



Grovely State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education

## Contact Information

Postal address:	200 Dawson Parade Grovely 4054
Phone:	(07) 3354 6333
Fax:	(07) 3354 6300
Email:	principal@grovelyss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Leanne Duncan Principal



Grovely State School is a progressive school with two programs that offer a choice in education in preparing our students for their future. We are proudly celebrating 62 years of public education. Grovely is proudly an Independent Public School from 2017 and has a vibrant school environment where all students are nurtured and encouraged to actively engage in all facets of school life. In 2017 we collaboratively engaged with all stakeholders in developing Grovely State School strategic direction for the next 4 years.

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 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 Montessori Learning Program and a Mainstream program, 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 passionate and dedicated staff team, supported by a Parents and Citizens group, School Council 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. Our Strategic plan will evolve under four cornerstones - Every Student Matters, We work in Collaborative communities, Lifelong Curious learners through Quality teaching, Mutual Respect is Expected. Our vision is to Engage – Ignite – Excel the students at Grovely State School.

## Principal's Foreword

### Introduction

It is with an enormous amount of pride I present to you the school annual report for Grovely State School for 2017. This report provides a snapshot of the significant achievements of our school throughout the year of 2017. 2017 was a year of review and the opportunity for collaborative development of our way forward for the next four years through our Strategic Plan 2018-2021. I am incredibly proud of a committed and passionate staff that deliver quality education and authentic relationships to our students and the community to enact our vision. Engage – Ignite – Excel Mainstream and Montessori programs.

### School Progress towards its goals in 2017

2017 was Grovely State Schools last year of the previous Strategic plan.

- Improve all achievement of all students in reading and numeracy.
- Whole school understanding of curriculum and alignment with agreed school pedagogical frameworks.
- Continue to build the schools culture of Professional Learning Community evidenced through continued collective sharing and learning.
- Continue to build strong parent and community relationships.

A synopsis of our Explicit improvement agenda priorities and achievement's for 2017 include:

- Narrowed our explicit improvement agenda to Reading and Writing, Differentiation and the Culture that promotes learning.
- Collaboratively embedded consistent Reading Framework across P-Year 6 and achieved 94.1% year 3 at the national minimum standard or above with 51% in the upper two bands.
- Collaboratively developed consistent practice in a writing framework across P-Year 6.
- 100% Year 3 achieved at NMS or above with 48 % in the upper two bands.
- Reduced percentage of absenteeism and targeted every day counts within our school community.
- Began to implement the model of differentiation across P-6 towards a depth of case management for individual students who are identified through Cycles of Support.
- 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 Responsible Behaviour Plan to reflect the Narrative we believe reflects our cornerstones of practice and values.

### Future Outlook

The explicit improvement agenda for 2018 has begun to work towards a renewed vision and focus for the next four years. Our explicit improvement agenda extends to include writing consistency and approach across our school. 2017 was 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 Grovely State School council as we continue to be proudly an independent public school.

2018 Priorities include:

- Embedding formative assessment into our practices and through collaborative professional learning utilising a cycle of inquiry to measure outcomes and analyse effectiveness of practice.
- Continue to Implement and embed a model of case management and targeted use of resources to support students to achieve and progress with high expectations, authentic relationships and collective ownership of practice and outcomes.
- Develop a consistency to approaching behaviour education through Play is the Way and Zones of regulation 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 62 years of quality education in 2017. With an enrolment of 390 students. This has also increased 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, 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.

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** Yes

**Year levels offered in 2017:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	382	170	212	40	91%
2016	377	173	204	40	94%
2017	386	178	208	46	92%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

### Characteristics of the Student Body

#### Overview

Grovely State School has an enrolment of 390 students with 11% indigenous and 16% English as a second language. Diversity is our strength with students coming from a variety of cultural backgrounds. Grovely State School has an inclusive approach that equally values students, staff and the community. Diversity is celebrated regularly with over 40 countries being recognised in our community. Grovely State School has 4.6% 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	2015	2016	2017
Prep – Year 3	23	23	23
Year 4 – Year 6	28	24	28
Year 7 – Year 10			
Year 11 – Year 12			

## 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. School leaders and teachers use collected data to design appropriately challenging tasks for all students.

- In 2017, Grovely State School continued the implementation of the Australian Curriculum with HASS (Humanities and Social Sciences) joining English, Mathematics, Science, HPE, and Languages (Japanese). In 2018, implementation will include The Arts.
- 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 the same quality curriculum through a prepared environment using specific and purposeful Montessori materials to access the curriculum.
- Research tells us that effective teaching links a lessons 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 exemplars of expected student responses so that all student 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 student, including enrichment opportunities.
- We have continued to embed a whole-school reading framework that ensures the consistency of the teaching of reading. The framework is based on an 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.
- In 2017, school leaders along with school staff have collaborated on the development of a whole-school writing framework. Like the reading framework, the writing framework is based on Explicit Instruction model and Visible Learning elements. This framework allows teachers to effectively teach writing using the elements of modelled writing, shared and interactive writing, guided writing and independent writing. Alongside the writing framework, Grovely State School has developed a bump it up wall for all classrooms where students and teachers can identify the next steps in a student's writing development.

- Grovely State School has embedded a 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 individual or groups of students.
- Consistent strategies are moderated regularly in team meetings and through collaborative professional learning opportunities.
- 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 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 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 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.
- 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 and 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 ELC at lunch times too. Students also have access to the Rainbow Room which is run by 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 schools.
- 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 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 special 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 school classrooms, classes have laptop trolleys where they can access up to 15 laptops. We run a coding club at lunch times and our Years 4 – 6 teachers have a coding and robotics focus, reflecting the digital technologies curriculum.

In 2017, Grovely State School invested in 20 iPads for teachers to begin to explore the role this technology has in delivery quality curriculum and pedagogy.

## Social Climate

### Overview

Relationships are at the heart of everything that we do at Grovely. Staff, students and community members value respectful relationships and use them as a foundation to creating and maintaining a safe, supportive learning environment that promotes social and emotional well-being as well as lifelong curious learners.

We use a combination of the Responsible Behaviour Plan, Play Is The Way and Critical Learning Behaviours to support students to be self-managed, intrinsically motivated learners. Our Responsible Behaviour Plan incorporates a proactive approach to supporting all students to develop the skills that they need to be self-managed learners. By providing support for all learners we create and maintain a safe, supportive learning environment for everyone enabling them to focus on their learning and reaching their potential.

Grovely State School is a diverse community which values inclusivity. 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 student needs using differentiation, targeted teaching and utilising school resources to ensure that student needs and wellbeing are supported appropriately. Parents and community members are encouraged to work together with teachers and administration to ensure that everyone supports student wellbeing and to address any bullying at the school. We have established a proactive playground support program that provides students with a safe place to play and utilise adult support. This can be used to support students who demonstrate difficulties with social and personal development and another way to address any bullying in the playground.

The 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. Grovely State School prides itself on the imperatives of relationships and strong connections between home and school.



### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	86%	100%	90%
this is a good school (S2035)	86%	98%	91%
their child likes being at this school* (S2001)	95%	95%	92%



Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child feels safe at this school* (S2002)	95%	98%	94%
their child's learning needs are being met at this school* (S2003)	89%	100%	88%
their child is making good progress at this school* (S2004)	84%	100%	90%
teachers at this school expect their child to do his or her best* (S2005)	94%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	95%	96%
teachers at this school motivate their child to learn* (S2007)	89%	100%	92%
teachers at this school treat students fairly* (S2008)	86%	98%	89%
they can talk to their child's teachers about their concerns* (S2009)	97%	98%	96%
this school works with them to support their child's learning* (S2010)	97%	97%	94%
this school takes parents' opinions seriously* (S2011)	80%	93%	82%
student behaviour is well managed at this school* (S2012)	78%	83%	72%
this school looks for ways to improve* (S2013)	94%	95%	90%
this school is well maintained* (S2014)	95%	83%	88%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	96%	97%
they like being at their school* (S2036)	97%	90%	98%
they feel safe at their school* (S2037)	92%	95%	97%
their teachers motivate them to learn* (S2038)	98%	91%	97%
their teachers expect them to do their best* (S2039)	99%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	91%	93%	94%
teachers treat students fairly at their school* (S2041)	92%	88%	94%
they can talk to their teachers about their concerns* (S2042)	89%	88%	92%
their school takes students' opinions seriously* (S2043)	92%	89%	93%
student behaviour is well managed at their school* (S2044)	86%	72%	85%
their school looks for ways to improve* (S2045)	96%	95%	97%
their school is well maintained* (S2046)	94%	88%	95%
their school gives them opportunities to do interesting things* (S2047)	95%	95%	94%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	90%	92%
they feel that their school is a safe place in which to work (S2070)	100%	90%	88%
they receive useful feedback about their work at their school (S2071)	93%	81%	69%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	71%	88%
students are encouraged to do their best at their school (S2072)	100%	97%	100%
students are treated fairly at their school (S2073)	100%	83%	77%
student behaviour is well managed at their school (S2074)	80%	65%	54%
staff are well supported at their school (S2075)	87%	70%	73%
their school takes staff opinions seriously (S2076)	93%	77%	77%
their school looks for ways to improve (S2077)	100%	97%	96%
their school is well maintained (S2078)	93%	84%	85%
their school gives them opportunities to do interesting things (S2079)	93%	68%	85%

\* 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

Grovelly 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 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 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	2015	2016	2017
Short Suspensions – 1 to 10 days	19	14	46
Long Suspensions – 11 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## 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. 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	158,694	2,210
2015-2016	159,908	2,770
2016-2017	161,520	2,338

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

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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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	28	20	0
Full-time Equivalents	25	12	0

#### 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	28
Diploma	5
Certificate	2

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 was \$93622.

The major professional development initiatives are as follows:

- Montessori Stream \$30,595 (includes visiting consultant, 3 teachers enrolled in Montessori training courses & manuals, conferences and visiting other local Montessori schools)
- Collaborative School Planning days \$15577
- Visiting Consultants \$9260
- Professional Memberships \$695
- Books & Publications \$2005
- Staff attending conferences, information days, professional learning release \$25490
- Teacher Aide professional development opportunities

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2015	2016	2017
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, 91% of staff was retained by the school for the entire 2017.

## 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	91%	92%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	87%	80%

\*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 2017 for all Queensland Primary schools was 93%.

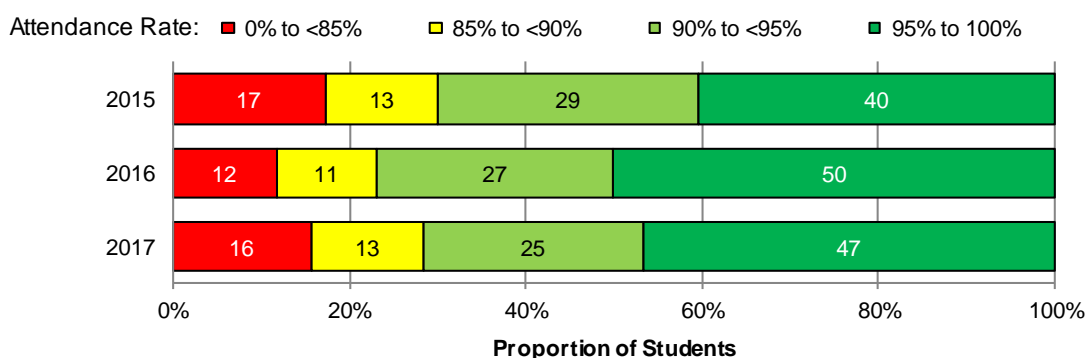
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	90%	92%	92%	92%	90%	91%	91%						
2016	92%	92%	94%	94%	93%	90%	90%						
2017	91%	93%	92%	90%	93%	90%	89%						

\*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 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. 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 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. In 2016 artefacts demonstrating time lost at school and the impact of this where displayed around the school.

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 letter informing them of each semesters 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 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.

### Find a school

School name

Suburb, town or postcode

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 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.

