

Queensland State School Reporting – 2011

Grovely State School (1136)



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Principal's foreword

It is with great pride that I share the achievements and Vision for Learning of the Grovely State School community in this School Annual Report.

Our Vision for Learning at Grovely State School is built around innovation and best-practice in four key areas:

- **Values and Habits** - the ideals underpinning our working and learning;
- **Curriculum** - what students learn and how learning is assessed and reported;
- **Pedagogy** - the professional practice of teachers;
- **Relationships** - the ways in which members of the school community work together;

These key areas are delivered through our Values, "**Respect, Responsibility and Safety**" in a community focussed on Learning. Our vision for learning encompasses not only learning across key subject areas, but also for young people to learn to be the best they can be. For children to lead happy, fulfilling lives, we believe that character is as important as curriculum. Both must be explicitly taught, guided and nurtured.

At the centre of our vision are the Students, signifying our efforts to create a personalised, supportive learning environment which values individual needs, interests and learning styles, cultural diversity and supports students to identify and achieve high standards of success.

A commitment to offer two distinct, quality learning pathways through both Mainstream and Montessori, was driven by a recognition that students learn in different ways. There is no one best way, but there are ways that are better for some students. Each pathway is unique, yet has commonalities that are shared and valued. These commonalities include.

- a unique teaching pedagogy based on individual pathways for each learner, where the teacher provides differentiated learning opportunities, supporting students to demonstrate accountability for their learning through discussions of their learning goals and achievements;
- differentiated ways of working and learning across all subject areas,
- rigorous, on-going student assessment based on demonstrated consistent learning achievements in a variety of settings and over time;
- high standards in literacy and numeracy; ,
- students who value lifelong learning and are engaged in a global community; and,
- strong links between home, school and the greater community

Vicki Baker
Principal

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Introduction

This annual report outlines the achievements of the Grovely State School community during 2011 and our aspirations for the future.

School progress towards its goals in 2011

In 2011 our school made significant progress towards our intended goals. The most significant achievements include:

- The third year of implementation of the Montessori Learning Program. An additional Cycle 2 and Cycle 3 class was formed, with this provision now catering for students from Prep-7.
- The development of a whole school, consistent approach to the teaching of writing, spelling and comprehension.
- Continuing to embed the Grovely Values Program that underpins practices and processes within our community.
- Continuing to build partnerships between the school and wider community.
- Continuing to build community confidence and satisfaction with the quality of programs.

The Grovely School community is very proud of the achievements that have been made in making Grovely an innovative, positive and safe learning environment for all students. Staff take their roles as educators very seriously and are committed to ensuring the best educational opportunities for every student in the school.

Future outlook

Grovely State School: A school of Choice, United in Purpose.

Our focus for the future is strongly centred on the learning needs of students and establishing Grovely State School as a school of choice in the local area. Our key priorities include:

Maximising the performance of all students. Learning is the work...

Improving teacher and leader quality.

En-culturing the Montessori Learning Program

Providing a supportive school environment that promotes engagement across the community.

School Profile

Coeducational or single sex: *Coeducational*

Year levels offered: *Prep - Year 7*

Total student enrolments for this school:

| Total Enrolment | Girls | Boys | Enrolment Continuity (Feb 2011 – Nov 2011) |
|-----------------|-------|------|--|
| 320 | 134 | 186 | 93% |

Characteristics of the student body:

Enrolment for the year reached 320 students which is an increase of approximately 50 students from the previous year. It is anticipated that enrolments will increase steadily over time as the Montessori program transitions through the school.

Within the school community many cultures are represented but none in large proportions. Approximately 10% of students are Indigenous. This diversity is also reflected in the socio-economic backgrounds of families. The implementation of the Montessori program is attracting families from suburbs not in the school's traditional catchment area. A number of families have relocated to the area to access this program.

The school caters for students with special needs in the areas of Autistic Spectrum Disorder, Intellectual Impairment and Speech Language Impairment. Students are integrated into both the Mainstream and Montessori programs.

Class sizes – Proportion of school classes achieving class size targets in 2011

| Phase | Average Class Size |
|------------------|--------------------|
| Prep – Year 3 | 21.9 |
| Year 4 – Year 10 | 23 |
| All Classes | 22.2 |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents |
|---------------------------------|--------------------|
| Short Suspensions - 1 to 5 days | 10 |
| Long Suspensions - 6 to 20 days | 0 |
| Exclusions | 0 |
| Cancellations of Enrolment | 0 |

Curriculum offerings

Our distinctive curriculum offerings

School programs are integrated incorporating all 8 Key Learning Areas: English, Mathematics, Science, Studies of Society and the Environment, The Arts, Music, Health and Physical Education, Languages Other than English (Japanese). There is a strong emphasis on ensuring curriculum is matched to student needs. There is also a strong commitment to developing sound academic skills as well as life skills.

Our foundation to learning is a unique 'Values' approach which is embedded in the culture of the school.

Students are explicitly taught what it means to be Respectful, Responsible and Safe, how to become independent learners and take ownership of their learning.

A Montessori Learning Program was introduced in 2009 as an alternate, quality education provision. Approximately 170 had their educational needs met in this multi-age environment. This program is highly personalized with an emphasis on 'hands on' learning through the specific and purposeful use of materials.

The school has a Head of Curriculum (HOC) who leads curriculum development and planning to ensure consistency of curriculum, pedagogy, assessment and reporting. Teachers plan differentiated units of work with the HOC each term.

The school has a well resourced electronic learning centre. This centre was completely refurbished in 2009 through the National School Pride program. Thirty new computers, linked to an electronic whiteboard and networked printer are now accessible to every class in the school. Classes use the centre to develop and improve information communication technology skills. Interactive whiteboards are now installed in most classrooms in the school.

The school's Arts program includes:

An Instrumental Music Program in brass, woodwind, percussion and strings. Beginner and Intermediate instrumental music cluster camps are offered to students learning instruments.

A choral program for students from years Prep-7.

An Artist in Residence program

Extra curricula activities

The school's music program is a highlight of the school's curriculum. An increasing number of students participate in both the choral and instrumental music programs. Students from Prep and Year 1 form the school's Junior Choir. Senior Choir members are drawn from Years 2-7. A Music Supporters Group of dedicated volunteer parents supports the work of Music staff.

An extensive Student Leadership program is implemented to develop responsibility and provide students with a voice within the community. Student leaders in Years 6 and 7 participate in leadership camps and activities. A Student council is operational, leading a number of school activities throughout the year.

The Garden Club: Students have the opportunity engage in 'real life' learning and to develop their skills in growing, harvesting and cooking vegetables.

In 2011 the Science Club met each week to 'play', experiment and foster a love of Science.

The school has its own swimming club. The 'Grovelly Gators', meet each Friday night throughout the swimming season.

The school is supported by a local church to implement the World Vision Mentoring Program.

For the first time in 2011 a Young Entrepreneurs Club was introduced as a pilot program in our school. Students from 3-7 were invited to develop microbusinesses, intent on raising funds to support a school in Vietnam. Because of the success of this program, in 2012 it will be offered to other schools in Queensland.

The school chaplain runs programs to support the health and wellbeing of the students.

Our school at a glance

Students participate in interschool sport activities e.g. touch football, soccer, rugby league, cricket, softball and netball.

How Information and Communication Technologies are used to assist learning

Staff and students are continually challenged to explore innovative ways of using Information Communication Technologies (ICT's) and embed them into classroom activities and use them as tools for learning. **One Portal is the single point of truth for all communications in the school. The Learning Place with its vast array of programs and digital on line learning opportunities is being used more effectively by staff and students to support and personalise learning.**

The range of technologies available includes, computers, digital cameras and interactive whiteboards. These technologies are used to support and enhance classroom instruction and student learning.

All classes have internet access and use the internet to support curriculum activities.

Every classroom has computers. Most have interactive whiteboards. The school has an electronic learning centre with thirty computers for whole class use, which is accessible to all classes in the school.

Students in the school engage in sequenced activities to develop their skills.

Staff continually update their knowledge and capacity to use the technologies available to enhance teaching and learning programs.

The capacity of OneSchool is being maximised to support school management, reporting, planning and data collection.

Social climate

Grovely State School has an underpinning set of core Values that are known within the community as the 'Grovely Three'. Students are explicitly taught what it means to be Safe, Responsible and Respectful.

They epitomise 'The Grovely Way' and powerfully describe what is expected and how it is expected that all members of the school community interact.

Each week the whole school focuses on an aspect of the Values Framework through explicit teaching and teachable moments. Paralleled with the explicit teaching of Stephen Covey's 7 Habits of Highly Effective People, they combine to foster young people with character.

Visitors to the school often comment on the lovely 'feel' of the school, the calmness of the environment, the friendliness of students and professionalism of staff.

Parent Opinion Survey and Student Opinion Survey data in all aspects of School Climate in 2011 reported high satisfaction levels. This can be attributed to the high levels of engagement and opportunities that parents have to participate in the learning of their children and life of the school.

88.9% of parents indicate that their children are happy to go to this school

92.6 % of parents indicate that they are satisfied with the interest that teachers take in their child.

88.9% of parents report that GSS is a good school.

81.4% of students report that they are safe at this school.

86 % of students report that GSS is a good school.

81% of students report they are getting a good education at GSS

Our school at a glance

Parent, student and teacher satisfaction with the school

Generally, students, staff and parents are satisfied with what our school offers and operates.

| Performance measure | Result 2011 |
|---|-------------|
| Percentage of parents/caregivers satisfied that their child is getting a good education at school | 81% |
| Percentage of students satisfied that they are getting a good education at school | 76% |
| Percentage of parents/caregivers satisfied with their child's school | 89% |
| Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives | 67% |
| Percentage of staff members satisfied with morale in the school | 66% |

Involving parents in their child's education

The strength of our community can be attributed to the support that we receive from parents to support the life and learning of the school.

Parent, student and teacher meetings are conducted each semester to share the learning journey of students and allow learning goals for students to be collaboratively developed. Teachers communicate with parents through fortnightly class newsletters and are available on request for meetings to discuss the individual needs of students.

Each term all parents are invited into the school to celebrate their child's learning. Known as *Celebrations of Learning* these sessions are extremely well attended and an important part of developing strong links between home and school.

A Room Parent process is operational to further improve the communications between home and school. Parents take on a variety of roles aimed directly at making sure parents were well informed of school offerings and processes and feel welcome in the school.

The school hosts a variety of parent sessions to provide information on a variety of issues and topics.

Each week the school hosts 'Community Coffee'. The principal and members of staff attend making themselves available to parents. Parents often take this opportunity to have informal chats about school issues and their child's learning.

Parents and caregivers are involved in many aspects of their child's education including:

Supporting teachers in the classroom by assisting small groups and individual students with learning activities.

Resource making

In the library

Our school at a glance

Supervisors for lunch time activities

Involvement in the school's P&C.

Supporting students and teachers at athletics and swimming carnivals etc.

Supporting the school's Music Program.

Support for fundraising initiatives. This directly supports all students.

The Tuckshop and Swim Club sub-committees.

Breakfast Club.

The Garden Club.

Parent volunteers form a significant part of our community providing a range of skills and services to support students and programs within our community. All volunteers receive training and support and their time and commitment is valued highly. They play a vital role. We could not accomplish for students what we do without them.

89% of parents report they are satisfied with how well the school makes them feel welcome.

93% of parents report that staff are approachable when they wish to speak with them about their child.

85% of parents indicate they are satisfied with the opportunities to participate in the life of the school.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Efforts to reduce the school's carbon footprint are being made. Water from tanks is used in all of the school's toilets. Water efficient taps are installed. Solar panels were installed at the end of 2009. Energy efficient lighting was installed in all rooms in 2010. Students engage in units of study to improve their awareness and knowledge related to sustainability and care for the environment.

Environmental footprint indicators, 2010-2011

| | Electricity KwH | Water KL |
|------------------|--------------------|-------------|
| 2011 | 152,760 | 1,267 |
| 2010 | 142,252 | 1,530 |
| % change 10 - 11 | 7% | -17% |

Our staff profile

Staff composition, including Indigenous staff

| Workforce Composition | Teaching Staff | Non-teaching Staff | Indigenous Staff |
|-----------------------|----------------|--------------------|------------------|
| Headcounts | 24 | 14 | 0 |
| Full-time equivalents | 21 | 8 | 0 |

Qualifications of all teachers

| Highest level of attainment | Number of classroom teachers and school leaders at the school |
|-----------------------------|---|
| Doctorate | 0 |
| Masters | 2 |
| Bachelor degree | 21 |
| Diploma | 0 |
| Certificate | 0 |



Doctorate
Masters
Bachelor degree
Diploma
Certificate

Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$28,000.

The major professional development initiatives are as follows: .

- Coaching
- QAR
- Data and effect size: Visible Learning: Hattie
- Differentiation
- Assessment and data interrogation sessions
- Curriculum development - preparing for the implementation of the National Curriculum
- A variety of professional development and networking opportunities through Teachers' Learning Network, Professional Development Network, QASSP were accessed by staff.
- A variety of Montessori professional development and networking opportunities were accessed. These included sessions with recognized Montessori training providers and school initiated sessions.
- HOC, HOSES and Principal network, cluster meetings and conferences.
- Behaviour Management
- Year level, cluster and district moderation sessions
- CPR, asthma and anaphylaxis updates

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 84% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income 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

Search by school name

GO

Search by suburb, town or postcode

Sector ☐ Government ☐ Non-government

SEARCH

Our staff profile

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**'. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

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



Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%.

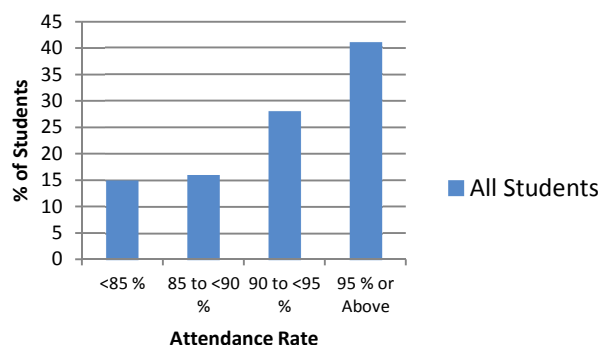
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
|--------|--------|--------|--------|--------|--------|--------|
| 92% | 92% | 92% | 90% | 94% | 92% | 92% |

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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/>.

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Performance of our students

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector ☐ Government
☐ Non-government

SEARCH

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**'.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Grovely state school has an indigenous enrolment of 12% . Our Indigenous students for 2011 reading and writing for year 3 has minimal gap with work still to be done in numeracy. Our attendance rate for indigenous is comparable with non-indigenous with indigenous at 90% and non-indigenous at 92.2%.