



Grovely State School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training

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## School Overview

Grovely State School is an innovative school with choice of two pathways that are united in purpose of preparing our students for their future. We are proudly celebrating 61 years of public education. Grovely is proudly an Independent Public School from 2017 and has a vibrant school environment where all students are encouraged to actively engage in all facets of school life. In 2017 we have redefined our narrative.

As a collective, ***We believe every child can learn and reach their potential. We care deeply and commit to the social, emotional and academic development of our students and enact this through high expectations and relationships. We strive for synergy in our school community to unify this purpose. We commit to ensuring our students are self-managed, critical and curious thinkers through working collaboratively to achieve high quality access to learning.***

Grovely State School offers a range of innovative learning programs. This includes a Montessori Learning Program and a Mainstream pathway, catering for students from Prep to Year 6. The inclusion of this program complements the quality mainstream program offering greater choice of educational provision to families. Students are considered individually and encouraged and supported to achieve their personal best. Respect, Responsibility, Resilience and Curiosity are the core values that underpin our school's culture. These values are explicitly taught and enacted by all members of our community. These principles, timeless and universal in nature, aim to empower students to understand and embrace their worth and potential. Our school's success is a result of the efforts and commitment of a dedicated staff team, supported by a Parents and Citizens group and a significant number of volunteers who continually work to improve our school and offerings for students and families. The close cooperation between families and the school is evidenced by very high levels of parent and student satisfaction. Families and students come to our school because of what we do, how we do it and most significantly why we do what we do.

# Principal's Forward

## Introduction

It is with an enormous amount of pride I present to you the school annual report for Grovely State School for 2016. This report provides a snapshot of the significant achievements of our school throughout the year of 2016. 2016 was a year of growth into our lower school which is very exciting for us. I am incredibly proud of the team that make up the Grovely **CREW (Collaboration, Relationship, Engagement, and Work: learning is the work)** and deliver quality education and relationships to our students and the community.

### School Progress towards its goals in 2016

2016 was Grovely State Schools last year of the Strategic plan.

- Improve all achievement of all student in reading and numeracy.
- Whole school understanding of curriculum and alignment with agreed school pedagogical frameworks.
- Continue to build the schools culture o professional learning community evidenced by continue collective sharing and learning.
- Continue to build strong parent and community relationships.

A synopsis of our Explicit improvement agenda priorities and achievement's for 2016 include:

- Narrowed our explicit improvement agenda to Reading, Differentiation and the culture that promotes learning.
- Reviewed roles and responsibilities within governance structures to progress these priorities and capacity build within our staff.
- Collaboratively developed consistent Reading Framework across P-Year 6 and achieved 100% year 3 at the national minimum standard or above with % in the upper two bands.
- Refined an inquiry approach to challenges of practice for teaching teams and time to implement this through s collaboratively developed coaching framework.
- Reduced percentage of absenteeism and targeted every day counts within our school community.
- Consolidation of the alignment of curriculum and whole school assessment gathering practices at Grovely State School.
- Refined the model of differentiation across P-6 towards a depth of case management for individual students who are identified.
- Targeted us of resources to implement programs through evidence based research to support and increase student achievement and progress.
- Defining and targeting high expectations and authentic relationships for students and our community.
- Continued playgroup and a structured high school transition program for students in year 4 to 6.
- Reviewed the pedagogical framework with explicit instruction, learning intention, narrative and pace as our signature pedagogy.

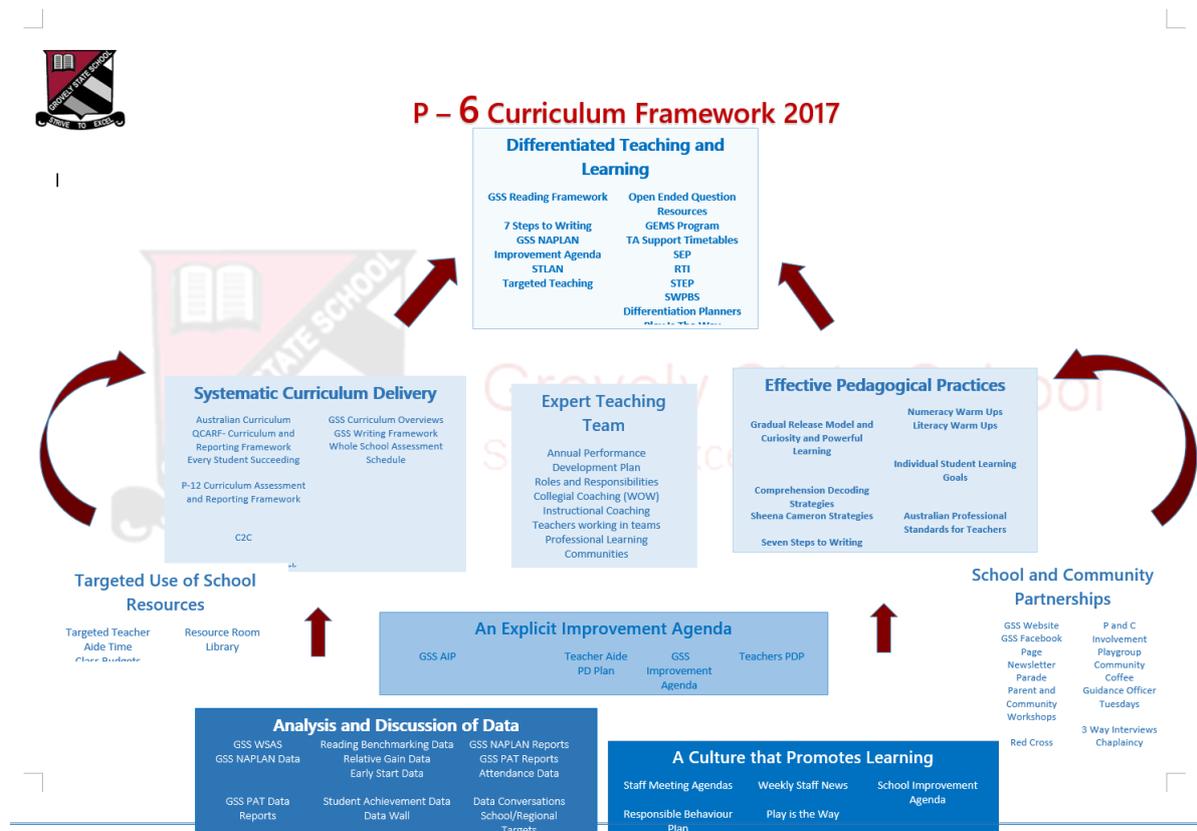
### Future Outlook

The explicit improvement agenda for 2017 has continued to embed the above priorities and include writing consistency and approach across our school. 2017 is a review year and a very exciting time

for Grovely State School to reflect and plan the priorities for the next four years. This year also includes the establishment of the school council as we continue to be proudly an independent public school.

2017 Priorities include:

- Embedding of reading practices with capacity building in team leaders to keep our focus on reading consistent and supported by coaching framework.
- Implement a model of case management and targeted use of resources to support students to achieve and progress with high expectations and authentic relationships.
- Develop a consistency to approaching behaviour education for the culture that promotes learning.
- Track progress based on targets and timelines that are reviewed in termly data conversations and respond to the data and next steps for students.



## Our School at a Glance

Grovely State School celebrated 60 years of quality education in 2016. Our school has grown significantly in the past seven years into what would be categorised as a middle sized school. With an enrolment of 395 students, the introduction of the Montessori pathway has been a significant factor in this growth. This has also increased mainstream enrolments offering a school of choice with 16 classes – 8 in Montessori and 8 in the Mainstream pathway.

Grovely State School has the Principal, a Deputy Principal, Head of Curriculum, Music and PE specialist, LOTE (Japanese), Support Teacher: Literacy and Numeracy, Differentiation teacher, Head of Special Education, 2 SEP teachers, a Business Services Manager, 2 Administrative Officers, 16 teaching staff, non-teaching staff, 3 cleaners and a groundsman.

In addition to this we are also supported on a fractional basis by our EAL/D (English as a second language or Dialect) teacher, 2 Instrumental teachers (strings, woodwind, percussion and bass) and a Guidance Officer.

Our Teacher Aides work with our students and teachers across all year levels including prep who have an aide for each class.

Our facilities include a refurbished 25 m swimming pool, tennis court, large oval area, 2 playgrounds and Grovely Performing Arts Hall. Grovely also has an outside hour's school care currently run by YMCA that operates before, after and vacation care programs.

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2016:** Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	378	171	207	38	94%
2015*	382	170	212	40	91%
2016	377	173	204	40	94%

Student counts are based on the Census (August) enrolment collection.

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## School Profile

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

Grovely State School has an enrolment of 395 students with 10% indigenous and 15% English as a second language. Diversity is our strength with students coming from a variety of cultural backgrounds. Grovely State School is an inclusive approach that is equally valued students, staff and the community. Diversity is celebrated regularly with over 40 countries being recognised in our community. Grovely State School has 5% of students with a disability and a small number of students in care.

## Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	23	23
Year 4 – Year 7	27	28	24
Year 8 – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

At Grovely State School we use research-based practices to adopt a whole school approach to teaching and learning. We use the research to guide best practices in Explicit Instruction, Curiosity and Powerful Learning, Visible Learning and Montessori. Our teaching staff have a deep understanding of the Australian Curriculum achievement standards and content descriptors and use these understandings to align planning, pedagogy and assessment. School leaders and teachers use collected data to design appropriately challenging tasks for all students.

- To improve the achievement of all students in literacy and numeracy, teachers use the Australian Curriculum to align planning, pedagogy and assessment. Teachers are supported to backward map from the Australian Curriculum Achievement Standards to elicit the teaching required for all students to be successful.
- A Montessori Learning Pathway is an aligned, quality education provision. Students who are enrolled in our Montessori pathway are provided with the same quality curriculum through a prepared environment using specific and purposeful use of Montessori materials to access the curriculum.
- Research tells us that great teaching links a lessons learning intention with the learning outcome and success criteria. Therefore, Visible Learning practices are embedded in classrooms, with teachers articulating Learning Intentions and Success Criteria. Teachers model exemplars of expected student responses so that all students can experience success in their learning. Consequently, this supports our teachers to maintain consistency in both planning and delivery.
- Teachers work with school leaders and support staff to embed appropriately challenging tasks. This approach ensures that curriculum delivery meets the needs of every students, including enrichment opportunities.
- Grovely State School has embedded a reading framework that ensures the consistency of the teaching of reading. The framework is based on the Explicit Instruction Model and Visible Learning elements. This framework outlines the school's expectations on the teaching of reading through the procedures of modelled reading, shared reading, guided reading and independent reading.
- Consistent strategies are moderated regularly in team meetings and through collaborative professional learning opportunities.
- Grovely has a strong culture of a professional learning community, evidenced by continuous collective sharing and learning. We are proud to have a culture where teachers are involved in watching others work, instructional coaching and feedback. Walkthroughs to gather evidence of student's articulation of their learning are conducted regularly.

## Co-curricular Activities

At Grovely State School:

- Students are given the opportunity to participate in Brainwaves, ICAS and Math's tournaments
- Secondary school transition days are offered for students in Year 4, 5 and 6 throughout the year with the local high school
- We have an expanding music program and Instrumental Music program. Both programs provide students with the opportunity to perform regularly within the local area and students attend beginner, intermediate and advanced music camps. We also have a senior and junior choir. A dedicated Music Supporters Group support the music teacher and our school.
- Students participate in inter-school and intra-school sports through the sporting schools Australia grants. Students engage in a range of sports and activities that include, but are not limited to, soccer, touch football, netball, volleyball, table tennis and dance.
- Celebrating diversity and embedding indigenous perspectives in our school community is valued and embedded. Events include Harmony Day, Sorry Day and NAIDOC week learning experiences.
- We offer a range of incursions and excursions occur during the year connecting learning to the real world.
- We offer a camping program for students in Years 5 and 6 that happens in the first half of the school year to develop their leadership skills and to challenge themselves and in groups to explore their potential.
- We have a 25m pool that is utilised in our HPE program for swimming lessons for all students in Prep-Year 6 in Terms 1 and 4. In addition, the pool is leased to a swimming coach that works with the swim club that runs each week in season.
- Students from Year 1 to 6 have the opportunity to participate in a number of lunch time clubs, including – Coding Club, Science Club, Art Club, and Garden Club. Students can access our ELC at lunch times too. Students also have access to the Rainbow Room that is run by our Chaplain. Additionally, the Chaplain also runs a number of social skills programs as well as offering pastoral care to students and community members.
- Open days are conducted once per term for prospective parents and students. This allows families and community members to observe the great work that is being conducted in our classrooms and within our school.
- Little Blossoms, an early year's playgroup, is offered for children from 0 – 5 years. It is an informal session where parents/guardians can meet in a relaxed environment and provide their child(ren) with the opportunity to learn through quality play-based, practical life and sensorial activities. Little Blossoms runs for 2 hours weekly on a Friday morning from 9:15 – 11:15am.

## How Information and Communication Technologies are used to Assist Learning

Grovely State School uses Information Communication Technologies (ICTs) as an everyday tool in the daily teaching and learning of students. Assistive and Adaptive technologies are also used, as required to support the learning of our students with special needs. We have electronic whiteboards installed in each classroom. We have a fully replaced computer lab (ELC) that teachers utilise and students can access at lunchtimes. In the middle and upper school, classes now have laptop trolleys



and up to 15 laptops across 3 teaching blocks. We are in the process of introducing iPads as we continue to grow the embedded use of ICTs. We run a coding club at lunch times and our Years 4 – 6 teachers have run a coding and robotics focus, reflecting the digital technologies curriculum.

## Social Climate

### Overview

Self-managed learners who demonstrate respect, responsibility, resilience and are curious, are the foundations of our school's culture. Staff value highly and aspire to explicitly teaching our students the skills to be self-managed learners who are curious and intrinsically motivated.

Our responsible behaviour plan reflects these foundations and incorporates a proactive approach to supporting students to develop the skills they need to become self-managed. The responsible behaviour plan reflects student needs by providing support for all learners to create and maintain a safe, supportive learning environment. We believe by supporting students to develop these lifelong learning skills they will be able to focus on their learning and reach their potential.

Inclusivity is important to us. Staff work in Collaborative Professional Learning teams to ensure that student learning is at the heart of what we do. Collaborating across the school ensures that teachers and support staff are able to respond to bullying, differentiate for student needs and provide wellbeing across the school. Parents and community members are encouraged to work together with teachers and administration to ensure that everyone supports student well-being and to address any bullying at the school.

The Chaplaincy program enhances the support for our students and community making strong connections within our school and to outside agencies. The Montessori and Mainstream pathways are used as vehicles to nurture and value acceptance, care, passion for learning and inclusion in a safe and supportive environment. Grovely State School prides itself of the imperatives of relationships and the ties between home and school.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	91%	86%	100%
this is a good school (S2035)	88%	86%	98%
their child likes being at this school* (S2001)	94%	95%	95%
their child feels safe at this school* (S2002)	94%	95%	98%
their child's learning needs are being met at this school* (S2003)	91%	89%	100%
their child is making good progress at this school* (S2004)	91%	84%	100%
teachers at this school expect their child to do his or her best* (S2005)	97%	94%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	89%	95%
teachers at this school motivate their child to learn* (S2007)	91%	89%	100%
teachers at this school treat students fairly* (S2008)	88%	86%	98%
they can talk to their child's teachers about their concerns* (S2009)	97%	97%	98%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school works with them to support their child's learning* (S2010)	91%	97%	97%
this school takes parents' opinions seriously* (S2011)	85%	80%	93%
student behaviour is well managed at this school* (S2012)	79%	78%	83%
this school looks for ways to improve* (S2013)	91%	94%	95%
this school is well maintained* (S2014)	88%	95%	83%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	92%	96%	96%
they like being at their school* (S2036)	88%	97%	90%
they feel safe at their school* (S2037)	91%	92%	95%
their teachers motivate them to learn* (S2038)	96%	98%	91%
their teachers expect them to do their best* (S2039)	98%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	93%	91%	93%
teachers treat students fairly at their school* (S2041)	89%	92%	88%
they can talk to their teachers about their concerns* (S2042)	89%	89%	88%
their school takes students' opinions seriously* (S2043)	90%	92%	89%
student behaviour is well managed at their school* (S2044)	72%	86%	72%
their school looks for ways to improve* (S2045)	97%	96%	95%
their school is well maintained* (S2046)	88%	94%	88%
their school gives them opportunities to do interesting things* (S2047)	94%	95%	95%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	92%	100%	90%
they feel that their school is a safe place in which to work (S2070)	97%	100%	90%
they receive useful feedback about their work at their school (S2071)	92%	93%	81%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	73%	88%	71%
students are encouraged to do their best at their school (S2072)	97%	100%	97%
students are treated fairly at their school (S2073)	97%	100%	83%
student behaviour is well managed at their school (S2074)	82%	80%	65%
staff are well supported at their school (S2075)	85%	87%	70%
their school takes staff opinions seriously (S2076)	89%	93%	77%
their school looks for ways to improve (S2077)	97%	100%	97%
their school is well maintained (S2078)	92%	93%	84%
their school gives them opportunities to do interesting	92%	93%	68%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
things (S2079)			

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

### Parent and community engagement

Grovely State School has a reliable sense of community and this is evident through the dedicated P&C committee and volunteer networks across the school. Parents are encouraged to be involved in their child's education in a variety of ways. Room parents help coordinate the involvement of parents in volunteering in the school at weekly community coffee events.

They also support the communication for community events across the school such as school discos, class celebrations of learning, fundraising events, sports days and special assemblies such as harmony day and ANZAC assemblies. The community united to celebrate the 60<sup>th</sup> anniversary of Grovely State School with a school Alumni evening uniting students and staff from previous years and a school fete.

Parents are offered formal and informal opportunities for updates on academic and social growth and development through the use of report cards and twice yearly three way interviews including parents and students sharing learning successes and setting future goals to strive towards. Parent information sessions were offered to the community. Open days are held once per term and tours are given by our Student leader body. A transition morning is offered to our new prep students as an opportunity for parent/s to connect before the start of the school year. This has been successfully ran including a prep information night with the opportunity to meet the P and C groups and prep teachers.

We have strong community links with Red Cross, YMCA, local chaplaincy committee, YWAM and Hope City Church. These local organisations provide strong support to students, staff and community members with a strong focus on wellbeing.

We also employ a Montessori consultant to visit our school twice a year. This supports staff and community members through providing support and mentoring to ensure that we continue to reflect upon and improve the Montessori pathway. Journey and Discoveries are also offered to parents twice a year and community members to help reinforce an understanding of the Montessori philosophy and cycles of learning.

### Respectful relationships programs

The safety and well-being of students, staff and community members is of paramount responsibility's. The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. It is important to us at Grovely that all students and community members feel safe in our community. Staff engage in mandatory training for student protection and support is provided across the year to ensure that staff are aware of their obligations. Personal safety and awareness is important to us and all staff support students to resolve conflicts without violence. The Daniel Morcombe curriculum support materials have been used to help students to develop understanding and skills about recognise, react and report. The schools responsible behaviour plan is also underpinned by the fundamental rights of all to be safe and provides students with the skills and assurance of a safe and supportive environment.

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016

Short Suspensions – 1 to 5 days	44	19	14
Long Suspensions – 6 to 20 days	2	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

The school monitors and is aware of our responsibility towards the environment and the need to reduce its carbon footprint. The school community has developed processes for clearly defined environmentally friendly expectations and procedures for staff and students to follow, such as electricity conservation in classrooms. Further, the school student council participates in a number of re-cycling initiatives with our student body.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	156,651	956
2014-2015	158,694	2,210
2015-2016	159,908	2,770

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

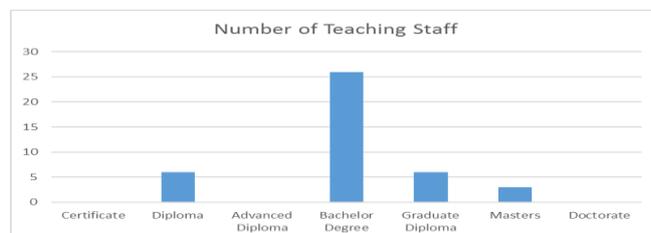
## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	31	20	<5
Full-time Equivalent	26	14	<5

#### Qualification of all teachers



TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	6
Bachelor degree	26
Diploma	6
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honors Degree, and Graduate Certificate.

### Professional Development

#### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$103,063

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- Montessori professional development for Montessori teachers and leadership team members.
- Seven Steps writing PD for Teachers
- IPS Study Tour to Perth, WA.
- Year level team coaching/mentoring opportunities
- Collaborative planning days with Head of Curriculum
- Moderation in teams
- Staff mentoring and parent education Professional development.

- GEM training and workshops
- First Aid Training and CPR
- Teacher Aide professional development opportunities

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	86%	87%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

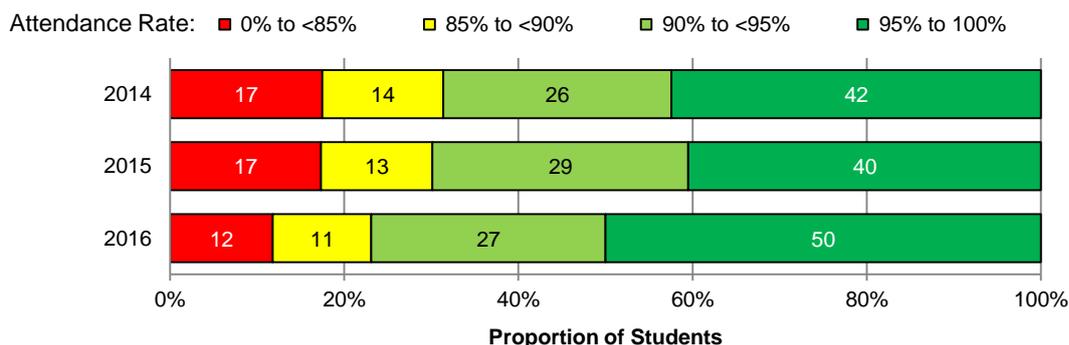
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	92%	91%	92%	92%	92%	92%	90%					
2015	90%	92%	92%	92%	90%	91%	91%						
2016	92%	92%	94%	94%	93%	90%	90%						

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

#### Student Attendance Distribution

The proportions of students by attendance range:



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools and Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Grovely State School rolls are marked by the teachers twice a day, morning and afternoon. Students who arrive at school late must report to the school office to receive a 'late slip' before entering their classrooms. These students are marked on the roll as arriving late at school. All rolls are marked by 9:15am and a report is generated for all absences that are unexplained daily. In 2016 same day unexplained absences are followed up daily. If the student absence is unexplained for three days or more or there is a pattern of continual absence the school administration will follow up by ringing the parents or caregivers. If the absence continues for reasons deemed inappropriate, Department guidelines are followed. All students who arrive late or leave the school early must be collected by parents and caregivers at the office where students are signed in and out. Support is also sought for families with significant barriers impacting on attendance. In 2016 artefacts demonstrating time lost at school and the impact of this where displayed around the school.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

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Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Conclusion

Grovely State School is a growing, vibrant Independent Public School that is underpinned by a committed and supportive staff and school community. Staff and parents work together to make the difference for our students in an approach embedded in valuing relationships.



**ENROL NOW**

**Prep to Year 6  
Montessori Pathway  
Cycle 1, 2 and 3**

**A School of choice - United in purpose**

**GROVELY STATE SCHOOL**  
STRIVE TO EXCEL

200 Dawson Parade GROVELY | 3354 6333 | grovelyss.eq.edu.au

The banner features the school's crest on the left, which includes an open book and the motto 'STRIVE TO EXCEL'. On the right, there is a photograph of three children in school uniforms looking at a tablet together. The background is a mix of dark red and light grey.