



Grovely State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Grovely is a vibrant and growing school that offers both Mainstream and Montessori pathways to learning. All staff support student learning so that every child is successful in their lifelong learning journey. Staff work collaboratively in response to data to ensure that all students achieve and progress. The development of authentic relationships with students, staff and parents/carers is imperative to this process as we work together to engage students in their learning and growth as an individual.

We believe each 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 authentic relationships. We commit to ensuring our students are self-managed, critical and curious thinkers through working collaboratively to achieve high quality access to learning. We celebrate diversity. We are proudly an Independent Public School.

The underlying beliefs of our Vision: **Engage – Ignite – Excel** are:

Every Student Matters

All students, regardless of their achievement level, have a minimum of one year of academic growth and social growth in literacy and numeracy as defined in our school's data plan in an inclusive environment with improved levels of student engagement.

Lifelong curious learners through Quality Teaching

Student learning is increased with evidence based practices and increased with coaching and monitoring problems of practice.

We work in Collaborative communities

Teacher quality is focussed on the success of each student through collaborative empowerment and evidence based practice supported by processes including data response, coaching and feedback.

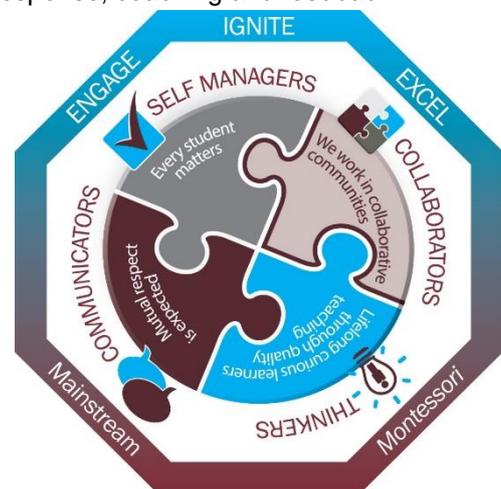
Mutual Respect is expected

Student achievement is everybody's responsibility.

We explicitly teach and value the following Learner Assets:

- Self-Managers
- Thinkers (Curious)
- Collaborators
- Communicators

These form the basis of our four-year Strategic Plan.



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.



School progress towards its goals in 2018

2018 was the first year of our Strategic Plan: Engage – Ignite – Excel.

A synopsis of our achievements in 2018 include:

- An explicit improvement agenda that continued our focus on attendance and the culture that promotes learning as well as an intentional focus on feedback practices in the area of writing. We continued our embedded pedagogy around reading practices.
- Embedded a consistent framework for Writing and Reading and feedback.
- The Arts curriculum was fully implemented in 2018.
- Commenced a Head of Inclusion position that ensures the targeted use of resources to improve learning outcomes of all our students including accessing extension opportunities.
- Upgrade to our facilities that included a safe entry and exit to our wonderful school and collaborative learning spaces in classrooms.
- Exploring inquiry to ignite our student's curiosity with deeper learning and thinking.
- Commenced a learning journey of the social and emotional capabilities and a framework for explicitly teaching these to our students. Built this framework towards identifying the Learner Assets that are imperative for our students to have for their future.

Future outlook

The explicit improvement agenda for 2019 includes continuing to embed Reading, Writing and feedback practices. We will explore best practice in numeracy to collaboratively establish and begin implementing a Whole School Numeracy Framework.

We will continue to define the Learner Assets and dispositions and implement an Inquiry approach in the areas of Science and Humanities and Social Sciences (HASS). The future is bright for our school as we enter the second year of our Strategic Plan.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	377	386	375
Girls	173	178	176
Boys	204	208	199
Indigenous	40	46	44
Enrolment continuity (Feb. – Nov.)	94%	92%	91%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.



Characteristics of the student body

Grovely State School celebrated 63 years of quality education in 2018, with an enrolment of 390 students. This has also increased enrolments offering with 16 classes – 8 in Montessori and 8 in the Mainstream pathway, 2 Inclusion 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 a Teacher aide for each class.

Our facilities include a 25m 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.

We are a diverse community and celebrate this.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	23
Year 4 – Year 6	24	28	26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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, Inquiry, 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. Both school leaders and teachers use collected data to design inclusive learning tasks for all students.

- In 2018, Grovely State School continued the implementation of the Australian Curriculum with The Arts joining English, Mathematics, Science, HPE, HASS (Humanities and Social Sciences) and Languages (Japanese). In 2019, implementation will include the Technologies curriculum. This approach will allow Grovely State School to have all Australian Curriculum learning areas implemented for 2020.
- 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.
- In supporting teachers with this backward mapping, Grovely State School provides teachers with a half-day collaborative planning session each term. This allows teachers to collaborate in teaching teams to design engaging units of work focussing on high-impact pedagogical practices.
- A Montessori learning pathway is an aligned, quality education provision. Students who are enrolled in our Montessori pathway are provided the same quality curriculum through a prepared environment using specific and purposeful Montessori materials to access the Australian Curriculum.
- Research tells us that effective teaching links a lesson's Learning Intention with the Learning Outcome or Success Criteria. Therefore, Visible Learning practices are embedded in classrooms with teachers articulating Learning Intentions and Success Criteria. Teachers model examples of expected student responses (exemplars) so that all students can experience success in their learning. Consequently, this supports our teachers to maintain consistency in both planning and delivery.



- 2018 saw Grovely State School delve deeper into elements of Inquiry Learning in the subject areas of HASS and Science. In this Inquiry approach, teachers are questioning, prompting, observing, naming, scaffolding and listening in student learning. This Inquiry approach has also led to split-screens being implemented in classrooms. A split-screen is used as a Visible Learning approach that outlines the content, the learner asset being focussed on and the success criteria.
- Grovely State School teachers work with school leaders and inclusion teachers to embed appropriately challenging tasks. This approach ensures that curriculum delivery meets the needs of every student, including enrichment opportunities.
- Our school has continued to embed our whole-school reading and writing frameworks that ensures the consistency of reading and writing. These frameworks are based on a combination of the Explicit Instruction model and the Gradual Release model. They outline the expectations on the teaching of reading and writing through the procedures of modelled, shared, guided and independent.
- In 2018, school leaders along with school staff have collaborated on the development of a whole-school feedback framework. This framework is embedded in research, particularly that of Dylan William and Visible Learning. It was agreed that the elements of effective feedback of timely, skilfully communicated, varied, targeted and purposeful would form the basis of this framework. Teachers have been implementing this framework in classrooms using teacher to student, peer and self-feedback practices.
- Grovely State School has an established Whole School Assessment Schedule that outlines the consistent data collection and analysis processes that teachers undertake in understanding where their students are placed against their age level, whilst identifying their strengths and weaknesses. Through a combination of standardised, diagnostic and national testing, teachers are able to analyse results to target their teaching to individuals or groups of students.
- Whole-school moderation processes are being established at Grovely State School. We use a consensus moderation approach that involves groups of teachers meeting to discuss and negotiate assigned grades of student work with the aim of reaching consensus and a common understanding of the quality of work. At Grovely, assessment is moderated to ensure that teachers' judgements of standards achieved by students are comparable within year level teams. Thus ensuring consistency of teacher judgement and on-balance judgements of student achievement using the Australian Curriculum Achievement Standards.
- Grovely has a strong culture of Professional Learning Communities, 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 provided with the opportunity to participate in Brainways, ICAS and Mathematics 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 extensive music 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 junior and senior choir.
- 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, inclusivity and embedding indigenous perspectives in our school community is valued and embraced. Events include Harmony Day, Sorry Day, Deadly Choices Program and NAIDOC week learning experiences.
- We offer a range of incursions and excursions during the year, connecting learning to the real world. These have included the Science Centre, Out of the Box, and Environmental Education Centres.
- We offer a camping program for students in Years 5 and 6 that happens in the first half of the school year to develop student's leadership skills and to challenge themselves in groups to explore their potential.
- We have a 25m pool that is utilised by our HPE program for swimming lessons for all students in Prep – Year 6 in Terms 1 and 4.
- Students from Years 1 – 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 also access our school 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.
- Each year, parents of Grovely have the opportunity to participate in our annual Journey and Discovery. This is an immersive opportunity for parents to explore the entire continuum of the school and experience first-hand, just like their children, the amazing things that a Montessori program has to offer. The Journey is a silent journey in which parents view the Montessori classrooms in a new way. This allows parents to experience the environments through the lens of quiet observation, gathering first impressions as their child(ren) would have done in their hours at school. The Discovery allows parents to have the chance to actively engage with some Montessori lessons and materials at each level and discover the qualities that are so magical for the child.
- Little Blossoms, an early years 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 Friday mornings 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 additional learning needs. We have electronic whiteboards installed in each classroom. We have a fully equipped ELC (computer lab) that teachers utilise and students can access at lunchtimes. In the middle and upper classrooms, classes have laptop trolleys where they can access up to 16 laptops. In 2019, we will be implementing the Technologies curriculum, which includes digital technologies, where coding and robotics will be embedded. To prepare for this, during 2018 the school purchased Bee Bots for our Prep – 2 classrooms and Lego Mindstorm robots for our middle and upper classrooms.

In 2018, Grovely State School invested in additional iPads for teachers to use in their classrooms to assist them to deliver quality curriculum and pedagogy.

Social climate Overview

Research tells us that relationships are one of the most important factors to contribute to student learning outcomes. At Grovely State School, relationships are the basis of everything we do. With all students, staff, parents and the community.

We value respectful relationships and use them as a foundation for creating and maintaining safe, supportive learning environments that promote social and emotional well-being as well as lifelong curious learners.

We use a proactive approach to teaching students using the social and personal general capabilities of the Australian Curriculum to assist in developing the skills they need to be self-managed, independent and intrinsically motivated learners.

We also use the Responsible Behaviour Plan, Play Is The Way life raft skills and games and Critical Learning behaviours to support students to be successful. These provide support for all learners by creating and maintaining a safe, supportive learning environment for everyone. Thus enabling students to focus on their learning and to reach their potential.

Students, parents and community members are encouraged to work collaboratively with teachers and administration to ensure that everyone supports student wellbeing and to address any bullying at the school. We have a proactive playground support program (STEPS – Supported Time Encouraging Positive Relationships) that provides students with a safe place to play and utilise adult support as necessary. STEPS is also used to proactively target support for students who demonstrate difficulties with social and personal development and another way to address bullying in the playground.



Our Chaplaincy program enhances the support of our students and community by 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.

Parents and Community members are invited to engage in our school in a variety of ways. Our P&C opens a coffee shop each morning and on Friday afternoons we have community coffee where parents and students stay in the afternoon and enjoy picnics and catching up. In 2018 we ran a cyber-safety evening to support parents in knowing how to protect their children from cyber bullying and other online concerns. We also invite the community to a two day Journey and Discovery event which supports everyone to understand the Montessori methodology at Grovely.

Grovely State School recognises that each student is a unique individual. They come to school each day with a range of life and cultural experiences. Our Vision is for every child to be engaged in a safe and inclusive learning environment, where they can pursue their personal best socially, emotionally and academically.

At Grovely we have developed a passionate team of teachers and support staff that works collaborative to provide the support necessary for every child to achieve their best. This ensures a cohesive response to diverse learning needs and consistent practice within a culture of ongoing progress and high expectations. Student progress is monitored with school-wide analysis and discussion of student achievement data, so that staff can respond to student needs using a tiered support approach of differentiated, focused and intensive teaching. Reasonable adjustments are made, implemented and evaluated based on individual needs of the students. Parents and carers are important members of a student's learning and are included and consulted throughout the support process.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	90%	89%
• this is a good school (S2035)	98%	91%	85%
• their child likes being at this school* (S2001)	95%	92%	98%
• their child feels safe at this school* (S2002)	98%	94%	98%
• their child's learning needs are being met at this school* (S2003)	100%	88%	96%
• their child is making good progress at this school* (S2004)	100%	90%	96%
• teachers at this school expect their child to do his or her best* (S2005)	100%	98%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	96%	93%
• teachers at this school motivate their child to learn* (S2007)	100%	92%	93%
• teachers at this school treat students fairly* (S2008)	98%	89%	87%
• they can talk to their child's teachers about their concerns* (S2009)	98%	96%	96%
• this school works with them to support their child's learning* (S2010)	97%	94%	93%
• this school takes parents' opinions seriously* (S2011)	93%	82%	84%
• student behaviour is well managed at this school* (S2012)	83%	72%	72%
• this school looks for ways to improve* (S2013)	95%	90%	93%
• this school is well maintained* (S2014)	83%	88%	89%



Percentage of parents/caregivers who agree# that:	2016	2017	2018
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* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	97%	97%
• they like being at their school* (S2036)	90%	98%	97%
• they feel safe at their school* (S2037)	95%	97%	92%
• their teachers motivate them to learn* (S2038)	91%	97%	98%
• their teachers expect them to do their best* (S2039)	99%	99%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	94%	92%
• teachers treat students fairly at their school* (S2041)	88%	94%	89%
• they can talk to their teachers about their concerns* (S2042)	88%	92%	89%
• their school takes students' opinions seriously* (S2043)	89%	93%	88%
• student behaviour is well managed at their school* (S2044)	72%	85%	74%
• their school looks for ways to improve* (S2045)	95%	97%	98%
• their school is well maintained* (S2046)	88%	95%	91%
• their school gives them opportunities to do interesting things* (S2047)	95%	94%	93%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	90%	92%	96%
• they feel that their school is a safe place in which to work (S2070)	90%	88%	91%
• they receive useful feedback about their work at their school (S2071)	81%	69%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	71%	88%	87%
• students are encouraged to do their best at their school (S2072)	97%	100%	100%
• students are treated fairly at their school (S2073)	83%	77%	91%
• student behaviour is well managed at their school (S2074)	65%	54%	65%
• staff are well supported at their school (S2075)	70%	73%	83%
• their school takes staff opinions seriously (S2076)	77%	77%	87%
• their school looks for ways to improve (S2077)	97%	96%	100%
• their school is well maintained (S2078)	84%	85%	87%
• their school gives them opportunities to do interesting things (S2079)	68%	85%	83%



Percentage of school staff who agree# that:	2016	2017	2018
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* 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 deep sense of community that is demonstrated across the many community events throughout the year as well as the weekly community coffee on Friday afternoons. The dedicated P&C have a volunteer network that support a productive partnership with the school and community to support the best possible outcomes for students.

Parents are invited to be involved in their child's education in a variety of ways. Room parents support the communication of events such as school discos, class celebrations of learning, fundraising events, sports days, weekly community coffee events and special assemblies such as Harmony Day, NAIDOC and ANZAC assemblies.

Parents are offered formal and informal opportunities for updates on academic and social growth and development through the use of report cards and three way interviews including parents and students sharing learning successes and setting future goals to strive towards. Parents are also invited to be involved in Celebrations of Learning at the end of each term where students share what they have learnt in their classrooms with parents and carers.

We have strong community links with YMCA, local chaplaincy committee, Hope City Church, Arana Leagues Club and the local high schools. We have a well-established transition program that supports students transitioning to high school from grade four ensuring that students are prepared for their next learning journey.

We organise a Journey and Discovery each year that is well attended by Montessori parents. This weekend program provides parents and community members an opportunity to walk in the shoes of a child in their daily learning experiences. It helps to develop a clearer understanding of the Montessori philosophy and equipment used by the students. We also offer parent information sessions across a range of topics depending on community needs. We employed a Montessori consultant to visit the school three times this year to provide support to our Montessori teachers with a particular focus on the new teachers to our school. She supports the community by working in classrooms as well providing feedback to us on the Montessori pathway and running afternoon parent information sessions.

Respectful relationships education 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 Morecombe curriculum support materials have been used to help students to develop understanding and skills about recognise, react and report. The school's 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	14	46	32
Long suspensions – 11 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.



Environmental footprint

Reducing this 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. An air-conditioning policy is visible in all air-conditioned rooms. Air-conditioners are set to 24c and used only for cooling. Water tanks connected to toilet blocks to store water for flushing.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	159,908	161,520	172,183
Water (kL)	2,770	2,338	2,334

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.



Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	26	20	0
Full-time equivalents	23	11	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	
Doctorate		*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	3	
Graduate Diploma etc.*	4	
Bachelor degree	21	
Diploma	1	
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$62,798

The major professional development initiatives are as follows:

- Collaborative Planning Days and staff professional development days (including non-teaching staff/Montessori staff) - \$34,414
- Professional readings/books and memberships/professional /earning opportunities - \$28,384

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%



Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	91%	92%
Attendance rate for Indigenous** students at this school	87%	80%	85%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

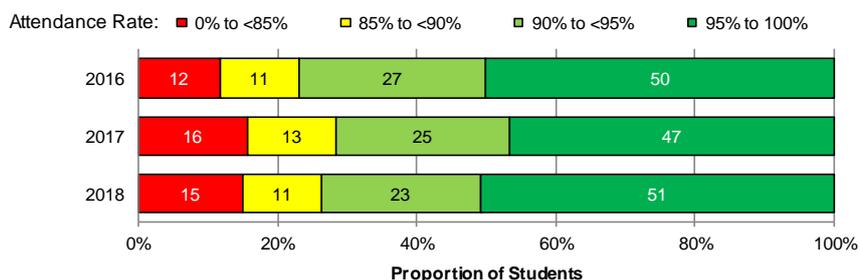
Year level	2016	2017	2018
Prep	92%	91%	93%
Year 1	92%	93%	92%
Year 2	94%	92%	93%
Year 3	94%	90%	91%
Year 4	93%	93%	92%
Year 5	90%	90%	93%
Year 6	90%	89%	90%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 electronically 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. Same day unexplained absences are followed each morning. If the student absence is unexplained for three consecutive 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 of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance* and *Roll Marking in State Schools* 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.

Key Strategies to increase attendance:

- Each child having a connection in the school with various staff members
- Outside agency referral or support if required
- Strong focus on relationships
- Communication of Every Day Matters message – newsletters, assemblies, Facebook, artefacts around the school
- Parents receive an attendance letters in Terms one to three, informing them of attendance rate and are encouraged to call Administration if they would like to discuss further.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](http://www.myschool.edu.au) website.

How to access our NAPLAN results

1. Click on the *My School* link [http://www.myschool.edu.au/](http://www.myschool.edu.au).
2. Enter the school name or suburb of the school you wish to search.

Find a school		Search website	
Search by school name or suburb			Go
School sector	▼	School type	▼
State		▼	

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](http://www.naplan.edu.au)) is an annual assessment for students in Years 3, 5, 7 and 9.

