shows self-respect and care.

Goal setting is an obvious area to be targeted in 2025.

<p>Community (Strategies)</p> <ol style="list-style-type: none"> 1. A range of community events to engage families to play an active role in the life of the school. 2. Innovative local partnerships to support improved student achievement and wellbeing, 	<p>Grovelands ran a series of successful engaging Community Events in 2024. Success was evident in the high levels of attendance at the events. These included:</p> <ul style="list-style-type: none"> • Big Community Breakfast • Harmony Week Activities • Fathering Project Events • ANZAC Ceremony • Reconciliation Walk • Parent- Teacher Interviews • Grandparents Day • Nini Djena Mother's & Father's Day Celebrations • NAIDOC Week Activities • Sports Carnival • Colour Run (P&C Event) • Matilda – The Musical 	<p>The Grovelands Business Plan 2024-26 articulates our intent to continue to provide a range of community events to engage families to play an active role in the life of the school.</p> <p>In 2025, a similar suite of events will be run, with addition of a second parent teacher Interview event (1 early term 2, 2nd later in term 3) and a second Community Big Breakfast.</p> <p>The 2025 musical production will be Snow White.</p>
<p>Community (Strategy)</p> <p>Strengthen culturally responsive practices and approaches when working with Aboriginal students, their parents, families, communities, and organisations, by continuing implementation of the Aboriginal Cultural Standards Framework (ACSF) and Reconciliation Action Plan (RAP).</p>	<ol style="list-style-type: none"> 1. Reconciliation Action Plan Committee continued to 2. Reconciliation Walk in collaboration with the Champion Centre, including activities at school. 3. Conducted our own cultural celebration – Kambarang Festival 4. Work began on a scope and sequence document that will enable staff to incorporate local Aboriginal culture, history and perspectives in curriculum implementation. 5. Whole school student incursion – Yirra Yaakin 6. Staff participated in a field trip to Bilya Koort Boodja in Northam on Ballardong Boodja to enhance cultural and historical understandings. 7. Whole school acknowledgement of country was co-developed by students, staff and the RAP Committee. 	<ol style="list-style-type: none"> 1. Continue RAP process 2. Continue building staff cultural understandings via PL and reflections. 3. Enhance staff awareness of resources available for use in classroom. 4. Enshrine our whole school Welcome to Country in all school events and communications. 5. Complete Scope & Sequence for operation from 2026. 6. 2025 Field Trip will be to visit Boola Bardip and participate in PL. 7. Continue reconciliation walk initiative.

		8. Continue to develop Kambarang Festival concept.
<p>Staff Cohesion (Strategies)</p> <ol style="list-style-type: none"> 1. Continue to provide opportunities for an authentic staff voice, including opportunities to provide feedback and for feedback to be acted upon. 2. Continue to develop protocols and expectations for communication and collaboration based on our Grovelands Way of Being. 	<p>At Grovelands, we recognise that staff cohesion underpins everything we do. In 2024, steps continued to be taken to strengthen this so we can work together effectively to meet the demands our improvement agenda. Key elements of this were:</p> <ul style="list-style-type: none"> • 1 staff meeting per term dedicated to working on Staff Culture • Professional Learning on Personal Boundaries • Continuation of termly Staff Consultation Group meetings to provide clear opportunities for staff feedback to the leadership Team. • Linkage of our Way of Being to “Above the Line” thinking. • Discussion and drawing up of a celebrating success policy 	<p>The Grovelands Business Plan 2024-26 articulates our intent to continue these actions so that we can continue to build our staff culture in a shared and meaningful way. Priorities for 2025 will be</p> <ul style="list-style-type: none"> • Continued prioritisation of meeting time dedicated to Staff Culture • Finalisation of Above the Line Policy after further workshopping with staff. • Implementation and review of Celebrating Success policy.

Endorsed by School Board 27/05/2025.